



Job Orientation Training

in Businesses and Schools

Student's Book

Secondary education



PROGRAMUL DE COOPERARE ELVEȚIANO-ROMÂN
SWISS-ROMANIAN COOPERATION PROGRAMME

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CONTRIBUTION**

This publication was developed within the Romanian-Swiss project Job Orientation Training in Businesses and Schools – JOBS, which combines the world of labour market and school. It is a cross-curricular programme for students in secondary education. They evaluate and develop their own competences and life skills and become acquainted with the real working world.

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Goals of the JOBS programme

Dear student,

Soon you will have to take important decisions for your future. Maybe you will decide to go on with your studies, but maybe you feel more like looking for a job. The world is changing fast and so is the working world. Our lives are determined by many different factors. Some of them elude our control, others can be directly influenced by us.

This book is meant to help you concentrate on the aspects you can influence. The JOBS programme will help you discover jobs in your region and equip you with the skills you need for a job interview. But most important of all, it will support you in getting a clearer idea about what you want and what you are able to do.

With the support from your teacher, you and your classmates will explore the job world and get ready for the future. Enjoy!

What does the acronym JOBS mean?

J = Job

O = Orientation

B = for Businesses

S = and Schools

What are the goals of JOBS?

It is the goal of JOBS to prepare students in the last years of secondary education for the upcoming choice for a profession or for their later university focus.

What is the background?

JOBS was a project in the framework of the Swiss enlargement contribution to the new EU member Romania. It lasted from 2009 to 2017 and was developed by the Ministry of National Education Bucharest (MNE), the National Centre for the Technical and Vocational Education and Training Development, Bucharest (CNDIPT) and the Centre for International Projects in Education (IPE) of the Zurich University of Teacher Education. It was financed by the Lottery Fund of the Canton of Zurich, the Swiss and the Romanian Governments.

How does JOBS work?

JOBS takes place in the last years of secondary education. This programme introduces not only task-based learning approaches and useful education contents to guide you toward the right choice, but also provides support for teachers. You will learn a lot more about your own capacities (life skills) and get in contact with businesses, companies or public institutions offering jobs in the region. You will do research about employment opportunities, analyse economic conditions and prepare your collected data for presentations.

What will happen?

The core element of JOBS is your visit to a local business. Therefore, the teacher will have to support you in preparing, realising and reflecting your experiences. Before and after the business visit, the teacher will give you some tasks which are all described in this book. In the course of the JOBS programme, you will collect a lot of materials which, together with your business visits and your personal findings, will be reflected and presented in a JOBS exhibition in your school at the end of the school year.

How does one learn in JOBS?

Learning methods are mainly project-oriented and task-based. A major focus in learning in JOBS is the switch from teacher-centered methods to student-centered learning. Your head teachers in your school will be informed personally and will also receive information material.

What is the role of the businesses?

In the last year of secondary education you will visit businesses that you choose mainly yourself, contact individually or that will be chosen by your school, if necessary. The businesses that are involved in JOBS are informed and aware of their training role in JOBS beforehand and will also receive information material. During your visits you will ask questions, take notes, observe, ideally participate and analyse your findings.

What is the role of your parents?

Your parents support you in your path to your professional future. They mainly do this by being interested in what you do, by taking their time discussing with you, listening to you.

What is your role as a student?

YOU ARE THE MAIN ACTOR IN THIS PROGRAMME! You, as a student, decide mainly on the result and on the success. This subject is not brought to you, YOU will have to get it! YOU will learn, YOU will write reports, YOU will make interviews, YOU will contact people. You can do a rather easy job on this programme or you can make the difference by taking your future in your own hands. We all know that the world of profession and businesses is not an easy one. But you can either complain and do nothing, or you can do what is in your own power. We suggest you DO IT! Why? Because YOU CAN DO IT!

Overview of the Book

Part I: Investigating different jobs

Part II: Me and my strengths

Part III: The job world

Part IV: Job opportunities

Part V: Preparing your job exploration

Part VI: My job exploration

Part VII: Our exploration results

Part VIII: Toolbox

Part I: Investigating different jobs

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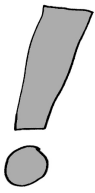
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1: JOBS – The programme

Presenting my interests, explaining my choices and comparing them with my school performance





A **profession** is a regularly paid position, i.e. a service that a person delivers to a third party for money. A **job** is a work position that a person has based on the profession that he/she holds as a consequence of the education, training and experience gained. Usually, the jobholder has been trained, educated or appointed for the job.





Task 1:

Understanding what JOBS is all about

	X
	
	X
	30'

The task:

Ask and answer questions referring to JOBS.

Classroom organisation:

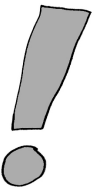
You will work individually and in a whole-class plenary discussion.

Procedure:

- 1) Listen to your teacher while he/she introduces you to the goals of JOBS and the yearly programme.
You will also be given an overview of the different work methods in the Toolbox that you will use in JOBS as well as in other school subjects later on.
- 2) Take notes on a spare piece of paper.
Mark or highlight 2-3 keywords.
- 3) Find at least one question to ask in the discussion afterwards.
Ask questions and discuss in class what the main points are.





Materials:

- Part I: Investigating different jobs
- Part VIII: Toolbox



Task 2:

Short presentation of JOBS

	X
	X
	
	50'

The task:

Explain to your family what JOBS is about (a presentation of 10 minutes).

Classroom organisation:

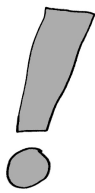
You will work individually and in groups.

Procedure:





- 1) Look back at the question & answer session. What are the main elements of JOBS? Go through the information in the introduction about the Goals of the JOBS programme and the notes you took when your teacher introduced you to JOBS.
- 2) The template for a short presentation (Worksheet 1) will help you prepare your presentation. What is important? What comes first, what next?
- 3) You can take a look at Tool no. 11: Planning and giving presentations
- 4) Try out your presentation on a colleague or friend. Check whether your partner is paying attention or not by including a mistake or two and see if they notice.

Materials:

- Your notes
- Goals of the JOBS programme (introduction to this book)
- Worksheet 1: Template for a short presentation
- Part VIII, Tool No. 11: Planning and giving presentations



Task 3: Different jobs

	X
	X
	X
	45'

The task:

Find a substantial number of different professions and order them according to a set of organising principles which you define.

Classroom organisation:

First, you will work individually. Then put your desks together to form one big table for your group of four.

Procedure:

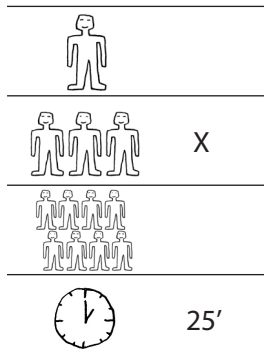
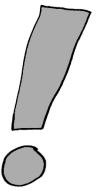
- 1) First, work individually and write down any jobs that come to your mind on cards or slips of paper. Think about them in very concrete terms: Who does what in my environment? What do my parents, relatives, neighbours or friends do?
- 2) In groups of four, put all your cards on the table and arrange them according to organising principles which you define: e.g. outdoor jobs – office jobs, jobs needing special clothing, jobs which require lengthy training, jobs where you need foreign languages etc.
- 3) The teacher chooses one student to write down all the organising principles mentioned in the presentations on the blackboard.
- 4) Each group presents the organising principles they used to arrange the jobs to the entire class and gives examples.

Materials:

- Flipchart paper
- Blank paper cards

Task 4:

Jobs done by people



The task:

Find people who actually do the jobs you have found, and whom you could interview.

Classroom organisation:

Put your desks together to form one big table for your group of four.

Procedure:

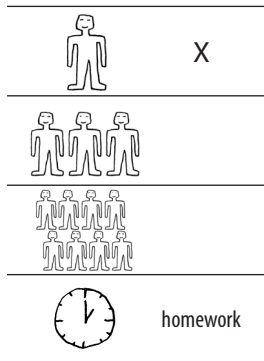
- 1) Write the name of a person who does the job on the back of each card/slip of paper. If you cannot think of anybody, leave it blank.
- 2) Who would you like to talk to?
- 3) What do you need to know in order to have a good conversation with this person?

Materials:

- The cards/slips of paper that you filled in during Task 3



Homework Task 5: ***Explain JOBS and prepare yourself*** ***for a real job interview***



The task:

Present JOBS to your family.

Prepare for the interview that you will be conducting in two weeks' time.

Procedure:

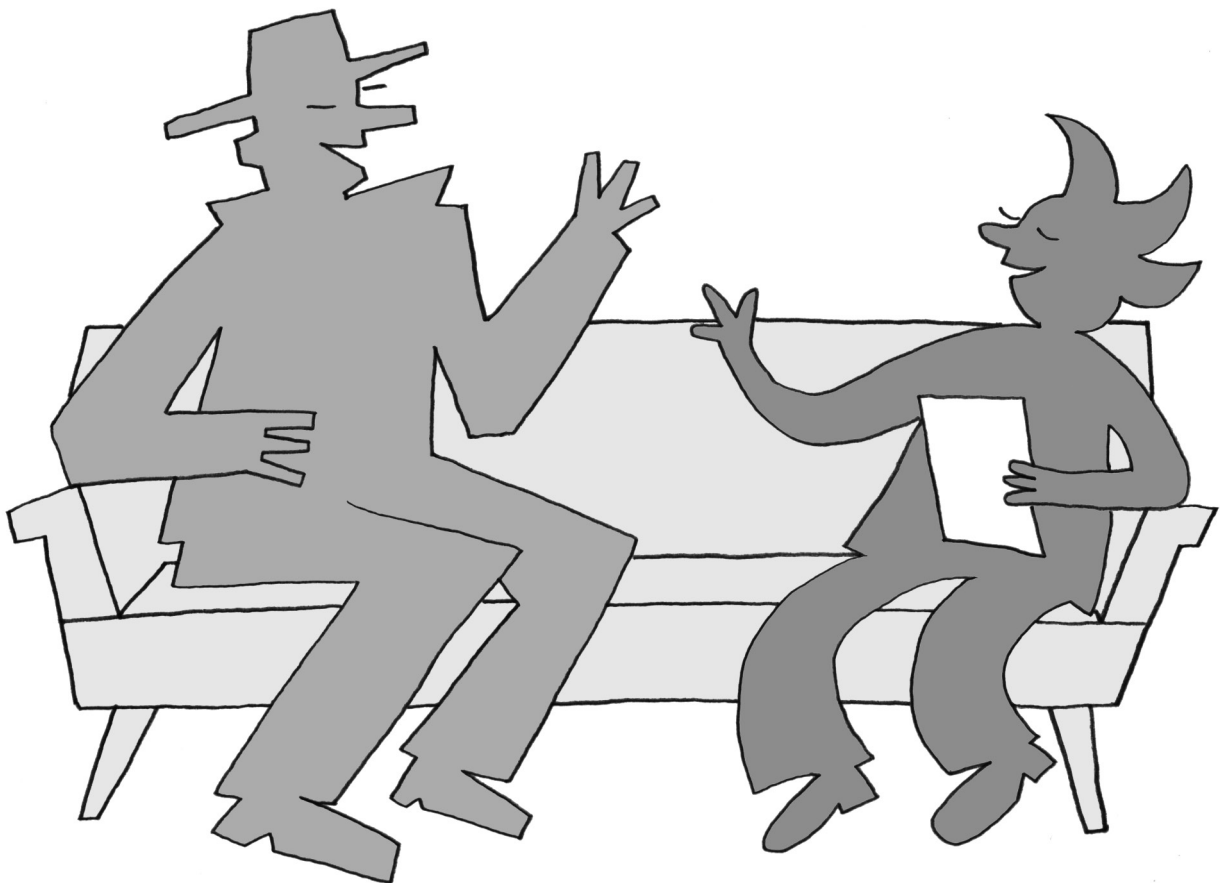
- 1) Explain JOBS to your family. How do they react? What questions and ideas do they have? (See your Worksheet 1: Template for a short presentation you filled in.)
- 2) For the next lesson, prepare a list of three people you could easily contact and would like to interview.
 - a. What job do they do?
 - b. What are their names?
 - c. How did/do you get to know them?
 - d. At what time of day is it possible to interview them?
- 3) Write your interview partners' names and their jobs on slips of paper (you can also use the back of used sheets of paper) and put them on the blackboard at the beginning of the next JOBS lesson.

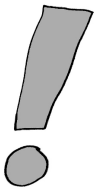
Materials:

- Slips of paper (keep it environmentally friendly and use the back of old photocopies etc.)
- Worksheet 1: Template for a short presentation you filled in





2: *Preparing the interview*

An **interview** is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee.





Task 6: Getting an overview of all the jobs

	X
	
	X
	30'

The task:

Get an overview of the jobs that have been collected, based on the possible interviewees on the blackboard.

Classroom organisation:

Form a semi-circle in front of the blackboard (with or without chairs).

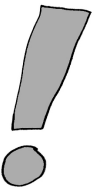
Procedure:

- 1) Before the lesson, put the three slips of paper you have prepared for today on the blackboard.
Alternative: Put all the slips of paper on the floor and stand around them in a semi-circle.
- 2) The class, together with the teacher, will talk about the results on the blackboard/floor:
 - a. Are some of the jobs more frequently listed? Why?
 - b. Are they dream jobs or existing jobs in your surroundings?
 - c. Can the slips of paper be arranged according to a single organising principle? Is there another helpful principle?

Materials:





- Slips of paper you have filled in for homework task 5
- Adhesive tape for the blackboard – or none if you work on the floor





Task 7:

Learning from a model interview

	X
	X
	X
	30'

The task:

Analyse how an interview works and assess it using quality criteria.

Classroom organisation:

Form a semi-circle in front of the blackboard (with or without chairs).

Procedure:

- 1) The teacher organises a model interview that he/she shows to you.
The interview lasts between 5 and 10 minutes. Listen and take notes.
- 2) THINK: After the interview has finished, take the list of quality criteria (see Tool no. 6) and read it. Now compare the list with the notes you have taken during the interview. Check how well the quality criteria have been fulfilled.
- 3) PAIR: Turn to your neighbour and work in pairs to compare your findings. Prepare positive feedback for the teacher:
What has she/he done well?
- 4) SHARE: Some pairs will be asked to present their feedback.


Materials:


- Part VIII, Tool No. 6A: Carrying out interviews





Task 8:

Conducting a mock interview

	X
---	---

	X
---	---

	
---	--

	30'
---	-----

The task:

Conduct an interview.

Classroom organisation:

You will work in pairs.

Procedure:

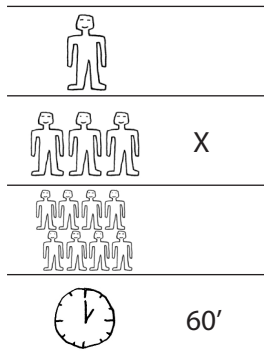
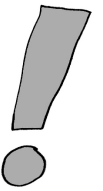
- 1) Read Tool no. 6A: Carrying out interviews.
- 2) You will be conducting two short interviews with your partner.
Sit opposite each other without a desk in between. Agree on who will take role A or B. Before each interview, you have 2 minutes thinking time!
 - a. Interview no. 1 (student A with student B):
Topic: Your favourite activity in your spare time (5 minutes)
 - b. Interview no. 2 (student B with student A):
Topic: The coolest experience of your life (5 minutes)
- 3) The teacher takes on the role of an observer, only giving support to groups or positive feedback when needed.
- 4) Now give each other feedback with the help of the Quality criteria for an interview (see Tool 6A). Please mention at least three positive points before you mention one point for improvement.
- 5) After you have done the mock interviews, answer the following questions:
 - a. How did you feel during the interview (as the interviewer / as the interviewee)?
 - b. Which questions worked best from your point of view?
Which didn't?
 - c. Do you think you should change something (about the questions / about your way of asking the questions)?

Materials:

- Part VIII, Tool no. 6A: Carrying out interviews

Task 9:

Preparing the real interview



The task:

Create the main structure of the interview you will conduct.

Classroom organisation:

Work in pairs at your desks.

Procedure:

- 1) Choose a partner who will conduct the interview with you.
- 2) Take your six slips of paper from the blackboard (from Task 6) and decide which person you want to interview. What are the reasons for choosing this person, this profession? Discuss with your partner!
- 3) Use Tool no. 6 to help you plan a good interview.
- 4) Use the questionnaire in Worksheet 2. Group the questions into 3-5 topics (e.g. qualifications, work conditions, job biography etc.). Name them and fill in the most important questions you want to ask.

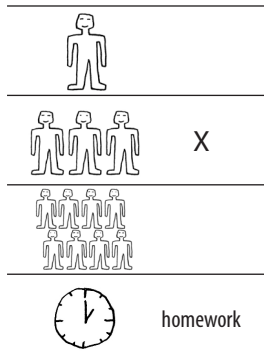
Materials:

- Part VIII, Tool no. 6A: Carrying out interviews
- Worksheet 2: Template for a questionnaire



Homework Task 10:

Conducting an interview



The task:

Conduct the interview and take notes together with your partner.

Procedure:

- 1) Decide when and where you want to conduct the interview.
- 2) Calculate 20-50 minutes for a good interview.
- 3) You also need to decide who will do the interview and who will take notes.
- 4) Bring the notes along to the next JOBS lesson!
- 5) If possible, take a picture of your interviewee and print it.
- 6) Look for pictures in magazines that are connected to the job of your interviewee. Maybe you can also find newspaper articles about this profession.

Materials:

- Worksheet 2: Template for a questionnaire
- Notebook/notepad
- Maybe a camera
- Magazines and newspapers

3: *Evaluating the interview*





An **evaluation** is a description, an analysis and an assessment of projects, processes and organisations.





Task 11:

First impressions of professional fields

	
	X
	X
	45'

The task:

Discuss first impressions of the people and jobs in the working world.

Classroom organisation:

First, you will work seated on chairs in a circle in the classroom and then you will work in pairs.

Procedure:

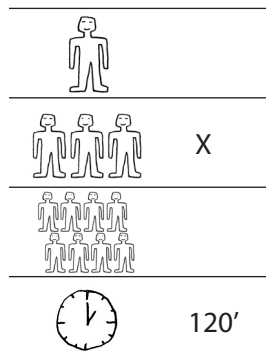
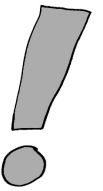
- 1) Sit in a large circle
- 2) Discuss in class the content of the interviews: What is your first impression of the professional field? What did you like or did not like? Why?
- 3) Discuss how the interview went: What was exciting, nice, surprising, difficult etc.?
- 4) Sit together with your partner. Try to explore the expressions "job" and "profession": What does it mean to your interviewee to have a job/ profession? What significance does work have in a person's life? What do you think it will mean to you? How do you feel about the fact that one has to work? What are your wishes for your professional future? Discuss with your partner.
- 5) Reflect together on the expectations you had and the surprises you got out of the interview and the working world.
- 6) Fill in the template (Worksheet 3) together with your partner, identifying the most important messages and quotes.

Materials:

- Worksheet 3: Evaluation of the interview

Task 12:

My presentation poster



The task:

Together with your partner, prepare a poster for the presentation in school.

Classroom organisation:

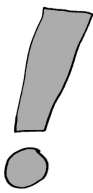
You will work in pairs.

Procedure:

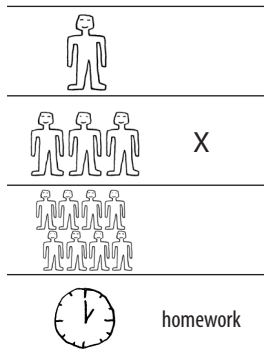
- 1) Read Tool no. 9: Creating posters
- 2) Go through the whole interview again (see your evaluation on Worksheet 3) and pick the most important points:
 - a. The most important information about your interviewee.
 - b. Choose 3-5 main insights you have gained through the interview.
 - c. Choose 3-5 quotations and explain them.
 - d. Choose a title for your presentation.
 - e. Give your opinion:
 - i. What did you learn about this profession?
 - ii. What did you learn about conducting an interview?
 - iii. What did you like?
 - iv. What caused difficulties?
- 3) A presentation is like a business card! It will be judged according to its content, graphic composition and clarity of message.

Materials:

- Poster paper (Be inventive! You do not necessarily need to buy paper; you could use the back of an advertising poster, or you could put together several smaller sheets of paper etc.)
- Pens, pencils, scissors, glue (if necessary, bring it from home)
- Magazines to cut out illustrations
- Worksheet 3: Evaluation of the interview from the previous task
- Part VIII, Tool no. 9 Creating posters



Homework Task 13: Finishing the poster



The task:

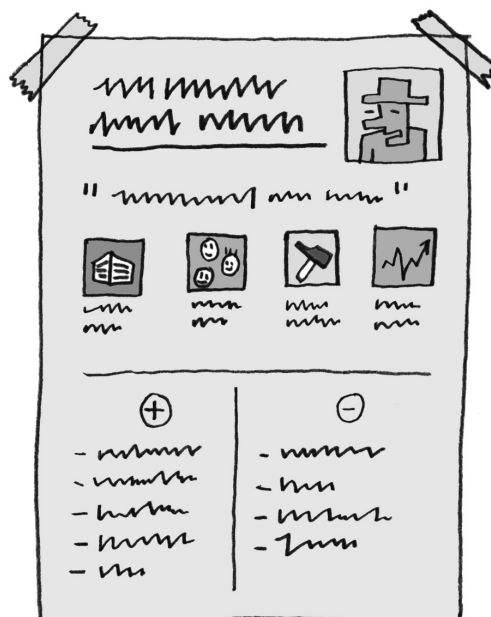
Finish your poster by the beginning of next week.

Procedure:

- 1) If you have not been able to finish the poster at school, do so at home. Make sure you find the time and an appropriate place where you can work together in your pair group.
- 2) Keep in mind Tool no. 9: Creating posters. It will help you focus on the most important features of the task.
- 3) You can already think about the poster exhibition next week (see Task 15).

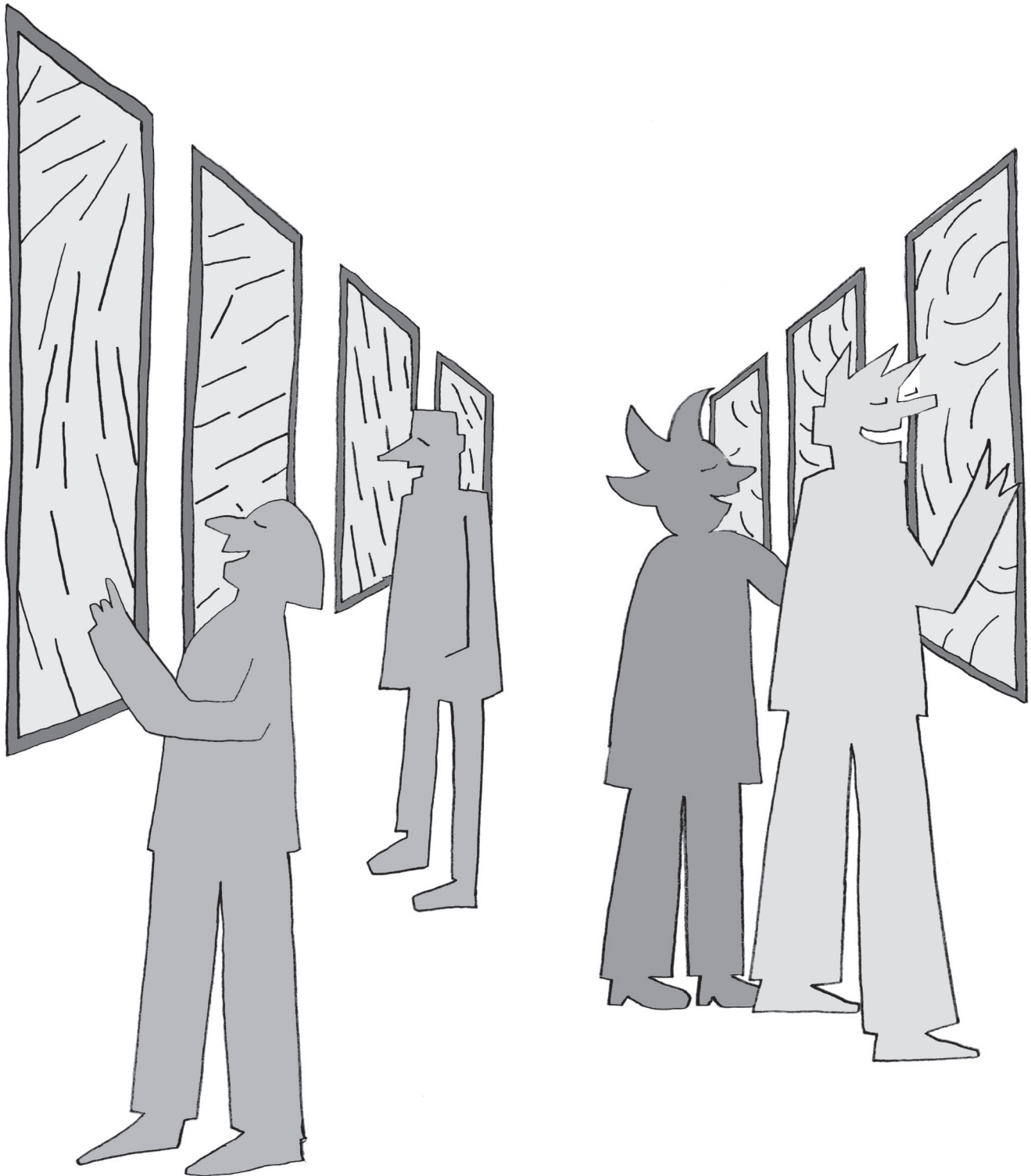
Materials:

- Your prepared poster from Task 12
- Part VIII, Tool no. 9: Creating posters
- Task 15: Rehearsal - Presenting the poster



4: *Poster exhibition*





An **exhibition**, in the most general sense, is an organised presentation and display of a selection of items. In practice, exhibitions usually occur within museums, galleries, exhibition halls or world's fairs.





Task 14:

Preparing the exhibition

	
	X
	X
	60'

The task:

Plan the presentation with the guided tour in class.

Classroom organisation:

Your teacher has already organised a place in your school where your posters will be exhibited for a week.

Procedure:

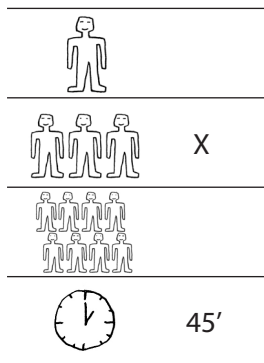
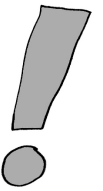
- 1) First, mount your posters on the wall or on special poster screens.
Your teacher or some colleagues will provide the mounting material.
- 2) Now, stay where the posters are arranged or return to your classroom for a discussion:
 - Your class will invite guests for a guided tour of the poster presentation (20-30 minutes). Think about who you would like to invite.
Express your ideas freely and the teacher will give her/his suggestions too.
 - How many tours will you be able to give?
 - When will these tours take place?
 - Who will invite the guests?
 - Will there be some drinks or snacks before/after the tour?
 - Have you informed everybody concerned?

Materials:

- Posters
- Nails, adhesive tape i.e. anything you need to mount the posters to the walls or poster screens
- Maybe drinks/refreshments for the opening event

Task 15:

Rehearsal: Presenting the poster



The task:

Present your poster to others and play the role of a guest.

Classroom organisation:

You will work at the poster exhibition in your school building.

Procedure:

1) Preparation (10')

Work with the partner you made the interview and the poster with.

Have a good look at your poster, prepare yourselves for a dialogue with a guest or two, and make notes:

- What could the guests read themselves?
- When do you give them the time to look at your poster?
- What would you like to explain or to illustrate?
- How do you greet the guest?
- How do you start the dialogue?
- Try not only to talk, but also to listen and to ask questions yourself!

2) "One stay, one stray" (2 x 15')

One of you stays by the poster with your notes ready, knowing what to say. The other is free to wander around and play the role of a guest and look at two or three posters.

Then the "stray" person returns and tells the partner about the poster he/she has seen. You then change roles!





Materials:

- Posters
- Notepaper



Task 16:

Evaluation of Part I

	X
	
	X
	45'

The task:

Reflect on what you have been working on in Part I.

Classroom organisation:

Stay at your desks during the first phase.

Put your chairs in a circle during the second phase.

Procedure:

- 1) The exhibition is over, you are at the end of Part I and it is time to look back.
- 2) The questionnaire on Worksheet 4: Questions for the evaluation will help you reflect on the work you have done so far. Go through the questions on your own and try to be honest with yourself.
- 3) After you have finished with the questionnaire, put your chairs in a circle. You will talk about what you discovered in class and discuss various points. Your teacher will chair the discussion.
- 4) At the end, your teacher will collect all your questionnaires to get a better impression of how much you liked the work in Part I.

Materials:

- Posters
- Part I
- Worksheet 4: Questions for the evaluation

Part II: Me and my strengths

Analysing my competences, interests and personality

5: My competences

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8: Presenting myself

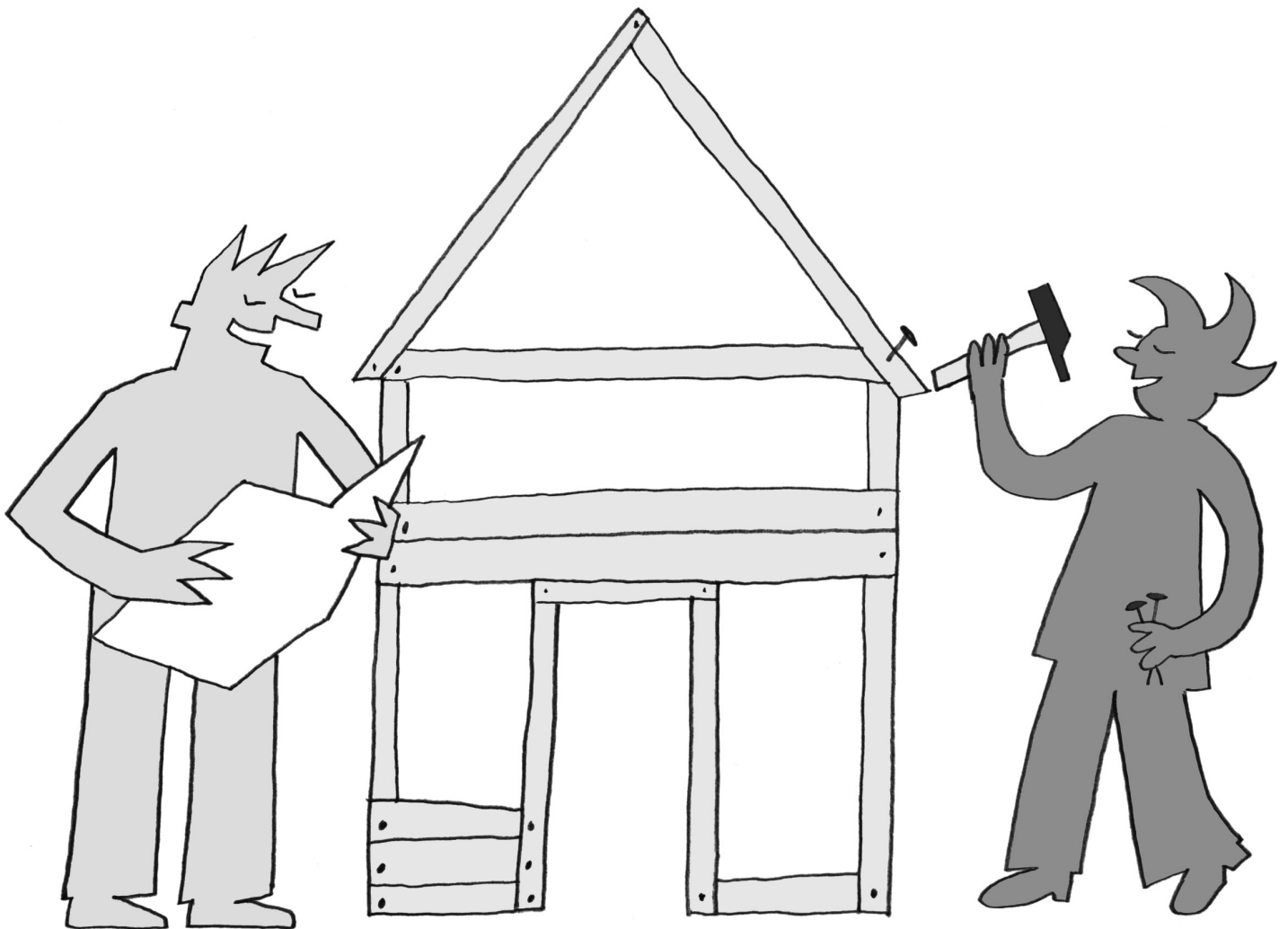
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5: My competences

Analysing what I am good at

A **competence** is a combination of related abilities, commitments, knowledge, and skills that enable a person to act effectively in a given situation.





Example: The ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.





Task 17:

How I see myself and how I see others

	X
	X
	
	50'

The task:

Create competence profiles (a spider diagram) for yourself and for another student in your class.

Classroom organisation:

Work individually and in pairs.

Procedure:

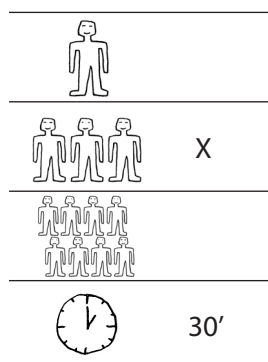
- 1) For this task, you will be assigned a random partner.
- 2) Take your time to read about the eight competences on Worksheet 5.
You will use them to create the competence profiles for yourself and for your partner.
- 3) Create your profile. You will get a spider diagram that reflects your self-assessment. Try to also give an example for each characteristic.
Note scenes or actions that prove that particular competence.
- 4) Now create a profile for your working partner.
You may know something about certain competences he/she has (you can add scenes or actions), but you might have to guess about others.
Try to be honest and realistic, but also supportive. Prepare the feedback for your partner. You can use the empty lines on Worksheet 7. You can also use *Tool no. 16: Giving feedback*.

Materials:

- Part VIII, Tool no. 16: Giving feedback
- Worksheet 5: The eight competences
- Worksheet 6: My spider profile
- Worksheet 7: How I see my working partner

Task 18:

Getting feedback on competences



The task:

Give and receive feedback in a discussion. By doing so, you will get to know yourself and others better.

Classroom organisation:

Work in pairs.

Procedure:

- 1) Look at all the spider diagrams together. Lay them out in front of you.
- 2) Decide who will be the first person to receive feedback.
- 3) Give your colleague feedback. Use your notes underneath the spider.
The person getting feedback just listens and thanks the other person for the feedback – no discussion yet!
- 4) Then the person who got feedback explains his/her own view, using his/her own spider.
- 5) Now compare the spiders about the same person. In which way are they the same? In which way are they different? The following questions might be helpful:
 - What is surprising?
 - What do I like?
 - What is difficult to understand?
 - What did we learn about competences?
 - What are competences? Could you explain them to your parents, your friends? Can you give good examples?

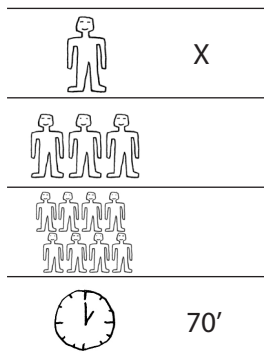
Materials:

- Part VIII, Tool no. 16: Giving feedback
- Worksheet 6: My spider profile
- Worksheet 7: How I see my working partner



Task 19:

My strengths



The task:

Draw a mind map of the strengths you think you have.

Classroom organisation:

Work individually at your desk.

Procedure:

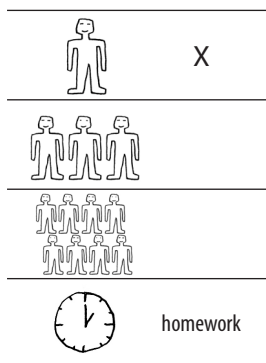
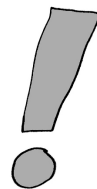
- 1) Take your time and go through Task 17 again.
Also look at the spider diagram you have drawn about yourself. List your strengths on small slips of paper, on post-it notes or in any other way that suits you.
- 2) Now it is time to create a mind map of your strengths. Put your name in the middle of the page (Worksheet 8: Mind map about my strength) and arrange your strength around it.
- 3) The more notes you write down onto your mind map, the more interesting it becomes as you start seeing connections.
- 4) Have a good look at *Tool no. 8: Creating mind maps*.
- 5) Write a short comment beneath the mind map.
- 6) Chair hopping: This is a good method for giving and receiving written feedback. First leave what you have produced out on your desk. Then get up and look for a free chair, at least two or three chairs away from where you are now.
Sit down and read what your colleague has written/drawn.
Write some short constructive feedback (see *Tool no. 16: Giving feedback*) directly under the work of your colleague, and sign it with your name. Repeat this once or twice with different colleagues.
When the teacher gives a sign, you may return to your desk and read the feedback your colleagues have given you: Enjoy!

Materials:

- Worksheet 6: My spider profile
- Worksheet 8: Mind map about my strength
- Part VIII, Tool no. 8: Creating mind maps
- Part VIII, Tool no. 16: Giving feedback

Homework Task 20:

Me and my interests



The task:

Analyse what activities interest you most, and how they can be connected to different fields of interest.

Procedure:

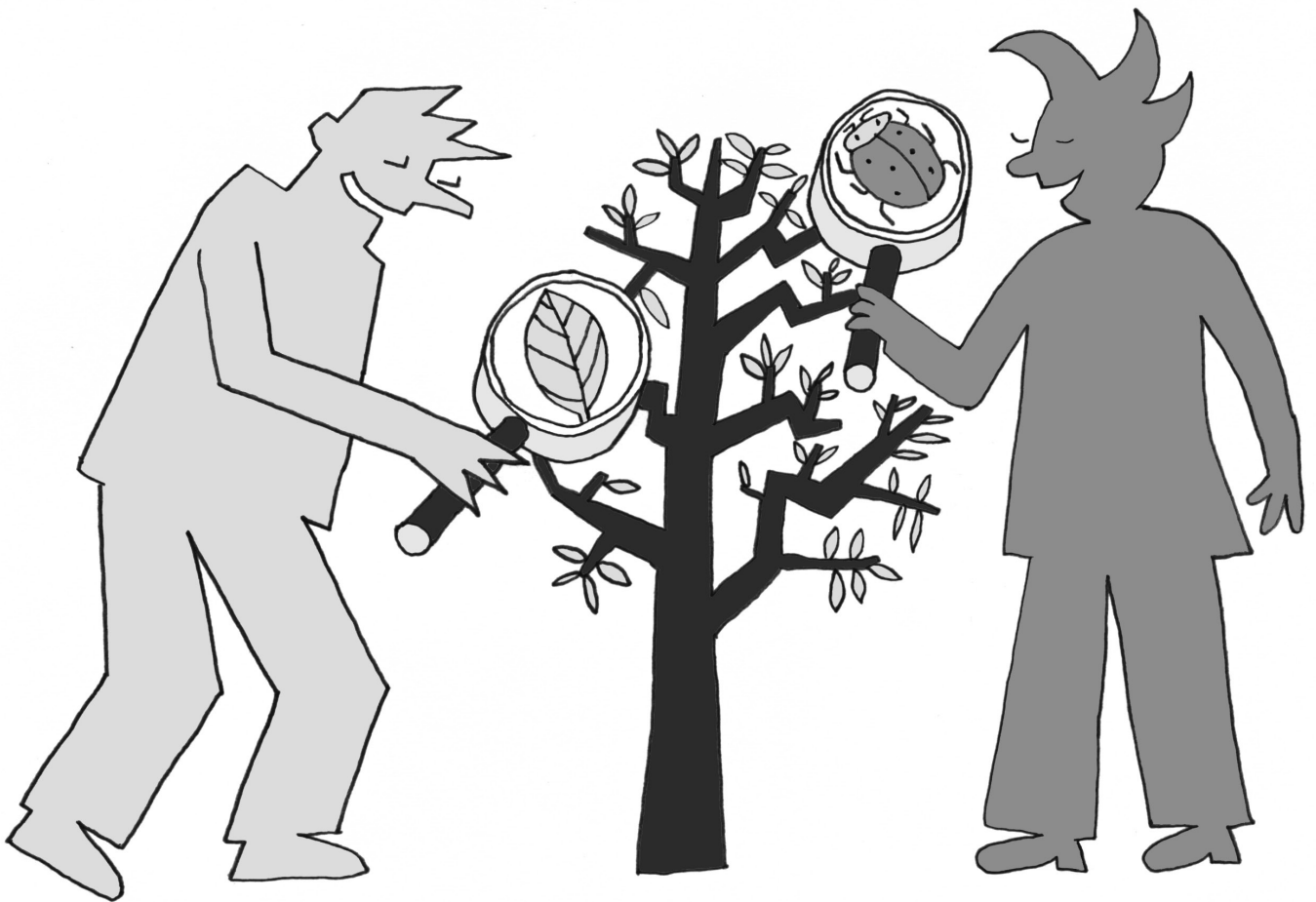
- 1) Read the list with the nine fields of interest on Worksheet 9: Nine fields of interest. Which ones correspond best to your interests? Choose and highlight three of them.
- 2) Then have a look at the table on Worksheet 10: My favourite activities. Underline or highlight 20 activities you like - or you would like to do!
- 3) Transfer your choice onto the following Worksheet 11 for discussion.

Materials:

- Worksheet 9: Nine fields of interest
- Worksheet 10: My favourite activities
- Worksheet: 11: At a glance - Your favourite activities and fields of interest

6: *My interests*

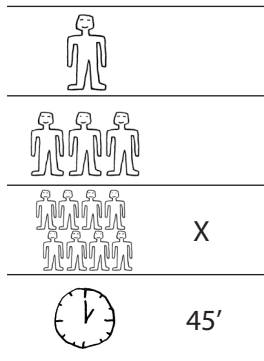
Interest (from lat. *inter* "between", "among" and *esse* "to be") is a state in which a person devotes cognitive concern or attention to something or to another person. The stronger the concern or attention for something or another person is, the stronger the interest is. Someone's preferences or hobbies are also defined as interests. The opposite state is called "disinterest" or sometimes, in its more marked manifestation, "apathy".





Task 21:

Discussion in class



The task:

Discuss your fields of interest and compare them with your classmates'.

Classroom organisation:

Form a semi-circle with your chairs (a double semi-circle if necessary) in front of the board.

Procedure:

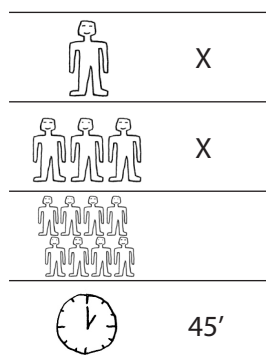
- 1) Before the lesson, the teacher (or one of you) draws a table with the nine fields of interest (Worksheet 12) on the board. It should be as large as possible.
- 2) For the discussion, sit in front of the board (in a semi-circle). First, write down your name in the three fields of interest you have chosen.
- 3) Discuss together what you can see. These questions might be helpful:
 - a. Is there a favourite field of interest?
 - b. Is there a field that no one is interested in?
 - c. Who do you share interests with?
 - d. Where do you differ from others?
- 4) Do not hesitate to ask questions if you want to know more about a person's interest. This could be:
 - a. What exactly is your interest in this field?
 - b. How did your interest start?
 - c. Do you have any role models?
 - d. Did you always have this interest?
 - e. Did you already have any experiences in this field of interest?
- 5) As a next step, underline the girls' and boys' preferences with different colours.
- 6) Discuss together the division of girls' and boys' interests in your class. Is there a trend visible? Is there a favourite field for boys or for girls? Is this predictable? Is it surprising?

Materials:

- Filled in homework task 20, worksheets 9-11
- Worksheet 12: Nine fields of interest

Task 22:

The bar diagram



The task:

Compare your position in the nine fields of interest with the others in class.

Classroom organisation:

Work on your own at your desks. However, even during individual work it makes sense to talk to some of your classmates, exchange opinions, check things or help each other. Do it quietly, though, to avoid disrupting the working atmosphere in the classroom.

Procedure:

- 1) In class, count ...
 - ... how many student's names are in each field.
 - ... how many boys and how many girls are in each field.Write the results in the fields on the board, so they can be easily seen.
- 2) Now work individually, at your desk.

If you already know what a 'bar diagram' is, then start working. Otherwise, the teacher will give a short introduction. Make a bar diagram with all the students, boys and girls together. The bars should be sorted according to the frequency of the nine fields of interest. Mark the three fields you have chosen with a different colour or a different pattern.

Write a short commentary:
 - What surprised you?
 - What did you expect?
 - What are your own interests, compared to the class?
- 3) If you want, make a second bar diagram which shows boys and girls separately. This is a bit trickier than the first diagram. Can you do it?

Also write a short commentary, using the questions above.
- 4) Draw your diagram(s) on the following Worksheet 13 and write your comments below.





Materials:

- Note paper
- Table on the board
- Worksheet 13: My bar diagram



Task 23:

Writing a short story

	X
	
	X
	60'

The task:

Write a story about a working day in a chosen profession.

Classroom organisation:

Individual work and pair work.

Procedure:

- 1) Choose one activity from your fields of interest, and find possible professions, for example:

Interest	Possible profession
Sports – tennis	<ul style="list-style-type: none">- Tennis player- Tennis coach- Caretaker on a tennis court- Sport journalist- Referee
Arts and design	<ul style="list-style-type: none">- Fashion designer- Interior decorator- Sculptor

- 2) What could an exciting morning in your life look like if you turned this activity into your occupation?
Now start writing. Collect ideas: write sentences or whole paragraphs. Decide whether you would like to put this first draft of your story onto notepaper. Pay attention to your spelling.
- 3) Discuss your draft with a “critical friend”. Choose one of your colleagues to ask you a set of questions, like:
 - How many hours do you work during one day?
 - What kind of material does your occupation involve?
 - What kind of training do you need for this occupation?
 - How much money do you earn?
 - How many and what kind of people do you work with?
 - Etc.
- 4) Choose an exciting title.
- 5) Try to make the most of the time you have in class. Finish writing your story at home. Read it to your parents or siblings.

Materials:

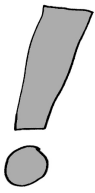
- Note paper
- Worksheet 14: A day in my life as a...

7: My personality

***Reflecting on the characteristics of your personality.
What factors do you consider to be important when
choosing a job?***





Personality means the visible aspect of one's character as it impresses others. It refers to individual, characteristic patterns of thinking, feeling and behaving. Personality is the sum total, a collection of qualities, e.g. *"She is a curious personality"*.





Task 24:

Reading time

	
	X
	X
	45'

The task:

Read out your story to others: *A day in my life as a.....*

Classroom organisation:

Work together with a partner.

Procedure:

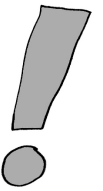
- 1) Read out your story, *A day in my life as a....*, to a colleague. Choose someone you have not worked with so far. Make sure you do not tell them your chosen activity beforehand.
- 2) When your colleague reads out the story, guess the chosen activity.
- 3) After having listened to the story, give some short feedback, like
 - a. What I like about your story ...
 - b. The way you write is ...
 - c. I would like to know why/whether/where ...





Materials:

- Your writing on Worksheet 14: A day in my life as a....
- Part VIII, Tool no. 16: Giving feedback

Task 25:

Preparing the presentation



	X
	(X)
	
	100'

The task:

Present to present yourself in class in a week's time. This includes your strengths, characteristics and interests. Be ready to use it to apply for a job exploration.

Classroom organisation:

Sit in your normal seating arrangement. Work individually at your desk. You may discuss your work quietly with your classmates.

Procedure:

- 1) Work on the following Worksheets 15 until 18.
- 2) Work at your own pace.
- 3) If you have questions, discuss them with your classmates. When you do so, try not to disrupt the quiet working atmosphere in the classroom.

Materials:

- Worksheet 15: Subjects in school
- Worksheet 16: My characteristics
- Worksheet 17: My talents and skills
- Worksheet 18: Summary

8: Presenting myself

Presenting my competences and strengths to my classmates – listening to others and recognising the richness and diversity in our class.

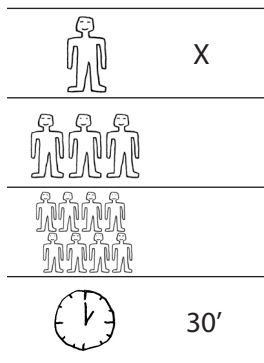
A **presentation** is the practice of showing and explaining the content of a topic to an audience or learner. A school director, for example, might give a presentation to parents about the introduction of foreign language courses in primary school. Presentations come in many forms such as lectures at university, sales presentations in the business world or speeches in politics etc. There are three basic purposes for spoken presentations: to inform, to persuade and to build goodwill.





Task 26:

Finalising the presentation



The task:

Finish the preparation of the self-presentation.

Classroom organisation:

Individual work.

Procedure:

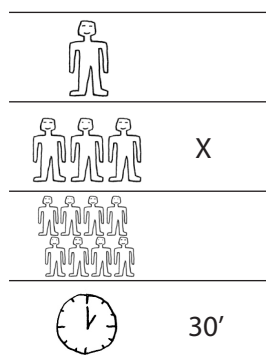
- 1) Read all your notes carefully one more time that you made during Part II: Me and my strength. Write key points in a notebook or on a slide of paper for all the categories you want to use to present yourself.
 - a. My competence spider: How did I assess myself (self-assessment; also see your notes on worksheets 6 and 7)? And what did the others say about me (external assessment)?
 - b. My interests and activities (also use your notes on Worksheet 11).
 - c. My three best school subjects (also see your notes on Worksheet 15).
 - d. My three most important character traits (also see your notes on Worksheet 16).
 - e. The talents and skills that best describe me (also see your notes on Worksheet 17).
- 2) Write your key points on separate sheets or cards. For every category, use a new sheet or card. Number the cards and always write down the title of the category on each of them. This will help you keep track of what you want to say during the presentation, especially if you feel nervous. Give a tangible example for every key point, (see the illustration of a sample card on Worksheet 19 such as – solving tasks: “patient, *when I have to dig potatoes for hours in the garden of my parents*”). So, do not just assert that you are patient – find a situation to prove it!

Materials:

- The whole Part II: Me and my strength
- Notebook or notes
- Cards or sheets of paper A5 format
- Worksheets: 6, 7, 11, 15, 16, 17
- Worksheet 19: Illustration of a sample card

Task 27:

Test presentation



The task:

Practise your presentation.

Classroom organisation:

Put the desks together to form large tables for groups of four students.

Procedure:

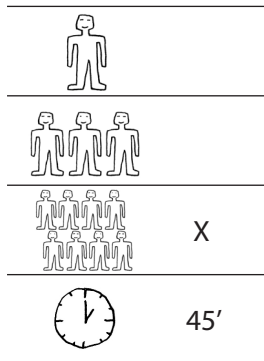
- 1) Make test presentations in each group. One of the members of the group stands in front of the others and presents herself/himself.
- 2) The others listen carefully and give feedback about different aspects of the presentation:
 - **Clarity of the presentation:** I understand why the presentation was structured this way; what the logic of the order was; ...
 - **Clarity of the language:** I could hear my classmate well; his/her pronunciation was clear; ...
 - **Style of presentation:** She/he was speaking in a lively way; I would have liked to hear more; ...
 - **Presence:** He/she was able to address us directly; looked at us most of the time; was always aware of whether we were listening or not; ...
- 3) Each member of the group has been able to present at least once. You could also try again and improve certain points. Practising presentations is like practising an instrument or sports: the more you do it, the better you become!

Materials:

- Cards or paper for presentations



Task 28: Presentation



The task:

Give your presentations in class.

Classroom organisation:

Sit in the same way as before.

Procedure:

- 1) Everybody is ready for the presentation. The members of the group are numbered and each group gets a number.
- 2) The teacher throws the dice for a number. The member of the group with that number moves to the neighbouring group and gives his/her presentation.
- 3) The members of the guest group give feedback, one or two concerning the form of the presentation, and ask one or two questions about the content:
 - **Form:** Clarity of the presentation, Clarity of the language, Style of presentation, Presence.
 - **Question starters:** *I didn't know that ...*, *Why are you strong in ...*, *What led you to ...*, *Can you explain how ...*,
- 4) After about 10 minutes the teacher throws the dice again. Now another member of the group is chosen and moves on to give his/ her presentation.
- 5) After three rounds, the teacher throws the dice twice more.
First number: group number.
Second number: personal number of member.
Example: group 3, member 4.
The student whose number has come up on the dice now gives his/her presentation to the whole class and is given feedback. Depending on the time available this can be repeated several times.

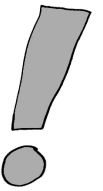
Note: In order for this to work, it is important for you to have a positive class atmosphere. Nobody should feel afraid of this task!





Materials:

- Cards or paper for presentations
- Dice

Task 29:

Evaluation of Part II



	X
	
	X
	45'

The task:

Analyse what you have been working on in Part II.

Classroom organisation:

During the first phase, stay at your desks.

During the second phase, put your chairs in a circle.

Procedure:

- 1) You are at the end of *Part II: Me and my strength* and it is time to look back.
- 2) The questionnaire, *Questions for the evaluation*, on Worksheet 20 will help you reflect on the work you have done so far. Go through the questions on your own and try to be as concrete as possible.
- 3) After you have finished with the questionnaire, put your chairs in a circle. You will talk about your findings in class and discuss various points. Your teacher chairs the discussion.
- 4) Finally, your teacher will collect all your questionnaires to get a better impression of how the work with *Part II* went.

Materials:

- Part II: Me and my strength
- Notes in your notebook
- Cards for the presentation
- Worksheet 20: Questions for the evaluation

Part III: The jobs world

Exploring a box full of surprises

9: What is work?

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10: What is work like?

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11: Earning money

Task 41: The survey	66
Task 42: What would I use money for?	67
Task 43: What is a salary made up of?	68

12: How expensive is life?

Task 44: My bulletin board!	70
Task 45: Income can differ highly!	71
Task 46: Differences in income: how just are they?	72
Homework Task 47: How expensive is life?	73
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9: What is work?

Analysing and reflecting on what “work” means

Free time / leisure / spare time


Leisure, or spare/free time, is time spent away from business, work, and domestic activities. It is also the period of time before or after necessary activities such as eating, sleeping and education.








Task 30:

Thinking about work and what it means to you

	X
---	---

	X
---	---

	
---	--

	25'
---	-----

The task:

Work or spare time? Think about your values and your experiences and make decisions.

Classroom organisation:

Individual work and pair work.

Procedure:

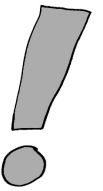
- 1) Read the *Introduction* on Worksheet 21.
- 2) Look at the photos and fill in the list:
 - a. Give each picture an interesting title
 - b. Decide for YOURSELF and rate on a scale of 1-10: is the activity in the picture free/spare time or work?
 - c. Find nouns, verbs, adjectives that describe the activity.
Also, think of elements that are related to the picture, even though they aren't visible.
 - d. Give your own comment (experience, opinion, threats, opportunities, possibilities, etc.).
 - e. Show your results to the colleague next to you. Find differences and similarities and find out why it is so.





Materials:

- Worksheet 21: Work or spare time?

Task 31:

Different definitions of 'work'



	X
	X
	
	25'

The task:

Define the term *work* and compare your results with the others'.

Classroom organisation:

First work alone, then in a group of four. Make sure that the seating arrangement fits your purpose.

Procedure:

- 1) Try to find a good definition of work on your own (5 min.).
- 2) Get together with 3 other classmates. Read your definitions aloud to each other and find a common definition by using the best parts from each one.
- 3) Present your group definition to the class.





Materials:

- Part II and III
- Worksheet 22: My definition of work



Task 32:

What I know about professions

	
	X
	X
	40'

The task:

Brainstorm everything you already know about different professions. Work on your interests again in pairs and see which ones match both of you.

Classroom organisation:

Sit in pairs. Later, present your work to the class.

Procedure:

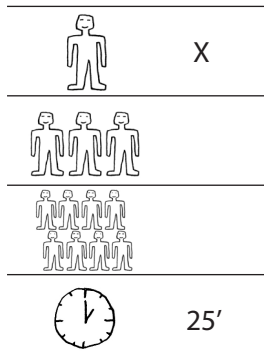
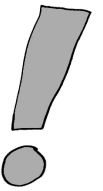
- 1) In Part II: Me and my strengths, you already worked on the subject of interests. On Worksheet 12 you can see the fields of interests again. Take out Part II again (Homework Task 20) and read carefully what you wrote down as your favourite interests. Leave your notes next to you.
- 2) What small jobs would you like to do? Fill in the Worksheet 23: My favourite activities.
- 3) What does your classmate like to do? Does it match your interests?
- 4) Draw small pictures describing jobs that suit you and your classmate.
- 5) Prepare to mime (use gestures) 2 activities to show to your colleagues. They have to guess the activities.

Materials:

- Part II, Homework Task 20, Worksheet 9 - 11
- Worksheet 23: My favourite 3 activities

Task 33:

What I am told to do, what I like to do



The task:

Analyse your daily work and describe what you think about it.

Classroom organisation:

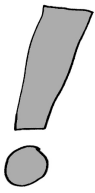
Work individually.

Procedure:

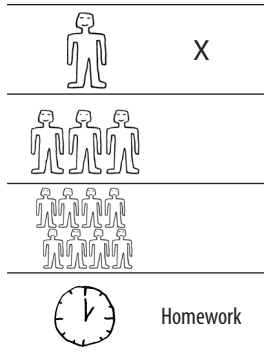
- 1) Stick a photo of yourself in the middle of the Worksheet 24 or draw a self-portrait. Look at *Tool no. 8: Creating mind maps* from the *Toolbox*.
- 2) Write down, around your picture, activities and tasks that others tell you to do and things you do voluntarily. Add sketches to the writing.
- 3) Indicate the difference by using another writing style or colour.

Materials:

- Your notes
- A photo of you, if possible
- Coloured pencils
- Part VIII, Tool no. 8: Creating mind maps
- Worksheet 24: What family members, teachers etc. ask me to do / What I do without being told



Homework Task 34: **What I do during a day in my week**



The task:

Write a protocol of one working day in your week.

Classroom organisation:

Individual work

Procedure:

- 1) Choose the day that you will analyse.
- 2) Describe the work you do during this day by listing everything on the Worksheet 25.
- 3) Write your comment. (You know by now: a comment is often a short reflection and it is neither right nor wrong. It gives you the chance to think.)

Materials:

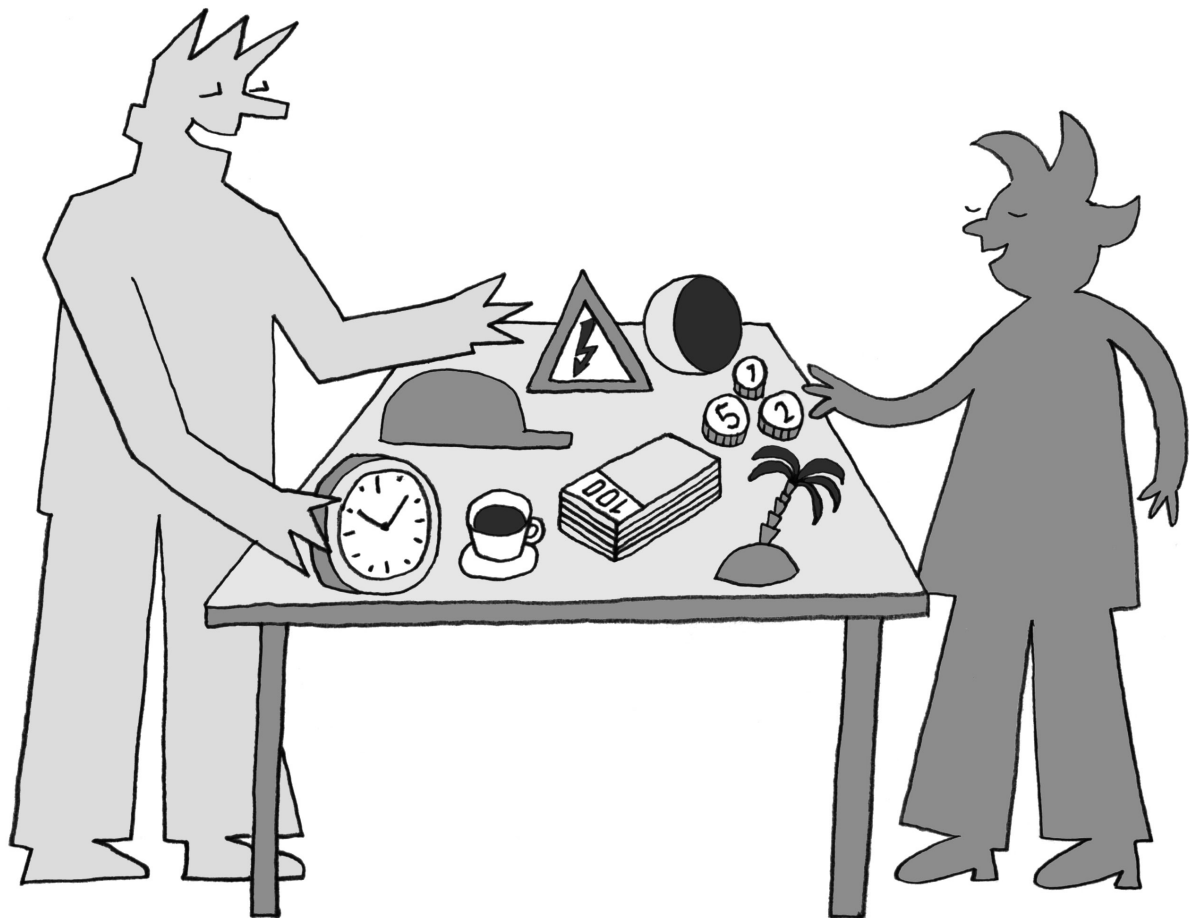
- Slips of paper (keep it environmentally friendly and use scraps of paper e.g. the back of old photocopies, etc.)
- Worksheet 25: A working day in my week

10: What is work like?

Analysing and discussing different working conditions

Working conditions





Working conditions refer to the working environment and aspects of an employee's terms and conditions of employment. This covers such matters as: the organisation of work and work activities; training, skills and employability; health, safety and well-being; and working time and work-life balance.





Task 35:

Comparing the different definitions of work

	
	X
	X
	15'

The task:

Compare the different definitions of work.

Classroom organisation:

First, work in the last week's group, then in a semi-circle in front of the board (with or without chairs).

Procedure:

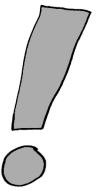
- 1) Write your group's definition of work (see also Task 31, your filled in Worksheet 22) on a slip of paper and stick it to the board next to the others' definitions.
- 2) Read all the definitions and discuss the differences in front of the board.
 - a. Are there elements you find in many definitions? Which ones?
 - b. Can you find something that is only in one or a few?
 - c. What makes your own definition special?
- 3) Look up the definition of work in a dictionary.
- 4) Compare your definition with the one you found in the dictionary.





Materials:

- Slips of paper
- Adhesive tape for the blackboard
- Task 31, your filled in Worksheet 22
- Dictionary

Task 36:

Share your homework



	
	X
	X
	30'

The task:

Find more about the daily routine of the members of your group and compare yourself to the others.

Classroom organisation:

Work in the last weeks' groups.

Procedure:

- 1) In your group, present your homework, A working day in my week, to each other. (Homework Task 34, Worksheet 25)
- 2) Points to be discussed:
 - a. Which elements could be seen more as work and which more as hobbies or leisure activities?
 - b. What is surprising to you when you hear the others' day description?
- 3) Prepare a 3-minute presentation (*Tool 11*) of your groups' discussions (Who will present? Support him/her.)
- 4) Be prepared for the presentation in front of the whole class.

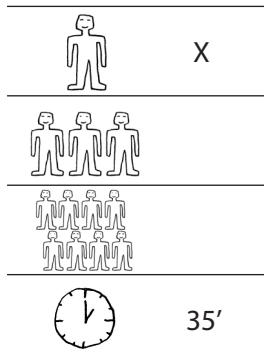
Materials:

- Homework Task 34, Worksheet 25: A working day in my week
- Part VIII, Tool no. 11: Planning and giving presentations



Task 37:

Each job has its own character!



The task:

Think about aspects that make different professions comparable.

Classroom organisation:

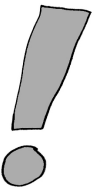
Individual work and group work

Procedure:

- 1) Go through the list, *Aspects of jobs*, on Worksheet 26.
Fill in what you know about the different terms. Ask somebody if you don't know (first a colleague, then if necessary, the teacher).
- 2) Compare your results with the results of a colleague or even two, if there is enough time left.
- 3) Make corrections if necessary.

Materials:

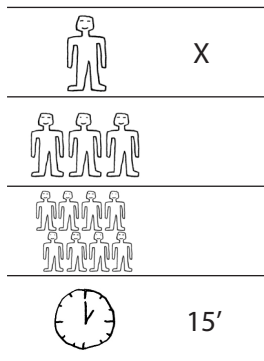
- Worksheet 26: Aspects of jobs; Do you know these terms?



Task 38:

Each job has its own character!

(continuation)



The task:

Explore aspects that make different professions comparable and assign jobs to them.

Classroom organisation:

Individual work.

Procedure:





- 1) Go through the list, *Aspects of jobs*, on Worksheet 27.
- 2) Be sure you have understood all the concepts. Otherwise, ask (first different classmates if necessary, then the teacher). Use the knowledge you have collected in the previous task.
- 3) Find examples of real jobs and professions for all the aspects.

Materials:

- Worksheet 27: Aspects of jobs; Find examples of jobs and professions



Task 39: Professional fields

	
	X
	X
	45'

The task:

Explain professional fields and assign jobs to these fields

Classroom organisation:

Work in pairs and in the class plenary

Procedure:

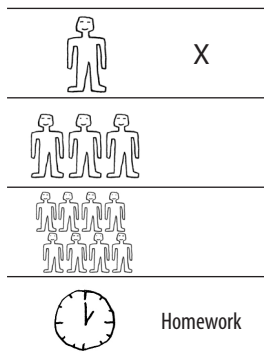
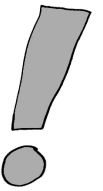
- 1) Go through the Worksheet 28: Professional fields.
- 2) Tear or cut slips of paper (use the back of used photocopies, etc.; see Worksheet 28: Different jobs) and collect as many jobs as possible for all the fields by writing each on a slip. Also think about the fact that there might be a male and/or a female expression for the job.
- 3) Together with your teacher, discuss all your proposals with the class. Suggestion: All the seven fields are written on pieces of paper and laid out on the floor. Sit around them on your chairs, assign your proposals to the seven fields and discuss the results.
- 4) After this exercise, copy the class result into your notebook and underline the proposals that came from the work in your pair.

Materials:

- Slips of paper
- Worksheet 28: Different jobs, Professional fields
- Notebook

Homework task 40:

Why do young people want to earn money?



The task:

Take notes to describe your own thoughts about working for money as a student.

Classroom organisation:

Individual work: start in class and finish the task as homework (research work).

Procedure:

- 1) Research the question.
- 2) Take notes or make a drawing that represents your thoughts.
- 3) This means: think.

Materials:

- Part VIII, Tool no. 4: Researching in libraries
- Part VIII, Tool no. 5: Researching on the Internet
- Worksheet 29: Ideas on why young people want to earn money
- Internet
- Books
- Newspapers
- Coloured pens

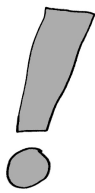
11: Earning money

Discussing the term salary

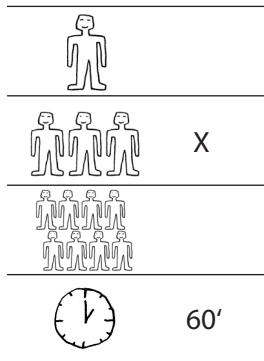
What is a salary?

A salary is a form of periodic payment from an employer to an employee. A salary may be specified in an employment contract. A salary is different from other payment forms, such as piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis.





Task 41: **The survey**



The task:

Discover if and how your classmates would like to earn money and what for.

Classroom organisation:

Work in small groups of three, maximum four.

Procedure:

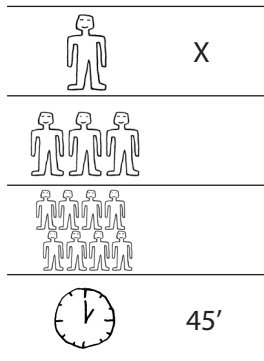
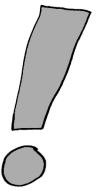
- 1) Read the description of worksheet 30 carefully and prepare yourself.
- 2) Use *Tool no. 6B* to get ready and think of the six steps mentioned there:
 - goal
 - preparation
 - questions
 - conducting the interview
 - evaluation
 - presentation
- 3) Test your interview in your own group. Ask each other different questions and see what the possible answers are.
- 4) Divide the roles. You also might want to change from interviewer to interviewee.
- 5) If you can and want to, take pictures with a digital camera.
- 6) Find a form in which you can write a report about the results. You can integrate the pictures into the report if you like.

Materials:

- Part VIII, Tool no. 6B: Carrying out surveys
- A digital camera if needed or possible
- Worksheet 30: Description of a survey

Task 42:

What would I use money for?



The task:

Think about your own way of spending money.

Classroom organisation:

Work on your own.

Procedure:

- 1) Read the questions from the Worksheet 31 carefully.
- 2) Before you start writing, do some thinking. Maybe take some notes first, or start a short discussion with a classmate. You could make a mind map, or just sit for a moment and think about what you want to write.
- 3) Take a good moment's time for it. It could turn into a nice essay at the end! If you need more space than given on the worksheet, just add more empty sheets of paper!





Materials:

- Worksheet 31: My description of why I want to earn money



Task 43:

What is a salary made of?

	X
	X
	X
	60'

The task:

Understanding what a salary is for and what elements it consists of.

Classroom organisation:

First work by yourself, then with a colleague and finally share your results in a discussion moderated by the teacher.

Procedure:

- 1) Read the information on Worksheet 32 (Information: What a salary contains).
- 2) Try to explain the elements of a salary by answering the questions on Worksheet 32.
- 3) Sit together with a partner and discuss your findings. Try to improve your knowledge if you could not answer a question.
- 4) Prepare yourself for the class discussion conducted by the teacher.

Materials:

- Part VIII, Tool no. 4: Researching in libraries
- Part VIII, Tool no. 5: Researching on the Internet
- Worksheet 32: Information: What a salary contains; Basic elements of a payslip; Why taxes?; Undeclared employment (moonlighting)
- Maybe Internet
- Maybe books
- Maybe newspapers

12: How expensive is life?

Understanding and discussing standards of living

What is the standard of living?

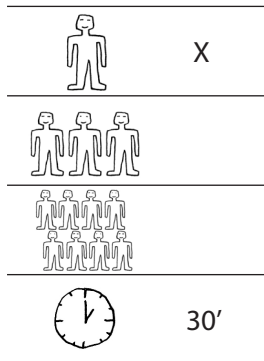
The standard of living is generally measured by standards such as real income (i.e. inflation adjusted) per person and poverty rate. Other measures, such as access to and quality of health care, income growth, inequality, educational standards, access to certain goods (i.e. number of refrigerators per 1000 people) or measures of health, such as life expectancy, are also used.

The living standard represents the ease with which people living in a time or place are able to satisfy their needs and/or wants.





Task 44: **My bulletin board!**



The task:

Clarify what you think about the topic of money.

Classroom organisation:

Individual work

Procedure:

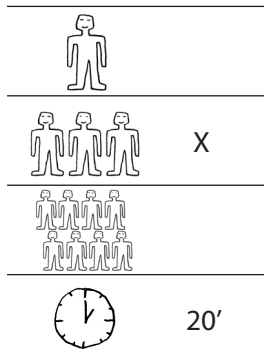
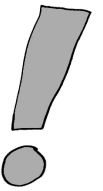
- 1) Look at the bulletin board on Worksheet 33.
- 2) When you read the quotes on the bulletin board, make sure you understand the consequences behind all of them.
- 3) Choose some that suit you and write them into the empty bulletin board on Worksheet 34. Now write in your own words your thoughts about money.

Materials:

- Worksheet 34: Bulletin board on opinion about money
- Worksheet 35: My own bulletin board

Task 45:

Income can differ highly!



The task:

Find out more about your own values and attitudes towards work.

Classroom organisation:

Set up the room for group work (tables of four).

Procedure:

- 1) Sit in groups of four.
- 2) Cut or tear two sheets into small pieces (16 per sheet).
- 3) Write all the professions you see on Worksheet 35, each on one piece.
- 4) Now spread the pieces around and find a group solution (discuss differences, don't give up your own opinion too quickly) for a list: who earns most, who earns least for the moment in your country? Your opinion is what matters now. Later on, you will have the chance to compare your opinion with the official data. Don't be surprised by any differences, they are natural: you either don't have enough information at this point, or the statistics don't reflect the real-life situation.
- 5) Visit other groups to share and compare.
Please, don't look up the results on the following pages! Don't spoil the game! It is not about winning or losing, it is about thinking and discussing, guessing and comparing!

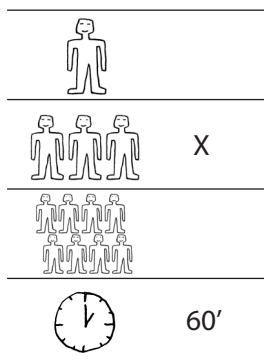
Materials:

- Worksheet 35: Who earns most, who earns least?
- (one-sided used) sheets of paper
- Scissors if possible



Task 46:

Differences in income: how just are they?



The task:

Explore different income levels in your country and try to give reasons for these differences.

Classroom organisation:

Keep working in groups.

Procedure:

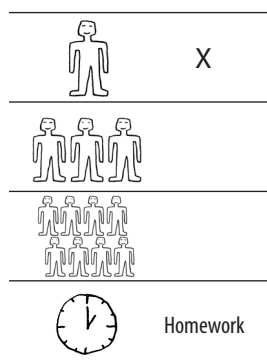
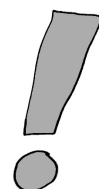
- 1) Now look up the statistics printed on Worksheet 36.
- 2) You can also look them up on the Internet, because they might have changed slightly meanwhile. The statistic data is usually made public with a certain delay from the year of reference. The delay is due to the time necessary for collecting, processing and verifying the data.
- 3) Compare it with your own list:
 - a. What are the surprising differences?
 - b. Where do your results match?
- 4) Now think about reasons by choosing one profession from the upper part and one from the lower part of the list.
- 5) Use the form in your Worksheet 37 as a support.

Materials:

- Worksheet 36: Romanian salaries in comparison
- Maybe the Internet

Homework Task 47:

How expensive is life?



The task:

Estimate and research what the basic costs of living are.

Classroom organisation:

Start working in school individually and then complete the research as homework for next week.

Procedure:

- 1) Use your imagination: Imagine having a job. You live alone in a small flat. Estimate how much you think you will have to pay every month. Fill in the sheet with your estimated amounts (Worksheet 38: Matrix A).
- 2) As a second step, collect information from real life. Go into a shop, or ask people outside and try to find the approximate real numbers. Fill in Matrix B on Worksheet 37.
- 3) What do you notice? Are you surprised? Would you have expected something different? What? What do you think?





Materials:

- Part VIII, Tool no. 4: Researching in libraries
- Part VIII, Tool no. 5: Researching on the Internet
- Worksheet 37, Matrix A: Estimate; Matrix B: Real costs
- Internet
- Newspapers



Task 48:

Evaluation of Part III

	X
	
	X
	30'

The task:

Reflect on your work from Part III.

Classroom organisation:

During the first phase, sit at your desk.

During the second phase, the whole class sits in a circle.

Procedure:

- 1) You are at the end of Part III: The jobs world and it is time to look back.
- 2) The Worksheet 38: Questions for the evaluation, will help you reflect on the work you have done so far. Go through the questions on your own and try to be as specific as possible.
- 3) After you have finished the questionnaire, put your chairs in a circle. Talk about your findings in class and discuss various points. Your teacher will chair the discussion.
- 4) At the end, your teacher will collect all your questionnaires to get a better impression of how the work with Part III went.

Materials:

- Part III: The job world
- Notes in your notebook
- Cards for the presentation
- Worksheet 38: Questions for the evaluation

Part IV: Jobs opportunities

Discussing possibilities, chances and risks

13: Same qualifications – same opportunities?

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16: Poor country – rich country

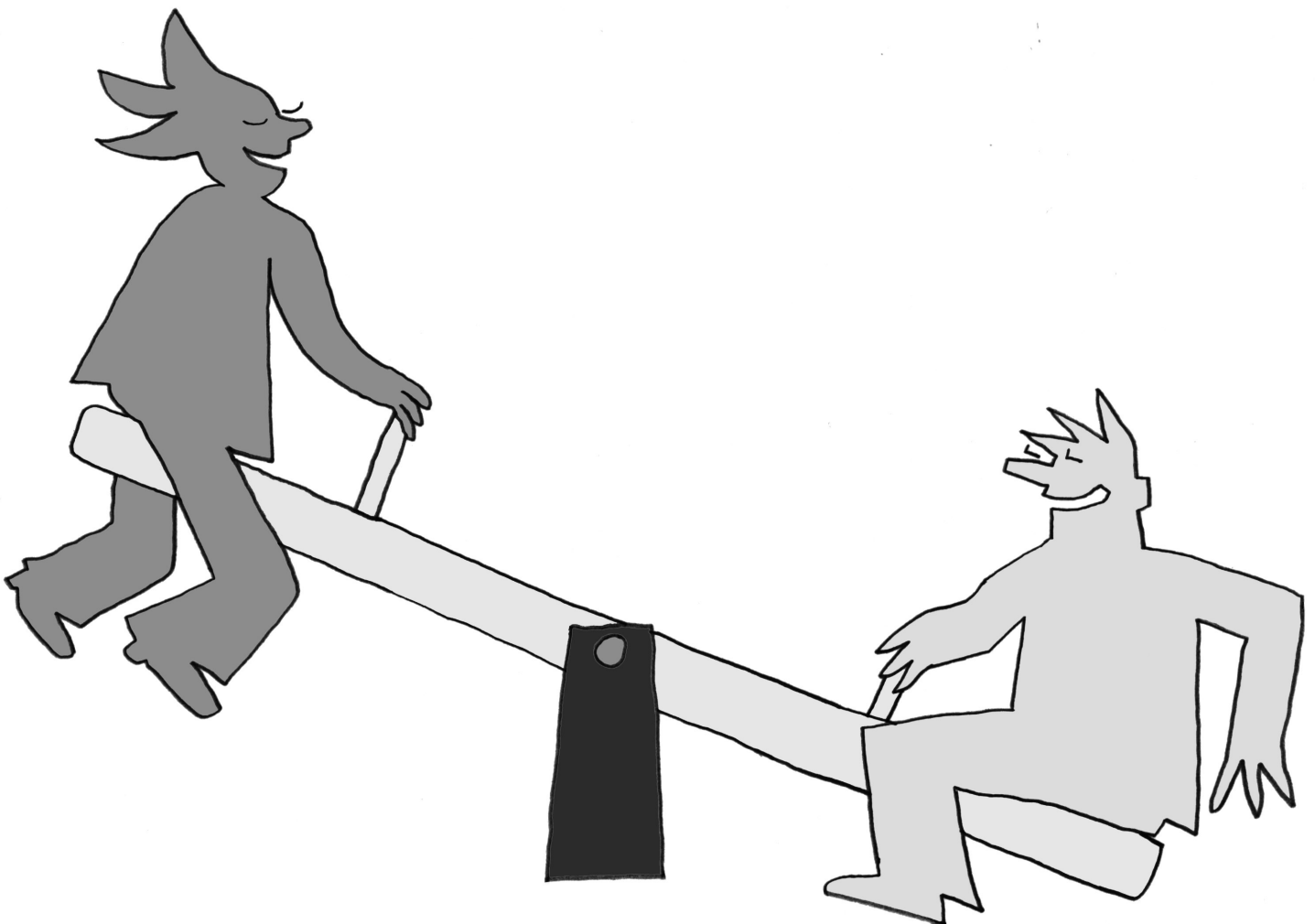
Task 61: Understanding the phases of economic movement	94
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13: Same qualifications – same opportunities?

Analysing and discussing inequalities in the professional world

Qualification





“Action to get qualified and its result”; “preparation for a certain field of activity”, “Acquisition of a degree following successful examination and testing” (DEX – (Explanatory Dictionary of Romanian Language)).





Task 49:

Understanding the differences

	X
	X
	
	45'

The task:

Understand and analyse an article on gender inequality.

Classroom organisation:

Sit in groups. Start your work alone, but ask, support and get support while you read, understand and write.

Then, share in your group and prepare an oral presentation.

Procedure:

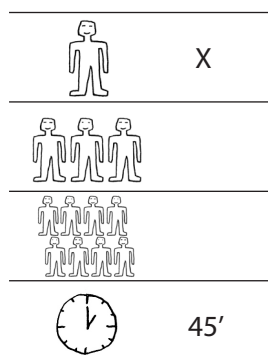
- 1) Read the article on Worksheet 39 carefully. Usually one has to read it more than once, underlining important words, sentences or lines in the text.
- 2) Don't stop until you have understood the content. Underline what you have not understood. Ask your classmates, try to find explanations. Don't give up too quickly.
- 3) Answer the questions written at the end of the article.
- 4) Compare your results in teams of three or four. There will be different opinions.
 - a. What is different?
 - b. Describe the differences in the table.
 - c. Prepare a short presentation on the differences you found amongst each other!
 - d. All group members must be prepared for the presentation (the presenter will be chosen randomly).

Materials:

- Part IV: Jobs opportunities
- Romanian Constitution (Internet)
- Worksheet 39: Article: Equal opportunities for men and women; Questions on the article

Task 50:

Differences in figures



The task:

Understand the differences in income between women and men and drawing a diagram.

Classroom organisation:

This is mainly an individual task. Support others when needed and get help from classmates.

Procedure:

- 1) Take the time to read the table on Worksheet 41 showing the average income from certain jobs and mark the differences.
- 2) Do you know how to calculate the percentages? Use the formula given below:
The salary for men equals 100%. Divide this by 100 to obtain the amount for 1%. Then take the women's salary and divide this by the amount of 1%. E.g.: Computer programmer: $2,820 : 100 = 28.2$; $2,483 : 28.2 = 88.0 \%$. Female computer programmers earn 88% of what men earn in this profession.
- 3) Fill out the table carefully (Worksheet 40).
- 4) Now transform the table into a bar diagram. Do you remember how to do it? Take Part II and look at the diagram you made then.
- 5) Be proud if you are successful!!
(Be sure you get support from others if you need it and be sure to give support to others if you can. Also be clear about the fact that YOU have to UNDERSTAND what you do. Getting help does not mean that others do it for you!)





Materials:

- Part II, Task 22: The bar diagram
- Calculator
- Worksheet 40: Inequalities between salaries in Romania; My diagram on differences in income



Task 51:

Class discussion: men and women

	
	X
	X
	45'

The task:

Prepare arguments for your position when it comes to differences in income.

Classroom organisation:

Work in teams: boys and girls work separately in groups. The team size can be between 2 and 6 students.

Make sure there aren't too many team members.

Find a space in the corner of the classroom or in separate rooms (or even outside if possible) to prepare your discussion.

Procedure:

- 1) In your group, collect arguments for the discussion from your point of view/role. In the girls' group, find arguments why you should earn the same as men. In the boys' group, find arguments why you should earn more than women.
- 2) Write down your arguments in the "clouds" drawn on Worksheet 41 and prepare your statements in a list.
- 3) Also, try to find answers to these questions: Why are there such differences between the salaries of men and women? What do you think? Try to find reasons. How could these differences be eliminated? Do you know any organisations in Romania that fight for equal rights?
 - a. Defend your points of view with good arguments.
 - b. Find ways to change the situation.
 - c. Learn to listen to each other.
- 4) Prepare for the class discussion. Everyone in your group should play an active part.

Materials:

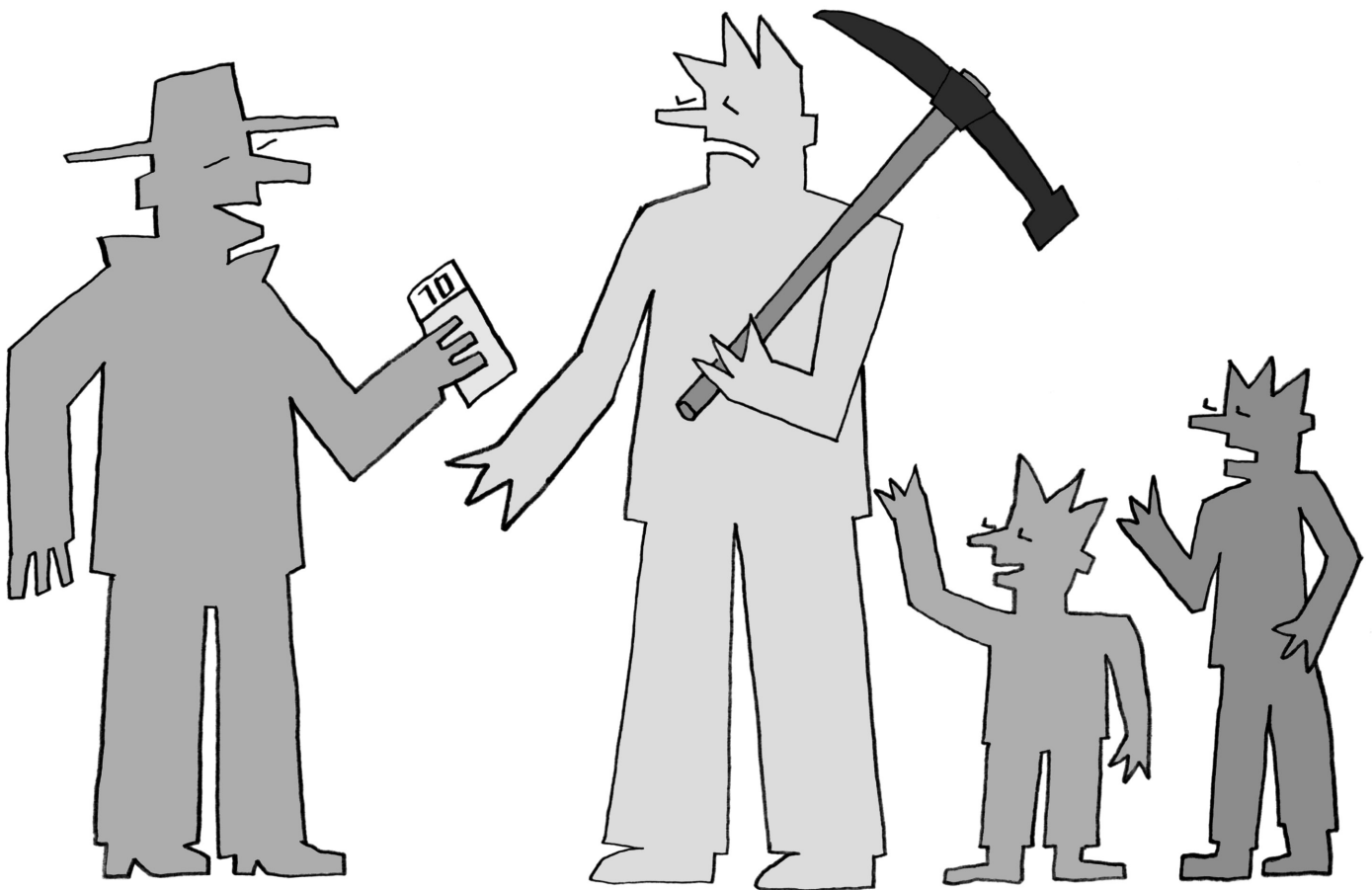
- Worksheet 41: Preparation for the class discussion

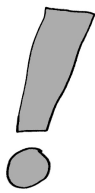
14: Working full-time for almost nothing?

Knowing more about the working poor phenomenon and about its causes

Working Poor





Working poor is a term used to describe individuals and families who maintain regular employment but remain in relative poverty due to low levels of pay and dependent expenses.





Task 52:

Understanding the perspective of others

	X
	
	X
	30'

The task:

Read the short story about Catalin (Worksheet 43). Understand his point of view.

Classroom organisation:

Start working on your own.

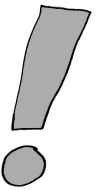
The teacher might then ask some of you to give your answers and your point of view in the plenary.

Procedure:

- 1) Read the short story carefully. Take notes and underline important words or phrases. Make sure you REALLY UNDERSTAND not only the words, but also the content!
- 2) Fill in the questions. Take your time to do this properly. Try to understand Catalin's point of view. There are many different possible answers. There is no right or wrong.
- 3) Be ready to explain your opinion to the whole class when asked by the teacher.

Materials:

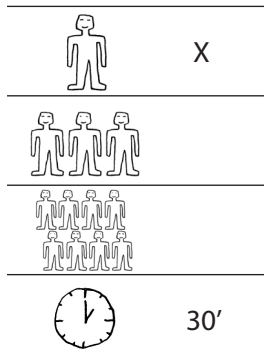
- Worksheet 42: Catalin's story



Task 53:

Understanding information

about the working poor



The task:

Get basic knowledge from a short text about the working poor and try to understand it (Worksheet 43).

Classroom organisation:

Work mainly by yourself but share your ideas with your neighbour in class.

Procedure:

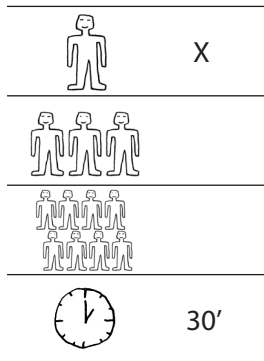
- 1) Reading texts takes time if you want to understand. Reading through the text once is often not enough. Therefore, you will have to read the article at least twice.
- 2) Take the ruler and a marker and mark the words you need to understand and the keywords of the article. Find ten keywords that you define as being important.
- 3) Note the keywords.
- 4) Write your ideas about how to prevent becoming working poor or how to escape it.

Materials:

- Marker
- Ruler
- Worksheet 43: The working poor – a new phenomenon?



Task 54: **Analysing the causes** **of the working poor phenomenon**



The task:

Find reasons for the fact that some people work and still stay poor.

Classroom organisation:

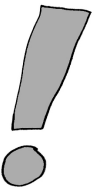
Work by yourself, but discuss questions and results with your classmates.
Do this without disturbing the others who are writing and thinking.

Procedure:

- 1) Read the short text on Worksheet 44 carefully.
- 2) Go through the collection of professions and try to understand what it means to be vulnerable.
- 3) Find reasons and fill in the table on Worksheet 44.





Materials:

- Worksheet 44: Working poor



Task 55:

A short essay about success in work

	X
	
	X
	45'

The task:

Give your personal view on success in work by writing a short essay.

Classroom organisation:

Writing is an individual task. However, it is important to share ideas with others before you write, so get support if needed.

Procedure:

- 1) Writing an essay means writing down your thoughts. Do some thinking and then write.
- 2) Write it in a way so that it will be interesting for others to read.
- 3) Be ready to read to others or to be read to by others.
- 4) The teacher will ask some of you to read your essay.
- 5) Put your story on your desk for a moment of silent reading by the others (all the students walk from desk to desk and read the essays of their classmates).

Materials:

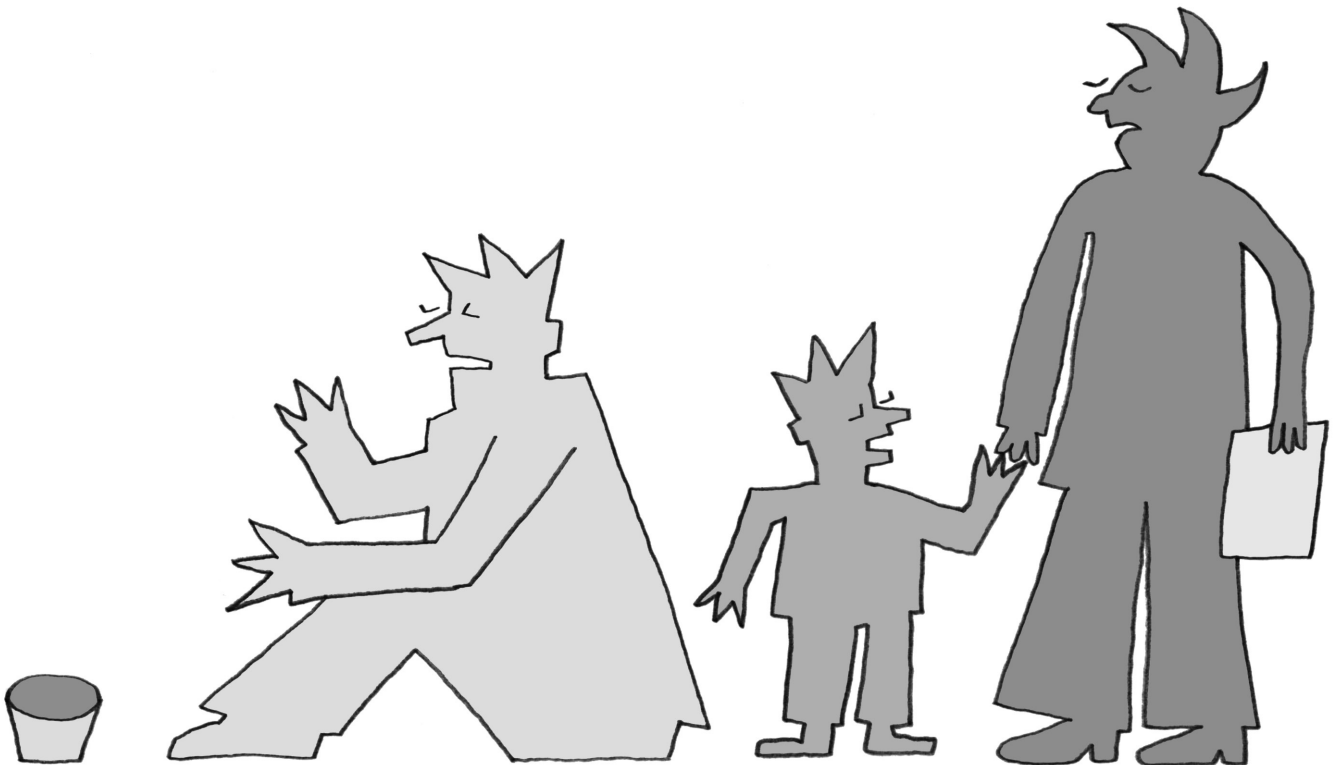
- Worksheet 45: Newspaper headlines; My essay

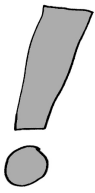
15: Not everybody has a job

Analysing the situation of unemployment

The vicious circle





One example of a vicious circle is the cycle of poverty: poor families can become trapped in poverty for more than one generation. These families have either limited or no resources necessary to get out of poverty, such as finances, education or connections. In other words, poverty-stricken individuals experience disadvantages as a result of their poverty, which in turn increases their poverty.





Task 56:

Human rights as a basis for employment

	X
	X
	
	30'

The task:

Find reasons and try to understand why many people around the world are without jobs, even if the *Universal Declaration for Human Rights* gives everyone the right to work.

Classroom organisation:

Sit in groups of 4 for the discussion but before that, think by yourself.

Procedure:

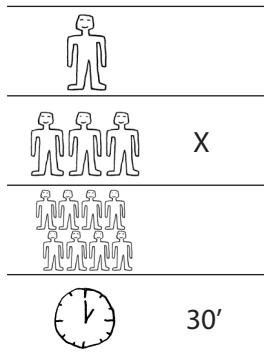
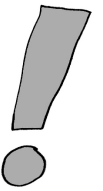
- 1) Go through the text on Worksheet 46.
- 2) Article 23 of the Declaration has 4 parts. Understand the implications that they have.
- 3) Look at the questions and try to answer them.
- 4) Take your personal notes before you discuss with your group members.
- 5) Make sure it is a good discussion, which means: everybody should give his/her opinion. Listen to each other and comment on what you have heard.
- 6) At the end, the teacher will ask each group for a short summary of the things you have discussed. Who will be your speaker?

Materials:

- Worksheet 46: A third without a job

Task 57:

Create T-shirt slogans!



The task:

Work as designers in your group. Create slogans that could be fun or make people think about the importance of work.

Classroom organisation:

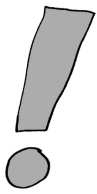
If the teacher does not say otherwise, stay in the same group as before.

Procedure:

- 1) First, decide on one of the two slogans given on Worksheet 47.
This will take time because you must decide what your group's opinion is.
- 2) Now start the creative process of designing your own slogan.
- 3) Decide together: Shall it be interesting, true, funny, nasty or cynical?
Do you want to slightly change an already existing quote?
- 4) Maybe this will become a class project with real T-shirts at the end.
Discuss it with your classmates and the teacher. Find a sponsor.





Materials:

- Worksheet 47: Which statement would you rather carry on a T-shirt?



Task 58:

Causes of unemployment

	(X)
	X
	
	40'

The task:

Identify the causes of unemployment and try to find solutions for avoiding them.

Classroom organisation:

Work in pairs and then join another pair.

Procedure:

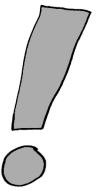
- 1) There is an empty table on Worksheet 48 to be filled with your ideas about unemployment. You might have to read Part IV with all the texts again.
- 2) Choose three items from your own list. Give them a keyword and collect ideas on how the unemployment could be changed.
- 3) Together with another pair, work on a poster for an exhibition in the hallway or in class.





Materials:

- Posters (flip chart paper)
- Photos from journals
- Scissors, glue, pens
- Worksheet 48: Unemployment: reasons and possibilities for a change

Task 59:

The vicious circle of unemployment



	X
	
	X
	30'

The task:

Find out more about the mechanisms of unemployment and share your view with others.

Classroom organisation:

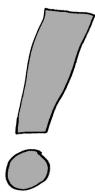
First work on your own and then actively discuss your ideas in the class plenary.

Procedure:

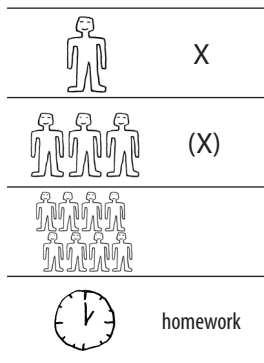
- 1) Go through the Worksheet 49: What is a vicious circle? Bring the five steps in order and understand them well.
- 2) Be able to cite them by heart.
- 3) Answer the questions written underneath the circle.
- 4) Be an active member of the class discussion!

Materials:

- Worksheet 49: What is a vicious circle?



Homework Task 60: **How to break the vicious circle.**



The task:

Write a short article on how to break the vicious circle of unemployment.

Classroom organisation:

This is a homework task. Either do it alone or together with someone.

Procedure:

- 1) Start with a mind map: what could be the keywords for an article?
- 2) Maybe read short articles in a newspaper to get some ideas.
- 3) Write your own article, alone or in pairs.
- 4) Be ready for a publication in the school newspaper or elsewhere.

Materials:

- Newspapers
- Part VIII, Tool no. 8: Creating mind maps
- Worksheet 50: How can the vicious circle of unemployment be broken?
- Part VIII, Tool no. 13: Writing newspaper articles.

16: Poor country – rich country

Analysing the economic situation of my country and region

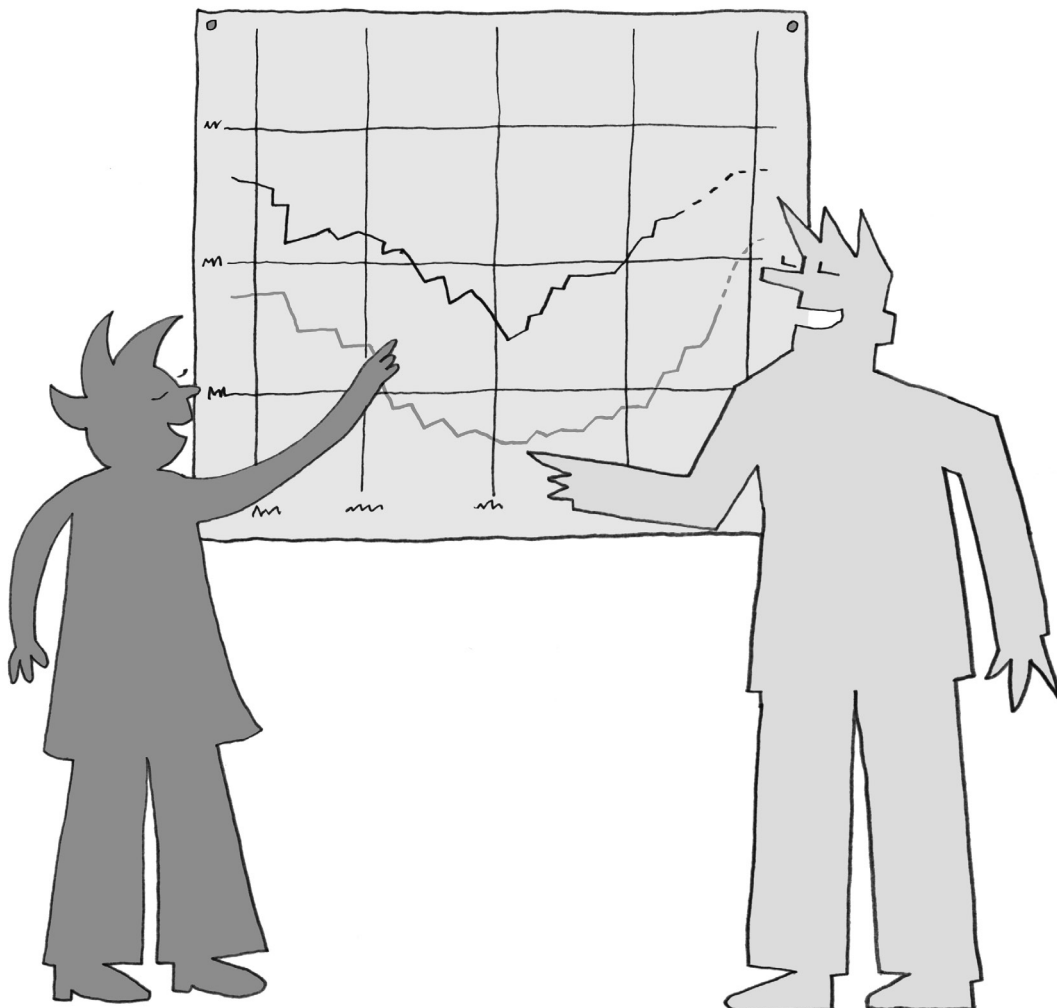
Economic boom

An economic boom is a period that follows an era of recovery in a normal economic cycle. It is characterised by:

- an economy working at full or almost full capacity,
- strong consumer demand,
- a low rate of unemployment,
- a rising stock market

and it often goes along hand-in-hand with consumer price increases.





This in turn could create inflation. Inflation is an uncontrolled upward movement in the average level of prices.





Task 61:

Understanding the phases of economic movement

	X
	(X)
	
	30'

The task:

Understand the 4 phases of economic movement. Be able to explain them to others.

Classroom organisation:

If you are allowed, work closely together with a classmate. Train your knowledge with him/her.

Procedure:

- 1) Get the basic information about economic terms on the next page by filling in the form (use Worksheet 51). Check your answers with a colleague.
- 2) It is important to understand the 4 phases of economic movement, in order to explain it to others. To do so, find clear and simple explanations. If you needed, find additional information on the Internet.
- 3) Test your new knowledge by explaining it to your colleagues

Materials:

- Internet
- Info Material: Understanding the important economic terms
- Worksheet 51: My explanation of the economic phases

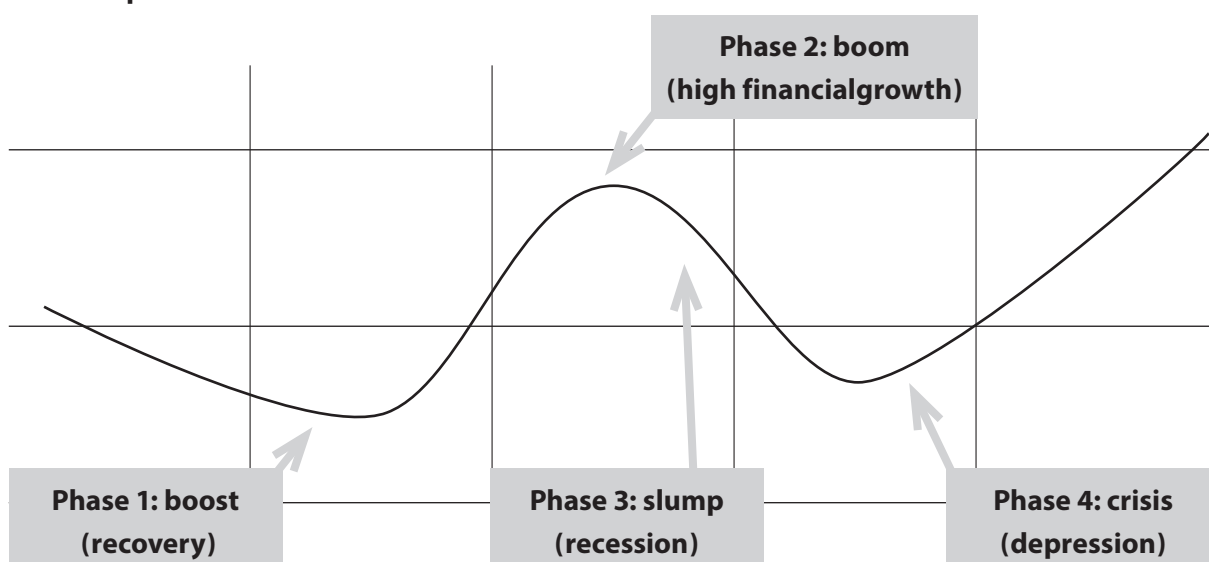
Understanding the important economic terms

Match the correct terms with the correct explanation. Draw the lines!

Slump/recession	An economic recovery is the phase during which an economy regains and exceeds peak employment and output levels previously achieved. A recovery period is typically characterised by abnormally high levels of growth in products, employment, corporate profits and other indicators.
Crisis/depression	A period of significant output within a population. The period is marked by an increase in productivity, sales increases, wage increases and rising demand. An economic boom may be accompanied by a period of inflation.
Boom	A slump is a period of poor performance or inactivity in an economy, market or industry. In economic terms, a slump specifically refers to a recession, signalling a slow-down of business activity.
Boost/recovery	In economics, a depression is a sustained, long-term downturn in economic activity within an economy. It is a more severe downturn than a recession, which is seen by some economists as a normal part of the modern business cycle.

The development of the economy does not move constantly and steadily. On the contrary, times of growth (boom) and stagnation (standstill) alternate with times of economic setback (recession, crisis). These movements are often shown in the form of a diagram, representing the ups and downs of economy with waves.

The four phases of economic movement







In reality, this is a lot more complex:

- The different phases cannot be clearly divided from each other.
- The phases are not equally long.
- The ups and downs can be very different to each other



Task 62:

Knowing basic economic terms

	X
	X
	
	30'

The task:

Explain the economic terms.

Classroom organisation:

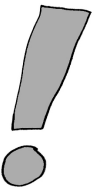
Individually and in small groups (2-4), work on this task until you understand all the terms by heart.

Procedure:

- 1) Carefully fill in the form on Worksheet 52 on your own.
- 2) Compare your solution with the one of your group partners.
- 3) Take turns in testing each other, until all are capable of explaining the terms (maybe in their own words).

Materials:





- Worksheet 52: Boom and crisis – what happens?



Task 63:

Economy in Romania –

Internet research

	X
	X
	X
	45'

The task:

Find information about the economy in Romania of today and tomorrow.

Classroom organisation:

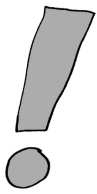
Do the preparation (working on keywords) together with the classmates in school. If you have an Internet connection in school, you will do the research work partly in school. Otherwise, you must find Internet access someplace else or find another information source.

Procedure:

- 1) Work on keywords for your Internet research by using what you have learned so far. Read the instruction on Worksheet 53.
- 2) List your keywords in the provided table underneath.
- 3) While researching on the Internet, record the most useful links in the second table. Also write a comment so you know what the link is about.
- 4) Work in pairs. Compare what you found out and present the three most interesting opinions to the class.

Materials:

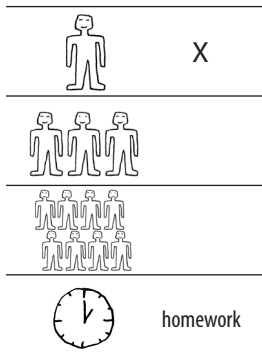
- Internet
- Part VIII, Tool no. 5: Researching on the Internet
- Worksheet 53: Romania's economic situation; Links I have found and my comments about the information



Homework Task 64:

Preparation for Part V:

Preparing for your job exploration



The task:

In the beginning of *Part V*, present a drawing of your way to school with all the businesses you can find added to those you know in your town or quarter.

Procedure:

- 1) Draw your way to school on the empty sheet on Worksheet 54.
- 2) Number all the shops, businesses and companies you find on your drawing (on Worksheet 55).
- 3) Fill the list with numbers and names of each shop and what is produced, sold and done there.
- 4) Add those businesses and companies to the list that you know and you want to mention, even though they are not located along your way to school.
- 5) When you come back to school, compare your search with the companies and businesses your teacher has got in his/her *JOBS business pool*. Do you have a match? If yes, it will be easy to go there. If no, but you are still very interested in going there, you have to discuss with your teacher how to establish contact.





Materials:

- Worksheet 54: A sketch of my way to school
- Worksheet 55: List of businesses

Task 65:

Evaluation of Part IV



	X
	
	X
	30'

The task:

Analyse what you have worked on in Part IV.

Classroom organisation:

During the first phase, sit at your desk.

During the second phase, the whole class sits in a circle.

Procedure:

Go through the leading questions. To answer them read the entries in Part IV and all your notes again.

Materials:

- Part IV
- All your notes
- Worksheet 56: Questions for the evaluation

Part V: Preparing your job exploration

Ready for the job!

17: Finding a company to explore

Task 66: Where are the jobs?	104
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20: Planing the details for your visits

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17: Finding a company to explore

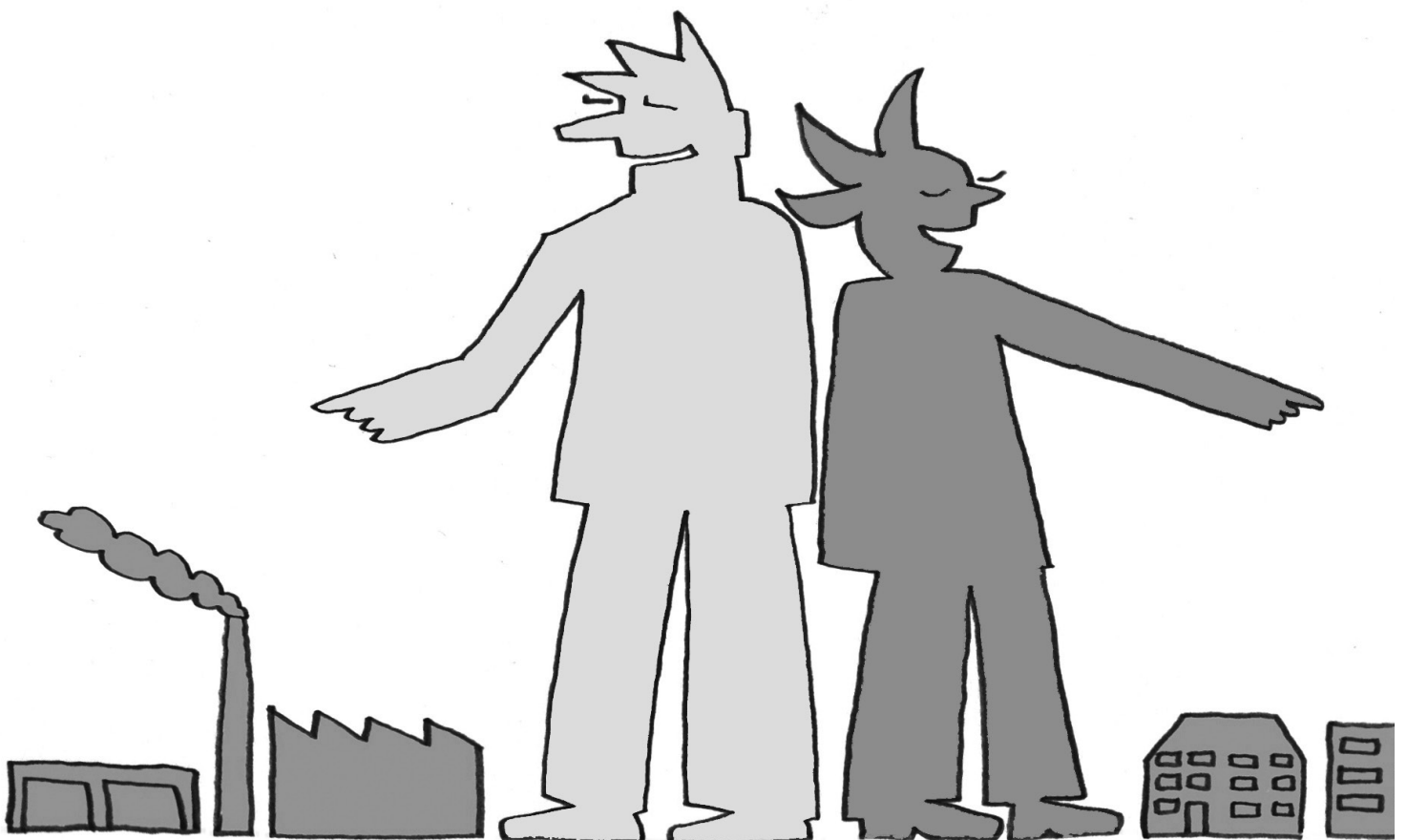
Taking important steps together with a working partner

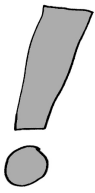
Business

The term “business” has more than one meaning. It can refer to activities of production, of supplying goods and services, or it can refer to an activity started from personal initiative (Source DEX).





Tandem

A tandem is a bicycle with two seats, pedals for two people and two wheels; working in a tandem means working together for the same goal.





Task 66: Where are the jobs?

	X
	(X)
	X
	60'

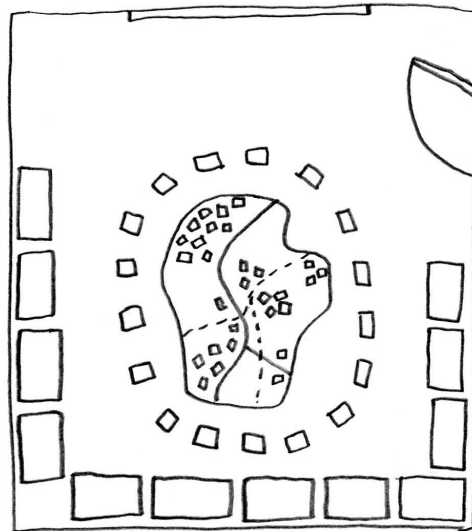
The task:

Discover where businesses and jobs are located in your surroundings and find them on a map.

Classroom organisation:

All the tables are arranged in a row along the wall.

The chairs are in a big circle in the classroom. In the centre there is a large map of your town or your quarter that has been prepared by a group of students or the teacher.

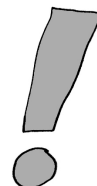


Procedure:

- 1) Bring all the information you collected about work places and mark it on the map (this information was collected at the end of Part IV).
- 2) Help each other to find the roads and places where all the businesses are located.
- 3) Discuss the results in class (Worksheet 57).





Materials:

- The results of your preparation task from the previous Part IV.
- Some sheets of flip chart paper or something similar to draw the map of your city
- Markers for sketching your village/town/district/city
- Worksheet 57: Discussion in class



Task 67:

Forming a tandem team **for the exploration task**

	X
	X
	X
	45'

The task:

Form a tandem team and discover more about each other's competences.

Classroom organisation:

You will work in the plenary with the whole class, then individually and in pairs.

Procedure:

- 1) First, discuss about the teamwork ahead in the class plenary.
- 2) Then choose a partner to work with for the next few weeks.
- 3) Your best friend is not always the best partner for the work ahead!
Do your competences match? Does he/she have competences you don't have and you need?
- 4) Think about your values and options (see Worksheet 58).
- 5) The selection process isn't easy. You might need the teacher's support.
- 6) Once your team is formed, find your motto and symbol and fill out the cooperation contract that you and your teacher(s) will sign.

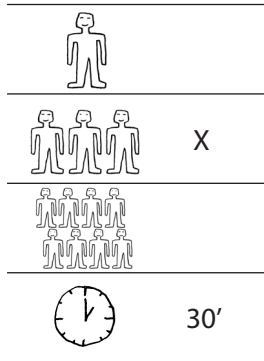
Materials:

- Worksheet 58: Criteria for forming a team; Our team



Task 68:

Deciding which business to explore



The task:

Decide on a selection of businesses you want to explore.

Classroom organisation:

Sit in a circle around the large job map in your classroom.

Work in pairs.

Procedure:

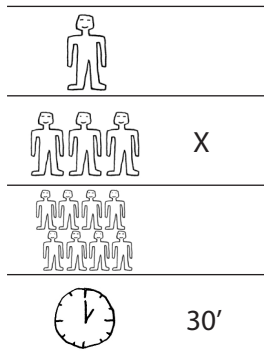
- 1) On the map, you have a huge variety of existing jobs and businesses. Your teacher or your school might even have additional lists of possibilities. You will have to decide now which business you would like to explore. For this you need to find a partner, with whom you will work for many weeks! If there is a reason why you want to work alone, explain it to your teacher. However, you need to know that for this work it is excellent to have a partner!
- 2) Choose in your tandem team at least three possible businesses from the map on the floor you might want to explore.

Materials:

- Information on the map
- Additional lists of possible businesses to explore from the teacher
- Worksheet 59: Criteria for selecting a job

Task 69:

Selecting the businesses to contact



The task:

Decide which firms you will contact in which order and write your letter of interest.

Classroom organisation:

Work in the newly formed tandems.

Procedure:

- 1) Present to each other your lists of companies and your preferences. Decide together on three businesses in the order of your interest and find their address, phone number etc. (Worksheet 60)
- 2) Write a letter of interest to your business in which you ask for permission to do your exploration. See also Worksheet 61 presenting you the structure and a model for the letter of interest.
- 3) Then send your letter (or bring it personally) together with the official letter from your school.

Materials:

- Individual list of preferred businesses from Task 68, Worksheet 60
- Worksheet 60: Our list of preferences
- Worksheet 61: The structure of a letter of interest; A model for the letter of interest

18: Learning to be explorers

Understanding the difference between active and passive visits

Active Learning

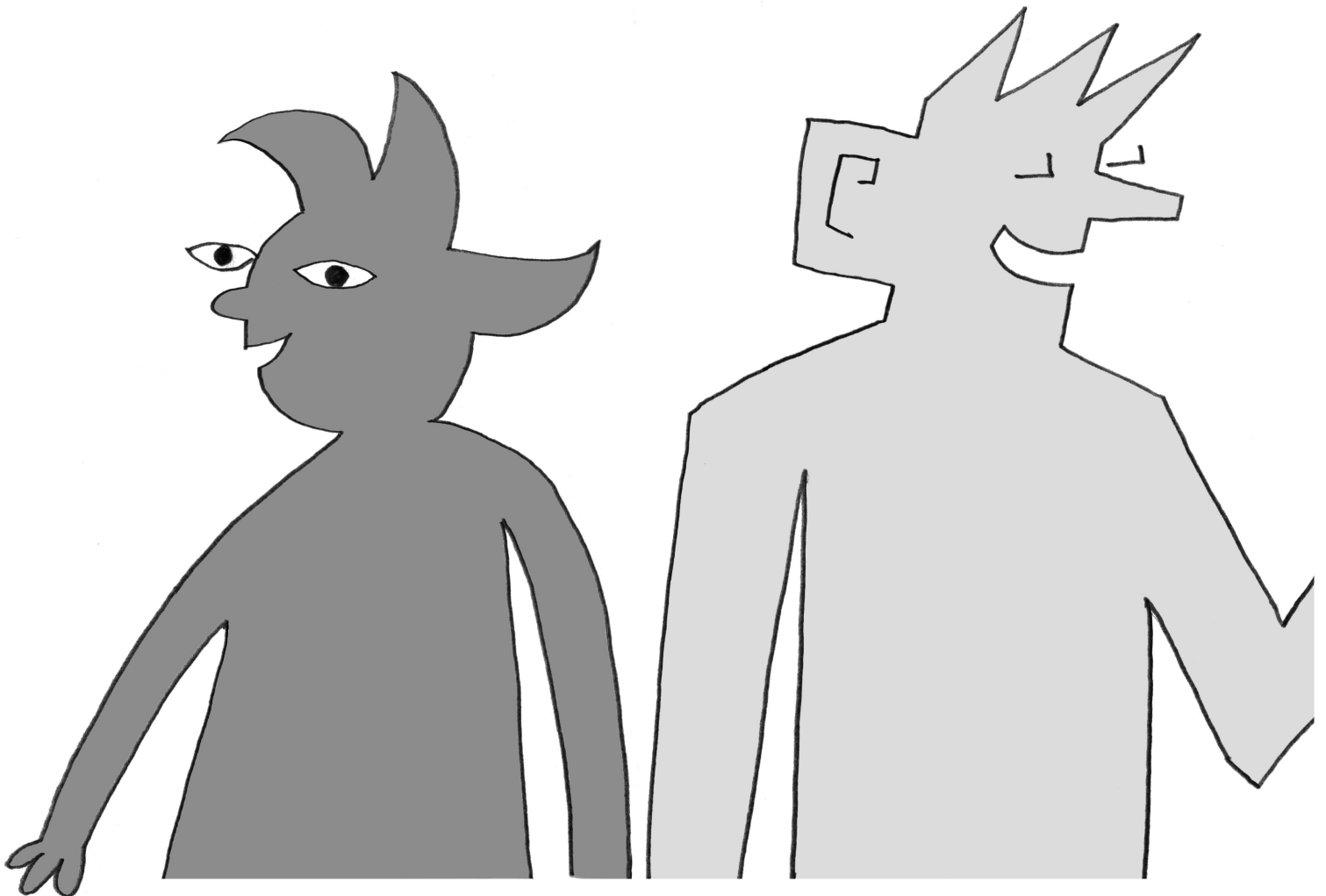
When I learn actively, I learn because I am interested.

I want to know.

I want to see.

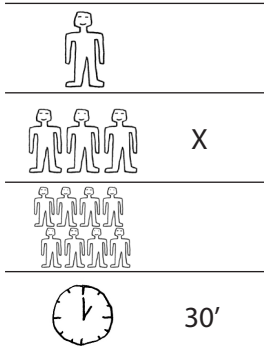
I want to listen.

And this is all for my own future.





Task 70: **Feedback: what do we know about the businesses?**



The task:

You have contacted the businesses. Now draft a report about the result.

Classroom organisation:

Work in pairs.

Procedure:

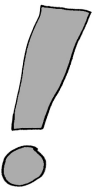
- 1) Together with your partner, describe what the business has decided.
- 2) Plan together the next steps that are necessary for gaining more information.
- 3) Work on a new approach if necessary, or write a letter of interest to another business.



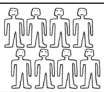

Materials:

- Personal notes from the information visit
- Worksheet 62: Checklist

Task 71:

Coordinating all the visits



	
	X
	X
	20'

The task:

Find out who is visiting whom. Coordinate!

Classroom organisation:

On the wall of the classroom, there is a list. You will work in pairs and in the plenary.

Procedure:

- 1) The teacher gives some of you the task of preparing a list with all the companies your class will be visiting (see an example of a list on the next page), or maybe even your school if more than one class is working on the JOBS programme.
- 2) Each group notes down the companies they have asked and makes a mark if the company has given them the 'ok'.

Materials:

- Empty poster paper



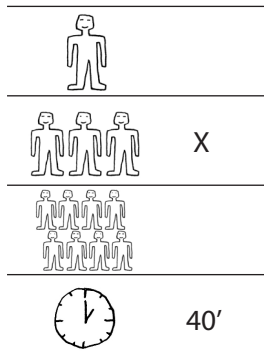
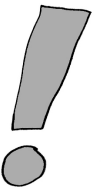
Team	Business	Contact when?	Yes	No

It is good to have an overview of all the business contacts and the success rate. You should have such a list (on a flip chart paper or a poster at least this size) on the wall of your classroom. Decide in the whole class who shall prepare this. However, all of you will write down the businesses you have contacted and the answer you received into the list. So for each team there might be more than one business on the list.

Having such a list also helps not to interfere with each other.

Task 72:

The difference between active exploring and passive watching



The task:

Reflect more about your role as an explorer. Describe it and be creative!

Classroom organisation:

Work in your explorer team. Present the results to the other students.

Procedure:

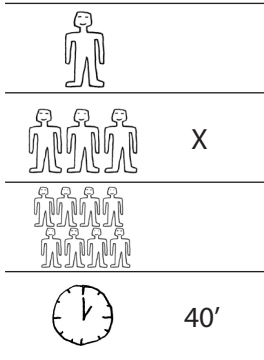
- 1) Fill in the list on Worksheet 63 about the animals that have different ways of approaching the world around them.
- 2) Take your time, find solutions and be creative!
- 3) You might work together with the art teacher and prepare a little exhibition of collages, paintings or drawings. Use extra paper for this.

Materials:

- Worksheet 63: Different ways of approaching the world; Additional task for interested students
- Maybe journals, colours, scissors, drawing paper



Task 73: **Preparing our exploration tasks**



The task:

Plan and prepare your days in the businesses.

Classroom organisation:

Work in your tandem group.

Procedure:

- 1) Learn about the four approaches for exploration:
 - a. to observe
 - b. to communicate
 - c. to collect
 - d. to collaborate
- 2) Try to figure out what could match with the company you will explore.
- 3) Use the tables on Worksheet 64 to get a clearer view.

Materials:

- Worksheet 64: The four approaches to explore businesses

19: From plan to action

Getting to know your exploration tool: Part VI


It's not enough to have a plan. If you want to have results, you must turn your plans into real action. A well-done action on the other hand needs good planning. So plans and actions are closely connected.








Task 74:

The main information in Part VI

	X
---	---

	X
---	---

	
---	--

	45'
---	-----

The task:

Discuss how *Part VI* is written and what you can do with it.

Classroom organisation:

Sit in a big circle together with all the other students and with your teacher. You must have Part VI and all related worksheets (70-77) with you.

Procedure:

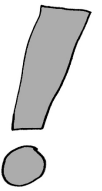
- 1) Go through Part VI silently for approx. 20 minutes to have a first impression. The Worksheet 65: My job exploration will help you prepare for the discussion.
- 2) The following points need to be discussed in the plenary:
 - a. You will take Part VI and your worksheets along with you to the exploration.
How will you use it there?
 - b. What makes Part VI interesting, special, new?
 - c. Go through it together worksheet by worksheet: What questions do you have?





Materials:

- Part VI: My job exploration
- Worksheet 65: My Job Exploration - Part VI

Task 75:

Understanding Part VI better



	X
	X
	
	45'

The task:

Analyse Part VI including the related worksheets together with your tandem partner.

Classroom organisation:

Sit at your desk together with your tandem partner.

Procedure:

- 1) Go through Part VI including the related worksheets in your tandems supported by the Worksheet 66.
- 2) Make sure you really understand the tasks and match them with the first ideas you already had for your exploration.



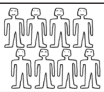

Materials:

- Worksheet 66: My job exploration: what is important to us?
- Part VI



Task 76:

Let's make a draft plan for our visits!

	
<hr/>	
	X (45')
<hr/>	
	X (45')
<hr/>	
	90'
<hr/>	

The task:

Prepare a first draft plan of your four visits and present it to others in your class.

Classroom organisation:

Start in your tandem team. Make sure the seating arrangement suits your work.

Your teacher will decide on the seating arrangement for the presentation in class.

Procedure:

- 1) First, brainstorm your ideas and collect them using the list on Worksheet 67. In order to do this, you need to have some knowledge about the business you will explore.
- 2) Start to order the things you would like to do into the four approaches (a-d) for days 1-4. Just remember: this is a first draft plan, so you can still change things round.
- 3) Present your draft plan to your classmates. Listen carefully to their ideas! They might give you ideas you did not have before!

Materials:

- Worksheet 67: First draft of the visiting plan; Template for our visiting plan

20: Planning the details of your visits

The tandem teams make sure they know and have everything they need for the month to come by preparing day by day

Preparation/planning

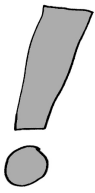
Preparation is a way of carefully thinking ahead. What needs to be ready?

What could happen? What might I need?

When you plan to go for a hike, you think about the food you might need or about the possibility of rain. What type of shoes would be suitable?

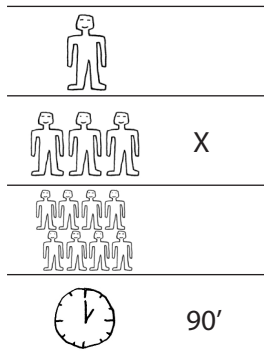
Preparation for the business exploration is different. However, some elements are the same: the better prepared you are, the more you will enjoy it!





Task 77:

Working on details day by day



The task:

Go into details for planning each day.

Classroom organisation:

Work in your tandems. You might sit at tables of four, so you could get support from another team if needed.

If necessary, visit other teams and share your ideas and get new ones from the others.

Procedure:

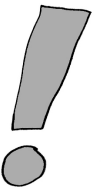
- 1) With the notes you made during the last task 76 and the feedback you got from your classmates, you now have more details and you can plan day by day.
- 2) Maybe there is time and space for two, three or even four tasks during one day in your company.
- 3) Use all four approaches: observe, communicate, collect, collaborate (preview your model).
- 4) You might talk to somebody from your business to be more realistic. If possible (if you chose a shop it is not a problem) you can visit the business again to observe what can be done. Do this in your free time. It is interesting!!



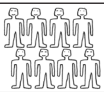

Materials:

- Notes from the last Task 76, Worksheet 68: Template for our first visiting plan
- Worksheet 68: Visit days 1 - 4
- Your notes from Task 73, Worksheet 64: The four approaches

Task 78:

Presenting our plan



	
	X
	X
	45'

The task:

Present your plan for your business exploration.

Classroom organisation:

All the teams are ready with all their materials and planning forms on their desks to show to the others and to the teacher(s).

Work in your tandem and in the plenary.

Procedure:


- 1) Arrange your desk with all the material and planning forms as if it were a market. Present your planning to other tandem teams and to your teacher.
- 2) Visit each other, explain and learn once more (see also task 15, Rehearsal: presenting the poster, Procedure step 2: "One stay, one stray").


Materials:

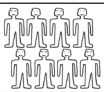
- Part V: Preparing your job exploration with all your notes
- Cameras, tape recorders, drawing materials, etc.




Task 79: **Evaluation of Part V**

	X
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	X
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	30'
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The task:

Reflect on what you have worked on in Part V.

Classroom organisation:

During the first phase, sit at your desk.

During the second phase, the whole class sits in a circle.

Procedure:

- 1) Go through the leading questions.
- 2) To answer them, read all your notes again.
- 3) After you have finished with the questionnaire, put your chairs in a circle. Talk about your findings in class and discuss various points. Your teacher chairs the discussion.

Materials:

- Part V: Preparing your job exploration
- Notes in your notebook and workbook
- Additional written material
- Worksheet 69: Questions for the evaluation

Part VI: My job exploration

This part of the JOBS programme is dedicated to your own job exploration.

It is made up entirely of the worksheets 70-77 to be found online under www.jobsproject.ro

The worksheets help you to prepare, plan, document and evaluate your job exploration.

There are seven different types of worksheets:

1. **My data:** Here you will enter the relevant data about yourself, such as name and address, people to contact etc.
2. **Short presentation of the business I explore:** Here you note the main data about the business you have chosen.
3. **Tips for the conduct during the business visit:** This is to remind you of the dos and don'ts in a company.
4. **Visiting plans:** Helps you to plan your visit day by day.
5. **Visiting protocols:** Helps you to document your visit day by day.
6. **Safe on my mission:** Reminds you of safety matters.
7. **Profession:** This is a questionnaire which helps you analyse the professions in the business.
8. **Evaluation of part VI:** Helps you evaluate your business visit in a systematic way.

Try to benefit from this opportunity and enjoy your visit!

Part VII:

Our exploration results

Introduction: How this part works

21: Reflecting your job exploration

Task 80: Summary of the exploration visits	130
Task 81: Writing a thank you letter to the business and an invitation to the exhibition	131
Task 82: Spider diagram of competences revised	132

22: Ways of presenting the exploration results

23: Preparing your JOBS exhibition

Task 83: Preparations together with your tandem partner	158
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How this part works

You visited people at their jobs, in their businesses or in their companies. You collected information, photos and materials.

You received feedback, conducted interviews and thought about your wishes and hopes regarding your future profession. Now is your chance to process all the information in *Part VI* or in photos or collected material and to prepare an exhibition of your findings.

21: Reflecting on your exploration

Here you will find three tasks that will help you to summarise the experiences you had while visiting your chosen business. As you have learned in the last months: reflecting and commenting is not easy all the time and sometimes it might even seem boring. However, an experience becomes more important and valuable when you learn as much as you can from it through reflecting.

22: Ways of presenting the exploration results

You will create as many products as possible together with your tandem partner.

23: Preparing your JOBS exhibition

The school exhibition shall be a highlight in your school career. You will prepare, invite, present and you will be proud of your achievement. The JOBS SCHOOL FAIR is already a step towards your professional future.

21: Reflecting your job exploration

Processing

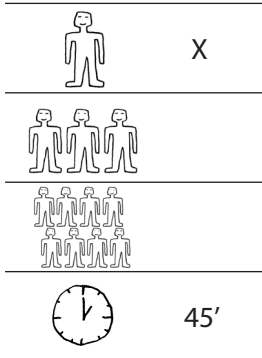
When we deal with information, we do so in steps. One way to think of this is to picture the process of acquiring, retaining, and using information as an activity called *information processing*. Information comes from the outside world into the sensory registers in the human brain. We are not consciously aware of most of the things we perceive; we become aware of them only if we consciously direct our attention to them, use them and process the information.





Task 80:

Summary of my exploration visits



The task:

Summarise your experiences during your exploratory visit.

Classroom organisation:

Work on your own.

Procedure:

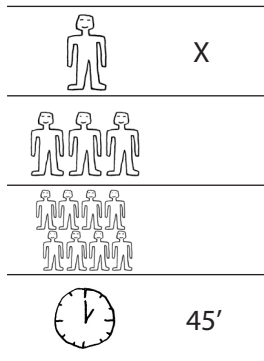
- 1) Read the comments you wrote about your job exploration.
- 2) Go through the feedback given by your business representative.
- 3) If needed, complete *Part VI* with your notes and memories.
- 4) Reflect on your experience and make your comments in written form.

Materials:

- Part VI
- Your personal notes
- Worksheet 78: Summary of the exploration visit

Task 81:

Writing a thank you letter to the business and an invitation to the exhibition



The task:

Showing your appreciation to the business you visited in a written way and addressing an invitation to the JOBS Fair to be organised in school.

Classroom organisation:

Work in your tandem group.

Procedure:

- 1) Share your experience in the tandem (look at *Task 80*).
- 2) Together, brainstorm what you want to write to the business you have visited.
- 3) In handwriting or on a computer, write an official letter of appreciation and invitation. Bring it or send it to the business. Decide who you will address the letter to (maybe more than one person).

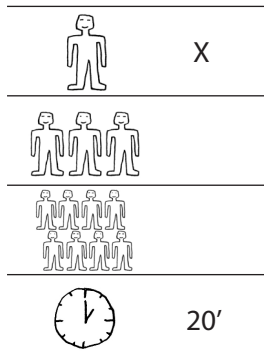
Materials:

- Part VI: My job exploration and your notes
- Notes from task 80: Summary of my exploration visits
- Worksheet 79: Brainstorming ideas for the letter of appreciation and the invitation



Task 82:

Spider diagram of competences revised



The task:

Knowing more about your competences!

Classroom organisation:

You will do this on your own.

Procedure:

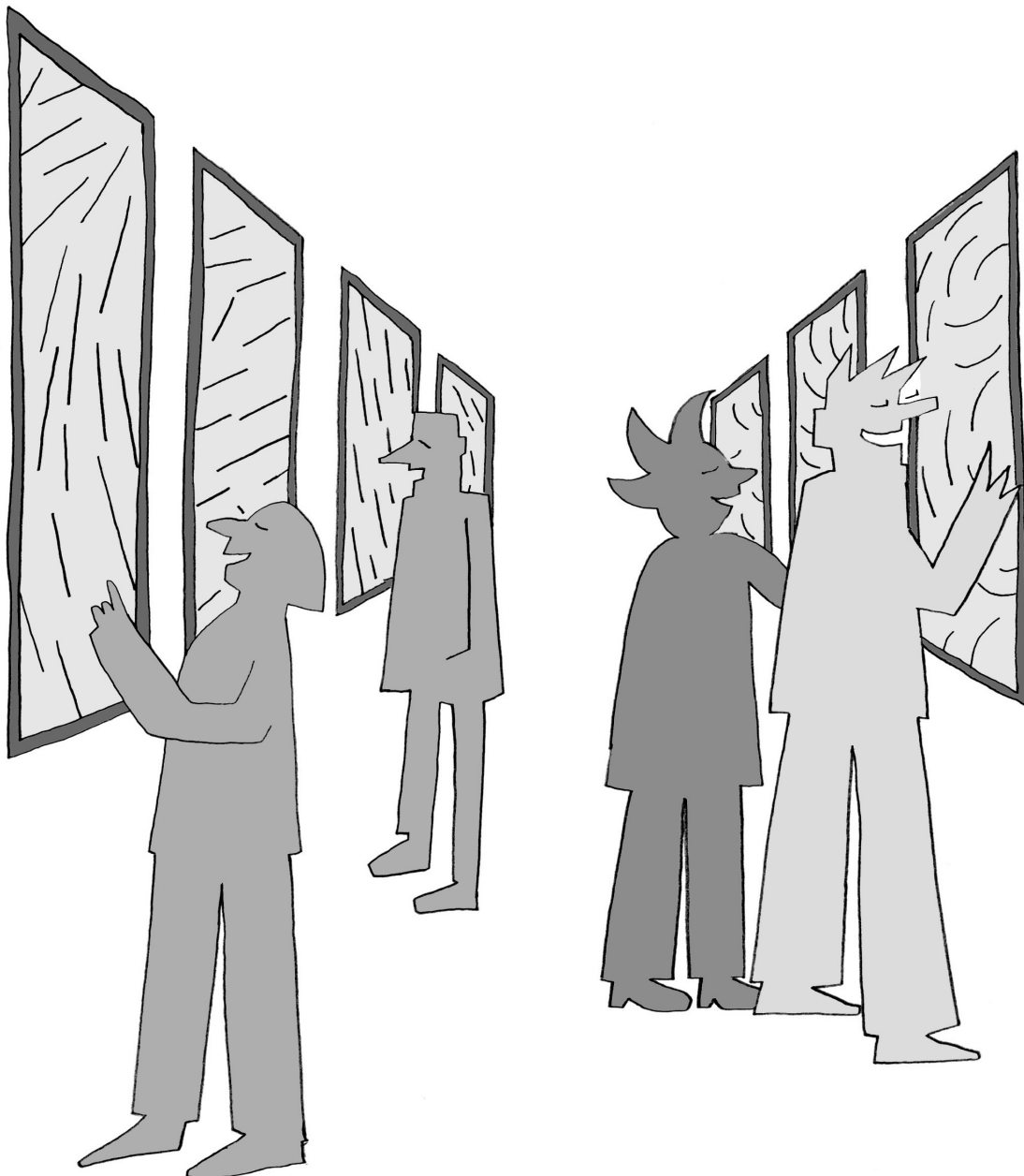
- 1) Look at your own spider diagram of competences in Task 17, Worksheet 6.
- 2) Comment on your spider diagram and draw it again.
Are there any changes?

Materials:

- Part II, Task 17: How I see myself and how I see others; Worksheet 6: My spider profile
- Worksheet 80: My spider profile from Part 2 after the business visit

22: *Ways of presenting the exploration results*

An **exhibition**, in the most general sense, is an organised presentation and display of a selection of items. In practice, exhibitions usually occur within museums, galleries, exhibition halls and world fairs.



Possible ways of presenting the exploration results:

- Product 1: A collage
- Product 2: A newspaper article
- Product 3: An interview
- Product 4: A crossword puzzle
- Product 5: A memory card game
- Product 6: Create a game
- Product 7: A job quiz
- Product 8: Creative tasks
- Product 9: A poster
- Product 10: A short report: My work experience
- Product 11: The work phases needed to finish a product
- Product 12: A journal entry
- Product 13: A leaflet or brochure about a specific profession
- Product 14: A display case with labelled objects
- Product 15: A blog
- Product 16: A Facebook entry
- Product 17: A role play
- Product 18: A table detailing the job description
- Product 19: Organising an excursion
- Product 20: The ideal working environment
- Product 21: The pros and cons of working here: Give your opinion!
- Product 22: An advertisement

Product 1: A collage

Short description:

You may have collected a lot of material whilst at your company. You may have taken pictures or found pictures in magazines or newspapers that match what your company does.

If you decide to make a *collage*, then you are deciding to create a work of art. The definition states: "A collage (from the French: *coller*, "to glue") is a work of formal art, primarily in the visual arts, made from an assemblage of different forms, thus creating a new whole".

How to do it:

A collage may sometimes include newspaper clippings, ribbons, bits of coloured or hand-made papers, portions of other artwork or texts, photographs and other found objects, assembled and glued to a piece of paper or canvas.



some examples



Materials:

- Part VI
- Scissors
- Glue
- Paper
- Patience
- Fun

Product 2: A newspaper article

Short description:

A *newspaper article* discusses current or recent news of either general interest (i.e. daily newspapers) or of a specific topic (i.e. political or trade news magazines, club newsletters, or technology news websites). A newspaper article can include eyewitness accounts of the event – your business visit. It can contain photographs, accounts, statistics, graphs, recollections, interviews, polls, debates on the topic, etc. Headlines can be used to focus the reader's attention on a particular (or main) part of the article. The writer can also give facts and detailed information following answers to general questions like *who, what, when, where, why* and *how*.

How to do it:

Headline:

If you decide to write a newspaper article, it is important that you choose a good headline to attract the reader's attention. Try to make it short, but effective. Use "active" sentences like "Company produces more cars than needed" or "Business in Bucharest only uses Skype for communication".

Text:

Newspaper articles are there to inform people. Make sure you do not write about unnecessary things. Try to include only the information that is needed. Newspaper articles are normally written in an objective style, yet you can still give your opinion as the writer. Nevertheless, try to avoid language that contains too many judgements, such as "good" or "bad".

Photos, drawings or diagrams:

If you have collected or produced any kind of visual material during your visit that might be useful for the article, you can include this in the text. Make sure that you write an explanation underneath each picture you include.

Sample newspaper article



Materials:

- Part VI
- Photos
- Diagrams
- Drawings
- Materials from the company

Product 3: An interview

Short description:

An interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee.

How to do it:

You might have gathered information about a topic during your visit when you questioned people about their knowledge of a particular subject or when you asked them for their opinion.

1. Goals and objectives

- What is our topic? What do we want to know? After the interview: What was your topic?
- What should the final product look like?

2. Explanation

- Who was interviewed? How many people? Did age or gender play a part?
- How did you choose the right people?
- When did the interview/survey take place?
- How did it take place?
- Who was informed / who did you get permission from?
- How were the answers recorded (audio recording, notes, questionnaires)?

3. The questions

- How many questions did you ask? How much time did you have?
- Put the survey together.

4. The interview itself

- How did you begin with the questions?
- How did you end?

5. Evaluation

- If you interviewed a specialist, think about the most important things that were said and highlight them.
- If you asked several people about the same topic and would like to know how many people gave similar answers, then sort the answers accordingly.

6. The presentation

You could present your interview in any of the following ways:

- Sharing in class
- Writing a newspaper article (see product 2)
- Creating a poster

Materials:

- Part VI
- Interview notes or recording

Product 4: A crossword puzzle

Short description:

A *crossword* is a word puzzle that normally takes the form of a square or a rectangular grid of white and shaded squares. The goal is to fill the white squares with letters forming words or phrases by solving clues that lead to the answers. In languages that are written from left to right, the words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.

The squares where the first letter of the answer begins are usually numbered. The clues are indicated by these numbers and given a direction, for example, “4-across” or “20-down”. At the end of the clue, the total number of letters is sometimes given, depending on the style of puzzle and country of publication. Some crosswords will also indicate the number of words in a given answer, should there be more than one way of solving the clue.

How to do it:

Collection:

First of all you need to collect a number of words related to your business visit. Think about which words are most suitable. They could be words that refer directly to the company (e.g. “car factory”, “printing service”) or words that somehow describe it (e.g. “big”, “male”, “female”, “advertising”).

Hints:

You now have to describe the words so the reader has to think and find the right answer, e.g., “Across 1: This is the field the business works in”; “Answer: Sports” OR “Down 4: There are special work places for these people in the business”; “Answer: Handicapped”...

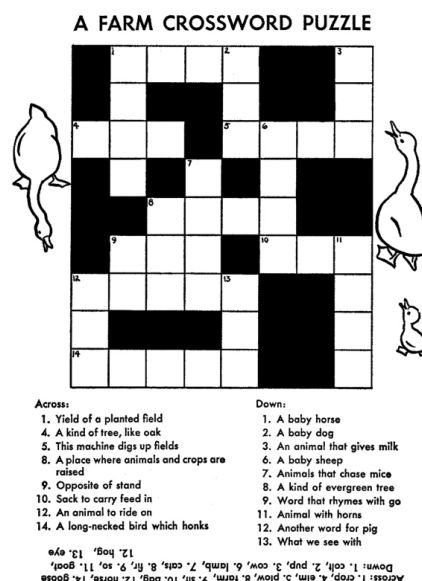
Grid:

Try to put the solutions into a grid by writing them out. Make sure they overlap so the reader will get some hints from letters that are already written. Draw the grid around the words and place the numbers under the headings “Across” and “Down”. Now erase the solutions and try it out on somebody.

Example of a crossword puzzle:

Materials:

- Part VI
- Notes from your business visit
- Ruler
- Pencil
- Eraser



Product 5: A memory card game

Short description:

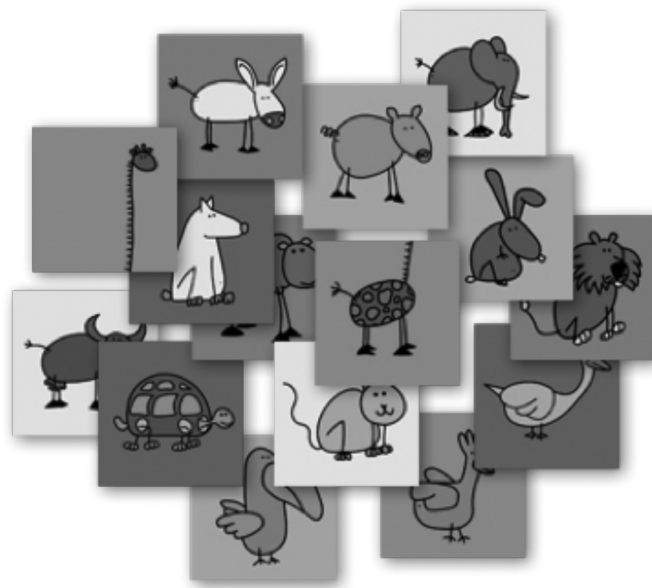
Memory, also known as *concentration*, *pelmanism*, *shinkei-suijaku*, *pexeso* or simply *pairs*, is a card game in which all of the cards are laid face down on a surface and two cards are flipped face up at each turn. The object of the game is to turn over pairs of matching cards. Memory can be played with any number of players or as a solitaire and is a good game for young children, though adults may find it challenging and stimulating too. The scheme is often used in quiz shows and can be used as an educational game.

How to do it:

During your business visit you might have received a lot of material such as brochures, postcards or flyers. You also might have taken a lot photos yourself. You can make your own memory game out of these things.

Choose good versions of the pictures and print them out twice. Make sure these are pictures or images that represent the company. Stick them onto a solid cardboard, though not too thick. Make sure all cards look the same from the back (no stains or different paper etc.). Otherwise you would easily remember which pictures are underneath.

You should have at least 20 pairs, otherwise it will be too easy for you!



Example of a memory game

Materials:

- Part VI
- Pictures (at least 20 pairs)
- Cardboard
- Scissors
- Glue

Product 6: Create a game

Short description:

A *game* is a way of playing according to certain rules. Games should always have something to do with fun or enjoyment. There are a lot of different forms of games. Here you can create your own game, e.g. a board game or a card game.

How to do it:

Reflect on your business visit again and go through everything you have seen, heard, felt and experienced. Can you imagine designing a game inspired by these experiences?

Here are some ideas:

- A tour through the company where you have to do something at different posts (board game).
- Your career in a certain company (board game): You are starting off as a worker and make your way up the ladder of success until you are the boss. Who will be the CEO in the end?
- Save your business (board game or card game): Crisis hits every business in the country. You have to make sure to not lose yours.

Create your own idea:

First of all, brainstorm how the game will be structured and what the rules will be. Then produce the necessary elements of your game such as cards or a game board. Remember that it is about the company and that the players must be able to gain some knowledge of the company whilst playing it.

Example of a board game



Materials:

- Notes from the business visit
- Part VI
- Scissors
- Glue
- Cardboard
- Colours, paints
- Small figures for players
- Dice

Product 7: A job quiz

Short description:

A *quiz* is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. Quizzes are usually scored in points and many quizzes are designed to determine a winner from a group of participants - usually the participant with the highest score.

How to do it:

Reflect on your business visit again and go through all your notes. Try to find interesting questions that you could use in a quiz. Remember that they should be questions that people can also answer, so try not to make them too difficult.

Instead of asking for only one answer, you could propose three different possible answers, where only one of them is correct.

Write the questions on single cards so you can easily go from one question to the next.

Figure out how many points one wins per correct answer and what the possible prize could be in the end. Maybe you received a small gift from your business visit that you could spare?



Example of a board game

Materials:

- Part VI
- Notes
- Cards
- Felt-tip pens
- Prize

Product 8: Creative tasks

Short description:

A *creative task* is where something new is produced. This could be a painting, a sculpture, a song, a poem, etc.

How to do it:

Reflect on your business visit and go through your notes again. Is there something that has moved you? Is there something that has impressed you very much or something that you found shocking?

Did you receive a lot of material that is produced in the company? Did you take things with you? Could you imagine using these things for your product?

Whatever comes to your mind, you can realise it here.



Materials:

- Everything you have taken or received from your business visit
- Part VI
- Your ideas

Product 9: A poster

Short description:

You can make notes of your business visit on a *poster* and present them to your classmates. It is important that your poster is organised in a way that makes people pay attention. It should make observers eager to find out more.

How to do it:

In a small group, examine the most important features of a successful poster and think about what elements of this you can integrate into your own poster.

If you have already prepared your poster, you can use these features as a checklist to evaluate another poster.

Title: Your title should be short, interesting and visible from a distance.

Writing: Your writing should be large enough and legible. If you are using a computer, don't use too many different fonts. Write short sentences that are visible from a distance.

Pictures, photographs and graphics: These support what you have to say and make the poster interesting. Limit yourself to a few impressive ones.

Presentation: Where will the title, headings, bullets, symbols, boxes, photographs or pictures be? Sketch out your poster before you begin.

Arrangement: Put it together carefully. The poster should fill the chosen format but shouldn't be cramped.

Materials:

- Flipchart paper
- Felt-tip pens, pens
- Scissors, glue
- Photos, diagrams
- Part VI
- Notes

Product 10: A short report: My work experience

Short description:

A *report* is some form of text (usually writing, speech, television, or film) made with the specific intention of giving information. Written reports are documents which present focused content to a specific audience. Reports are often used to display the result of an experiment, investigation, or inquiry. The audience may be public or private: an individual or the public in general. Reports are used in government, business, education, science, and other fields.

How to do it:

Remember your business visit and reflect on your experience. What kind of information should your colleagues receive about this particular business in order to understand it and in order to figure out whether this might be of interest to them for their future careers?

Collect all the bits of information and try to organise them in chunks or bigger parts. This will help you structure your writing.

Set the headlines for your report and write a short paragraph for each one.

Make sure that you remain objective and don't judge things as "good" or "bad" in your writing.

You might want to add a picture or a diagram to illustrate some of the points you make.

Your report should not exceed one A4 page.



Example of a report

Materials:

- Paper, pens
- Notes
- Part VI
- Diagram, photo

Product 11: The work phases needed to finish a product

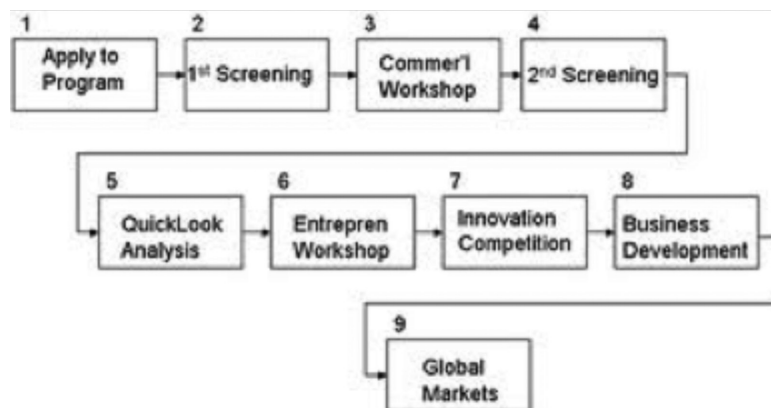
Short description:

When you make a *process description*, you do not think so much of *what* you saw, heard, learnt and did but *how* you did it. In a process description, you can use a flow chart to record all working steps you had to take in order to achieve the result you have now.

How to do it:

Remember your business visit and reflect on your experience. What were the steps you had to take in order to be able to go there in the beginning? What did you have to do there? Were there different phases during your stay in the business? How did you acquire all the knowledge and the results?

Create a flow chart by taking a big piece of paper. Draw each step/work phase into a box or shape of your choice. Connect the different shapes with arrows so one can clearly see the process you took. You can also outline the most important steps (in your opinion) with a different colour.



Example of a process description

Materials:

- Big sheets of paper, pens
- Notes
- Part VI

Product 12: A journal entry

Short description:

When you decide to produce a retrospective *journal entry* of your business visit, you imagine writing about your visit in a diary format. This means you can make a note of your personal impressions, feelings, fears and wishes that you experienced during the visit.

How to do it:

Remember your business visit and reflect on your experience. Go through one day of your business visit in detail just as if you were living it again.

You might want to draw a table with a timeline indicating the hours spent at the business, so you can easily remember and write down all the things you did on that day.

Next to the hours you can write not only about what you did and how you spent your time, but also you how you experienced it.

Though you should feel free to write about your personal impressions, please remember that all your products will be displayed openly and colleagues as well as business people might read it.

You can outline the most important part of the day in a different colour.

Time	What	How
8:00 – 9:00	Welcoming to the business by the HR people.	Nice and friendly atmosphere, I became very curious about what this day would be like.
9:00 – 10:00	Talk with the chief accountant about the company's various tasks and about the general characteristics of the company.	It was hard for me to take down so many notes at once. I think I have already forgotten a lot of things.
10:00 – 11:00	Half an hour - coffee with two people from accounting / half an hour - visit of the archive with one accountant.	I received a lot of information about what it is like to work in this business.
11:00 – 12:00

Example of a process description

Materials:

- Paper, pens
- Notes
- Part VI

Product 13: A leaflet or brochure about a specific profession

Short description:

If you decide to make a *leaflet* or a *brochure* about a certain profession, you need to select one job out of all the jobs you saw during your business visit and describe it as if you were to advertise it. You can produce a leaflet (one A4 page) or a brochure (a folded A4 page) including all the information about this profession.

How to do it:

Remember your business visit and reflect on your experience. Who did you talk to? Who did you interview about his or her profession? Is there a job or profession that interests you most?

Choose one profession you find interesting and would like to present to your colleagues. Gather all the information you can on a sheet of paper and decide how you want to structure your leaflet or brochure.

Suggestions for structure:

Name of profession:

Description: What does a ... have to do in this business?

Required qualifications: Which school or training is necessary for this profession?

Required skills: What do you have to be able to do in this profession?

Special things: Are there any special characteristics or requirements for this profession, e.g. no fear of heights, intense travel etc.. ?

Salary: Do you know how much you would earn in this profession?

Etc.

Try to organise all this information in an attractive way on your leaflet or brochure. Include some pictures of this profession as illustrations. Remember that a brochure should be attractive to look at and should get people interested in the profession.

Example of a brochure



Materials:

- Paper, pens, coloured pens
- Computer, printer if available
- Notes
- Part VI

Product 14: A display case with labelled objects

Short description:

Display cases or *type cases* were used for printing at a time when printing was not done with computers. Each letter used for printing (called a character) was stored in the case, which was divided in to many compartments in which to hold them. In order to “write” a page, the printer would take out the necessary characters and put them into a template. After printing, the characters were put back into the case. A display case is similar to this, but with the small compartments empty for putting other objects inside. If you decide to produce a display case, you will present for display important objects you collected during your business visit in it.

How to do it:

Remember your business visit and reflect on your experience. Collect all the objects you received or made during the visit.

Try to arrange them in an order that makes sense (e.g. chronologically or according to topics).

Design a display case out of wood. You might need some help from a colleague of yours or your parents in order to assemble it.

Put the objects into the case and label them so people know what they are or what they are used for.

Hang up your display case.



Example of display cases

Materials:

- Collected objects
- Pieces of paper for labelling
- Pens, felt tip pens
- Sticky tape or glue, scissors
- Wood, glue
- Notes
- Part VI

Product 15: A blog

Short description:

A blog is a series of messages posted on an Internet platform. Usually, a blog appears under a certain discussion or topic heading with either individuals or a small group of people making entries relevant to the topic. If you decide to write a blog about your business visit, you will enter a series of statements or experiences on the official JOBS website. A blog usually appears in reverse chronological order, meaning that most recent entries are displayed at the very top.

How to do it:

Remember your business visit and reflect your experience. Write down your impressions of your business visit. It would be best to do it in chronological order, but you can also write them at the same time, but under various different topic headings.

Remember that the JOBS website is open to everybody. Be sure not to write anything too judgmental on it.

Make a printout of your blog if you don't have a computer to use for display at the exhibition/fair.



Example of a blog

Materials:

- Computer (with Internet access)
- Notes
- Part VI

Product 16: A Facebook entry

Short description:

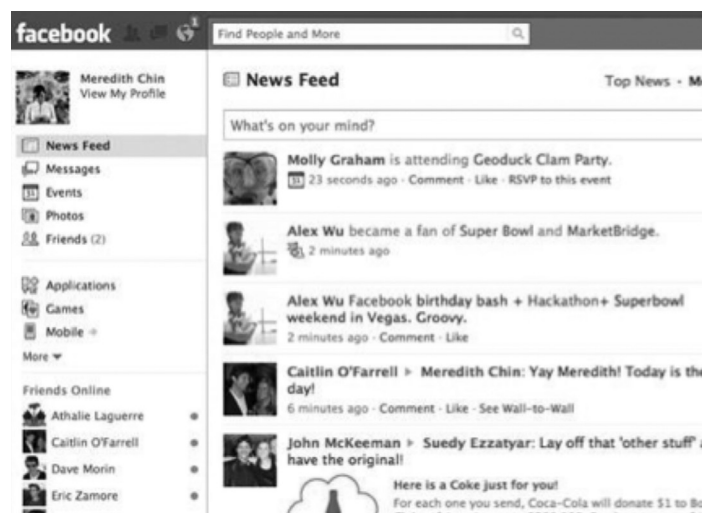
If you decide to make a facebook entry about your business visit, you will share your experiences with your online community of friends. We suggest you only do this if you are familiar with facebook and have already signed up.

How to do it:

Log on to facebook. Remember your experience during your business visit. Make an entry on your facebook wall. You can include everything you did: you can mention all the tasks you completed or all the information you collected.

You might also want to upload some photos you made. However, remember that facebook is a public service and not everybody might want to have their picture posted in a public domain. So, if you do upload pictures of other people, make sure you have their approval first.

Make a printout of your blog if you don't have a computer to use for display at the exhibition/fair.



Example of a facebook entry on your wall

Materials:

- Computer (with internet access)
- Notes
- Part VI

Product 17: A role play

Short description:

Role playing involves changing one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to perform an acted role. People play roles when they act in a theatre or when they consciously pretend to be somebody else.

How to do it:

Reflect on your experience during your business visit. What kind of conversations did you have? Who did you speak to? What was the atmosphere like? Did you feel comfortable? What did the boss tell you? Did you come to understand what is expected of the employees?

When you have collected your thoughts, imagine a job interview situation. However, this time it is the other way around. You are the boss of your business. Now ask yourself these questions:

- What do you expect from your employees?
- What do they have to be able to do?
- What would you not tolerate from your employees?
- What is the most important thing for you as the boss of your business?

Write down the questions and answers in the form of a dialogue with you as the boss. Write down your dialogue and stick it on the wall. You can also make a poster out of the different answers you give as the boss.



Picture of a job interview situation

Materials:

- Part VI
- Pens, paper

Product 18: A table detailing the job description

Short description:

A *table* is used in order to present information in an overview. A table usually gives concise information and saves reading lots of pages in a book. A table consists of several lines and several columns forming a grid or matrix.

How to do it:

Reflect on your visit to the business. Pick a profession or a job that you would like to analyse in depth or that you find especially interesting.

Take a big piece of paper or a flipchart poster. If you have a computer, you can also draw a table in Word.

Your table could look like this:

Name of profession	?	?	?	?
Job description – What kind of job is it?				
Qualifications – What training do you have to complete?				
Core competencies / skills – What special skills or competencies are needed for this job?				
Working time – How many hours and when do you have to work?				
Salary – How much money can you earn doing this job?				

Example of a table

Materials:

- Part VI
- Pens, paper
- Flipchart paper
- Computer

Product 19: Organising an excursion

Short description:

An *excursion* is a trip made by a group of people, usually for the purposes of leisure, education, or physical exercise. It is often an adjunct to a longer journey or visit to a place, sometimes for other (typically work-related) purposes.

How to do it:

Imagine you are going back to the business you visited. This time you will bring a group of your colleagues with you. How will you plan your visit? What kind of things do you want the others to see? Who would you like to talk to with your group? Is there something special you would like the others to see or hear?

Make a thorough plan for your visit, including your preparation and a time frame.

Write out your plan on a sheet of paper, using headlines like these:

1. Preparation of the excursion:

- Things to organise (telephone calls, emails etc.)
- Things to buy (transport or entrance tickets etc.)

2. Meeting point:

3. Timeframe:

- 8:00 Start: Welcome at entrance – meeting the PR manager
- 9:00 Short presentation of company by communication person
- 9:30 Questions for the boss
- 10:00 Coffeebreak
- 10:30 Meeting Mr XY for the guided tour

4. Rounding up of the day:

Materials:

- Part VI
- Pens, paper
- Computer

Product 20: The ideal working environment

Short description:

The *working environment* is everything that is connected with the job you are working in. This includes the people you work with, the surroundings you work in, the general conditions like temperature, place, noise etc. The working environment describes everything surrounding your job.

How to do it:

Think of everything you have learned about jobs and work so far. Think about the job visit you took part in. Now imagine the ideal working environment for you. What would your ideal working environment be?

You have a number of different possibilities now. You can either write down your thoughts about it or you can also draw it or present it in any other creative kind of way. It is all up to you!



Example of an ideal working environment

Materials:

- Part VI
- Pens, paper
- Colours, paints
- Scissors, glue
- Computer
- Whatever else you need

Product 21: The pros and cons of working here: Give your opinion!

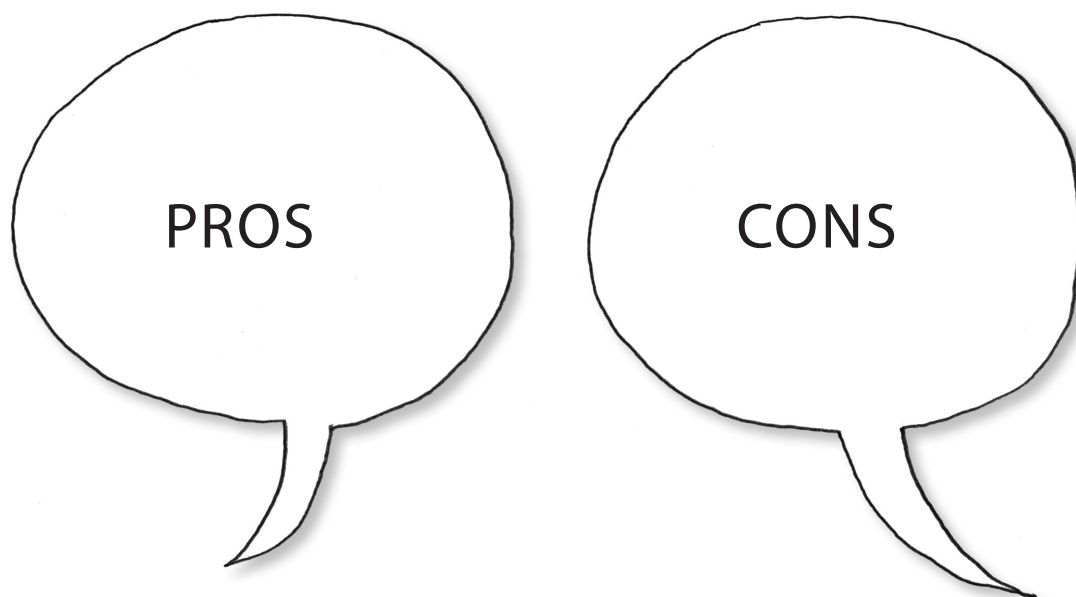
Short description:

When you speak or write about *pros and cons* you collect the good and the bad sides or the positive and the negative effects of something.

How to do it:

Think about everything you saw and heard about during your visit to your company. Looking back now, what do you think would be good and what would be bad about working there? Or, what would be the pros and what would be the cons from your point of view?

Write them in these two different speech bubbles:



"Working in this company would be..."

Materials:

- Part VI
- Notes
- Pen, paper

Product 22: An advertisement

Short description:

When you *advertise*, you try to persuade other people of something, like buying a certain product or changing one's attitude etc. Advertisements can be placed in newspapers, on posters in the street, on the television, radio or Internet.

How to do it:

Think about everything you saw and heard about and during your job visit to your company. Imagine you have to design an advertisement for this business. What would you present? What would you write? Which pictures would you use? Imagine you have to present it in a newspaper or on the Internet.

Design your advertisement on a big sheet of paper and use whatever you find suitable to attract people's attention and persuade them to buy a product from your company or to use your company to provide a service. You may also make drawings or include photos you have taken.



Example of a very old business advertisement

Materials:

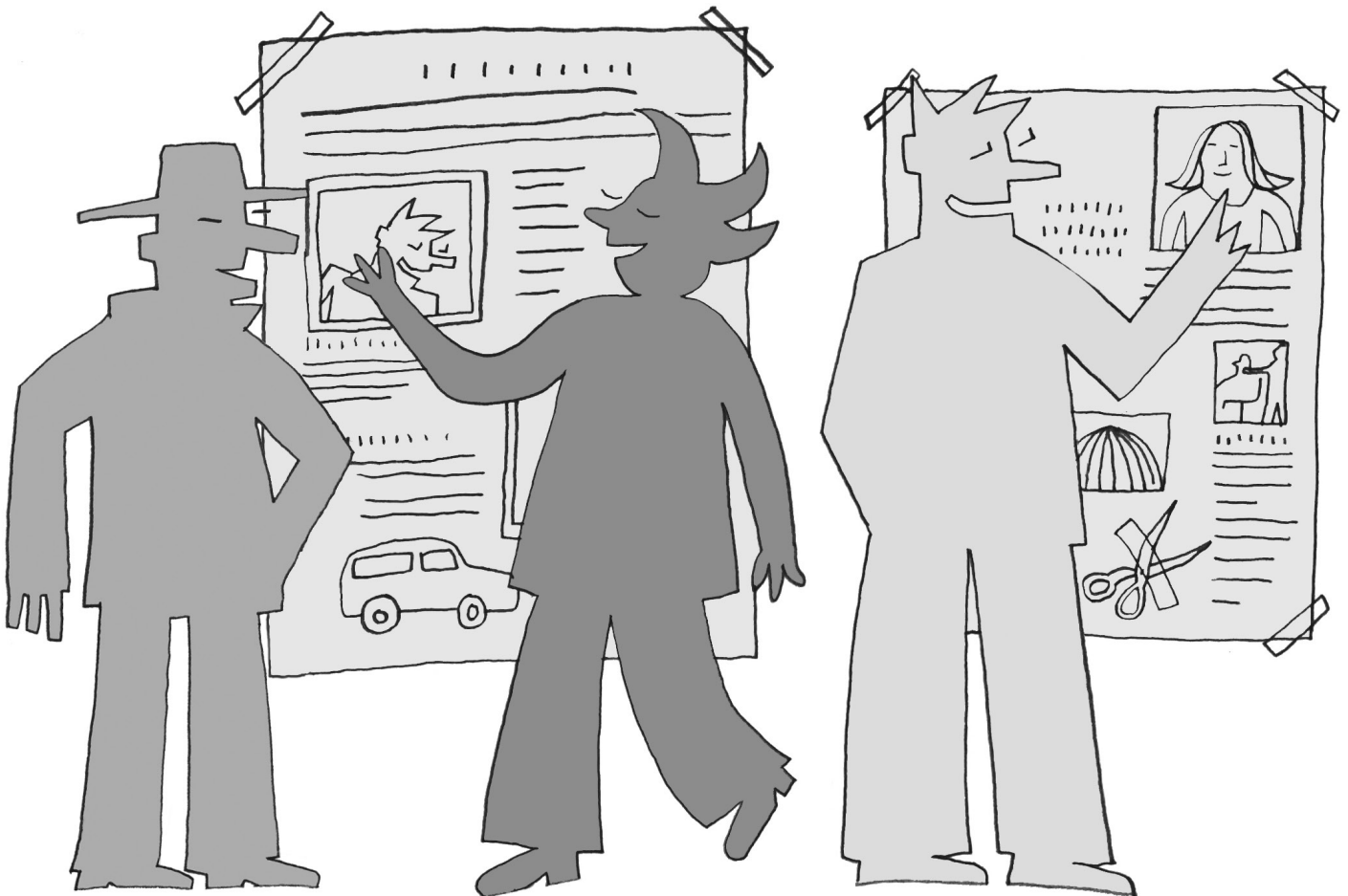
- Part VI
- Notes
- Pen, paper

23: *Preparing your JOBS exhibition*

While all the tandem groups prepare their products, all the JOBS classes and teachers now have to think about preparing the JOBS SCHOOL FAIR. For this purpose, you and the teachers will set up an organising committee.

The committee needs to collect all the information about the products that will be presented. How many tables, pin walls, projectors, etc. will you need? Where will the fair take place? Will it take place in all the classrooms? Will it take place in the gym? Who will be invited?

Here you will find many hints!





Task 83: **Preparations together** **with your tandem partner**

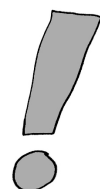
What do you imagine your contribution to the exhibition to be and what do you need in order to achieve this vision?

- Make a sketch of how you wish to arrange your exhibits
- Make a note of the things you will need (e.g. sticky tape, nails, pins, tables, flip charts, display boards, lighting, display tables in hallways and recreation areas...)
- What type of technical assistance will you need to set up your exhibition?

This piece of information is important for the exhibition committee! Fill out the form on Worksheet 81 and copy it for the exhibition team!

Task 84:

Joint preparation



Step 1: General information about designing an exhibition

Use *Tool no. 10: Holding Exhibitions* to inform yourself about how to design an exhibition.

Step 2: Clarifying the parameters and forming a committee

Form groups of four and discuss the possibilities for further development. The questions below are to help you do this. Your group will answer each of these questions on a separate piece of paper.

The following points need to be clarified:

1. What could the title of the exhibition be? Collect a few different possible titles, e.g. JOBS: ...???
2. Who do you need to inform or discuss your plans with?
3. (Head teacher, school leadership team, school caretaker etc.)
4. In your opinion, where could the exhibition take place? Check all possibilities like classrooms, corridors, in the school gym or entrance hall; check other places outside the school and think about which ones are best suited to your purpose.
5. Who will you invite to the exhibition? Compile a guest list!
6. How will you invite the guests?
7. Who will collaborate on the tasks on the steps below (3-10)?

Now review all your various ideas in a plenary session and discuss your course of action. Your teacher will act as moderator for the discussion. In addition, you will need to display all the written answers below each question, so that they become visible to everybody.

Question 1	Question 2	Question 3	...

- Agree on a preliminary title (Question1).
- Inform yourself about how other students have responded to the questions, without yet deciding definitively on how you will resolve the issues. You will also need to take into account what your teacher and school leadership team have to say about these matters.

Step 3: Forming a committee

In your class, elect an exhibition committee, the members of which will plan and carry out further courses of action. The committee will consist of four elected school students: two girls and two boys. Together with the class teacher, these students will get in touch with the relevant people in order to clarify the following questions:

- From when and how long can the exhibition be held?
- When exactly will the opening event take place?
- Clarify the exact venue of your exhibition. What is possible? What is not possible?
- Information about further courses of action according to the ideas put forward by the class.

The committee will subsequently keep the class informed about the developments and outcomes of their course of action.

Step 4: Draft an invitation to the exhibition

The invitation will be addressed to parents, business representatives (that are not already invited by the tandem teams), well-known individuals in the community, newspapers, radio stations, TV stations etc. Go through some important questions:

- Write a list (maybe a poster in the hallway, accessible for all), where all the invited businesses are listed together with the students that have invited them.
- Collect different proposals for good invitations.
- Discuss who all should sign this invitation. It should come from the students, but must be officially supported by the school!
- Consider how these letters will be delivered to the various recipients: Will you deliver them personally or send them by post?

Try to coordinate these invitations as much as possible. If you forget an important person or group, this might cause difficulties for the next year!

Step 5: Promotion 1: Distributing flyers / putting up posters

It is worth making the public aware of an exhibition. Possible ways of doing this are by distributing flyers and also by hanging up posters in various places. In this way, you can make specific advertisements for the exhibition with strong, punchy statements to attract public attention. Think about how you want to advertise your exhibition to the other classes in the school.

Possible contents of your posters and flyers could include:

- A map – what can be found where?
- Important goals of the exhibition – how was it created?
- What will the exhibition show? What is the aim?
- Who is involved?

Step 6: Promotion 2: Press / local radio / web page

The press is an excellent vehicle for advertising. A request to advertise in the local radio or newspaper is usually not ignored. Invite people from the radio and newspaper to your exhibition and give them all the relevant information about it.

Perhaps you will even have the opportunity to create a website with important information about the exhibition?

Step 7: Setting up the exhibition

Setting up the exhibition is a challenging moment. Everyone is on the move and people suddenly need all sorts of things. At the same time, this is a communal project that relies on the cooperation, mutual help and dedication of all involved. The exhibition is only really finished when everyone has been able to present his or her contribution in a beautiful and effective way.

Step 8: The opening event / vernissage

An exhibition is opened by the act of greeting the guests on arrival. In a few sentences, you should be able to inform the guests about the development of the exhibition, as well as its goals and aims. Here are some points that you should not forget to mention:

- Greet the guests.
- Greet particularly important guests.
- Explain the origins and development of the exhibition.
- Outline the goals and aims of the exhibition.
- Address particular thanks to the company owners and business leaders.
- Mention that all school students are available to answer questions personally.
- Wish everyone an enjoyable event and many interesting conversations.

Remember to agree on a dress code in class (e.g. elegant, in appropriate work outfits...).

Step 9: Guided tours of the exhibition for other classes – preparing work material and tours

If other school classes are going to be visiting your exhibition, it is important that they are welcomed and given guidance on how they can best view the exhibition. A good way of doing this is by giving the school students a worksheet or a quiz that they can solve during their visit to your exhibition. You could even arrange a small prize at the end for the best answers.

Prepare yourself according to the following points:

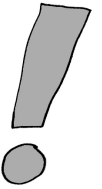
- Welcome and introduction
- Outline of the task to solve during the viewing (worksheet)
- Worksheet with questions to answer during the visit to the exhibition
- Conclusion with an evaluation of the answers on the worksheets
- Questions
- Departure / saying goodbye

Step 10: Taking down the exhibition

You might have used different materials and infrastructures like pin boards, projectors, etc. This has to be taken back carefully. You and your peers must take all the products back. There might be important objects from the businesses or companies. Also this part takes time and is an important professional experience!

Task 85:

Evaluation of Part VII



Reflect on the experience of preparing and carrying out your exhibition. In particular, think about the reactions of the visitors to your exhibition and the feedback you received from them.

- 1) Which profession did you make your exhibition for?
- 2) Did you get many reactions from visitors concerning your part of the exhibition? If so, what reactions or suggestions did they make?
- 3) Are you satisfied with your work?

Write your notes in your notebook or use Worksheet 82: Evaluation of Part VII

Part VIII: Toolbox for students

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Toolbox for students

This set of instructions, worksheets, instruments and checklists can act as a database which you, as a student, can access whenever you are not familiar with a certain method or technique.

It can be the teacher's task to explain when and how to use which tool, or, even better, you may decide yourself, when you need it.

The following set of tools help you with a number of different things, like:

- how to gather and search for information
- how to sort your information
- how to produce creative work
- how to present your work
- how to work with other students

Each tool starts on a separate page. This helps to organise yourself better.
You might even copy it and use it in other subjects!

Tool 1:

Planning the learning process

- I will set myself the following objectives – for the next chapter/unit/today etc.: ...
- I will tackle the following tasks today: ...
- I am particularly interested in: ...
- I have particular difficulties with: ...
- I have set up the following plan: ...
(What will I do first? Where will I learn? What will I do after that?)
- When will I have a break? When will I finish my work?)
- I will talk my plan over with: ...
- I will be satisfied with my learning if I succeed in the following: ...
- I will collect the following learning materials: ...
- To ensure that I can work undisturbed, I will take the following measures: ...
- To improve my learning, I will ask the following classmates for support:
- When I am tired, I will pick up new energy by ...
- If I don't enjoy learning any more I will ...

Tool 2:

Reflecting on the learning process

- What were my first learning activities?
- What were my next learning steps?
- When did I allow myself to have a break?
- How long did I learn by myself?
- How long did I learn together with another colleague?
- When did I learn in a group?
- Did I learn well in the group?
- Did I carry out my learning activities according to my plan?
- Could I concentrate on my work without being disturbed?
- Was I distracted at any time? Must my concentration improve?
- Can I say that I learnt well?
- Did I feel bored while I was learning?
- Did I learn happily?
- When did I enjoy learning?
- Was I sure, while learning, that I would be successful? (Learning with self-confidence)
- How did I take an interest in the subject matter and come to enjoy learning?
- Which learning strategies and techniques did I apply?
- Did I learn well? What did I do well, what did I do badly?
- What was difficult for me? How did I overcome these difficulties?
- Should I work faster or more slowly?
- Is there anything I ought to change?
- How can I improve my life?
- This is what I will try to achieve in my next learning task: ...

Tool 3:

Reflecting on achievements

- What have I learnt?
- Have I actually made progress?
- Have I really understood what I have learnt?
- Am I able to apply my newly acquired abilities in different situations?
- Where and when can I make use of what I have learnt?
- Am I personally satisfied with what I have succeeded in doing?
- Would I like to understand or be able to apply anything even better?
- Have I achieved my learning objectives?
- What must I still learn?
- Will I set myself new objectives for future learning?

Tool 4:

Researching in libraries

In libraries, you can find lots of information that you need when researching a topic. In order to be able to use this information, you need to be able to pick out the most relevant bits. The following checklist can help you to find information (research).

1. What is my goal?

- What am I creating? What should the final product look like?
Should it be a presentation? A report? A poster?
- You will need to look for different types of information depending on what the goal of your work is. To make a poster, you have to find pictures you can cut out; for a report you need to find exact information about a topic.

2. What information do I need?

- Write down everything you know about the topic (a mind map can help you with this).
- Write down everything that you'd like to know about the topic (highlight points on your mind map). Define precisely what aspect of the topic you would like to learn about. Depending on what your final product will be, you may need to define a lot of aspects or only a few.

3. How do I find information and how do I organise it?

- Look through the books, magazines, films, etc. that you have found in the library and decide whether they can answer the questions you asked. Looking through the index or the tables of contents can help.
- On a separate sheet of paper, note down the title of the book and the page number where you found the information. You can also mark the page with a bookmark or post-it note.
- It can often be useful to photocopy the page. However, don't forget to note down the title of the book on the copy.
- Look at pictures from magazines. Photocopy them or mark the page with a bookmark.
- If using a film, watch the film and stop it each time something interesting is described.
- Gather the materials and put them all together in a plastic folder.
- Highlight the most important information.
- In your own words, write down the most important information about a topic on a sheet of paper.

4. How do I present the information?

You can, for example:

- make a poster;
- hold an exhibition;
- give a speech;
- create a transparency;
- write a newspaper article;
- show video clips.

5. How do I evaluate my research?

- Did you learn anything new?
- Did you find enough useful information?
- Which steps in your research went well? What was difficult?
- What would you do differently next time?

Tool 5:

Researching on the Internet

You can find information about every imaginable subject on the Internet. You have to consider how you want to go about finding the most essential and accurate information regarding your topic.

1. Finding information

Note down keywords about your given or chosen topic on a piece of paper. Try to think what exactly you want to know about this topic.

Examples:

- Minorities;
- Democracy;
-

Combine search terms, for example “medieval town markets”, using quotation marks.

Which word combination helps you to find the most relevant information about your topic? Note down these criteria on a piece of paper.

2. Checking your information

Because anybody can access the Internet and create information, it’s important to double-check the information you find before you actually use it.

Try to clarify the following problems:

- Can you find this information on other pages on the Web?
- Who made the information publicly accessible?
- What interest could this person or organisation have in making this information publicly accessible?
- Is the person or organisation reliable?

Compare the information from the Internet with information from other sources:

- Can you find the same information in a book, through an interview or through your own experiences?
- Is the information on the Internet up-to-date, comprehensible, more comprehensive than what you can find in a book, interview or through your own observation?
- Which information suits your purpose best?

3. Saving the information

Once you've found a good Internet site that you want to go back to later or that you want to use as a source for your work, make your own personal list of websites:

- Open a separate document.
- Highlight the URL (address).
- Copy the URL by pressing CTRL (control) and C at the same time.
- Paste the URL into the document by pressing CTRL (control) and V at the same time.
- Save your document under "weblist_topic", e.g. "weblist_democracy".

Tool 6A:

Carrying out interviews

You can gather information about a topic when you question people about their knowledge of the subject or when you ask them for their opinion.

You can ask:

- Specialists – if you want to find something specific about a subject;
- Or people who don't have any special expertise in the subject – if you are interested in knowing what they think about your topic.

Interviews are best done together in a small group. That way, you can help one another with the questions and with recording the answers.

Go through the following points on the checklist:

- Write down a short answer to every question.
- Mark the questions to which you don't have an answer.
- Discuss any open questions with your class.

Steps to take:

1. The goal

- What is our topic? What do we want to know?
- What should the final product look like?

2. Preparation

- Who should be interviewed? How many people? Is age or gender important?
- How do we choose the right people?
- When should the interview take place?
- How should it take place?
- Who has to be informed or who do we have to get permission from?
- How will the answers be recorded (recorded on tape, notes, questionnaires)?

3. The questions

- What questions shall we ask?
- How many questions can we ask? How much time do we have?
- Put the questions together to form an interview.

These words might be helpful for you:

- What?
- Why?
- What for?
- How?
- Who?
- Where?
- When?

You can also ask the person about the following things:

- tasks and functions of the job
- how they chose their job
- work surroundings
- the most important tasks
- standards for the job (What do you HAVE to know?)
- type of training
- present situation in the job
- future perspectives of the job
- pros and cons of the job

4. Conducting the interview

- How do we begin with the questions?
- Who plays what role in the group (asking questions, noting down answers, starting and stopping the tape recorder)?
- How do we end the interview?

5. Evaluation

- If you interviewed a specialist, think about the most important things he or she said and highlight them.
- If you asked several people about the same topic and would like to know how many people gave similar answers, then sort the answers accordingly.

6. The presentation

Decide whether the presentation will be for:

- sharing in class; or
- writing a newspaper article; or
- creating a poster; or
- something else.

Quality criteria for an interview

Decide who takes on which role during the interview. One of you will be asking the questions and the other one will be taking notes.

- Talk in a friendly and open way.
- Respect the person's feelings.
- If a person does not want to answer a question, you have to respect this.
- Look the person into their eyes when you talk to him/her. Smile every now and again.
- If you don't understand a word or a sentence, ask again.
- If the interviewed person does not understand a question, try to rephrase it.
- Don't worry if you miss a word or a sentence. You will have enough answers at the end of the interview.

After you have done the interview, sit back and answer the following questions:

- How did you feel during the interview? As the interviewer? As the interviewee?
- Which question worked best from your point of view? Which didn't?
- Do you think you should change something? About the questions? About your way of asking the questions?

Tool 6B:

Carrying out surveys

You can gather information on a topic when you question people about their knowledge of the subject or when you ask them for their opinion. Surveys are usually done to get an opinion about a topic from a larger number of people. Surveys can be done through short interviews or questionnaires. In JOBS you will use interviews for your surveys.

You can ask:

- People who don't have any special expertise in the subject but you are interested in knowing what they think about your topic.
- People who do have some kind of expertise about the subject you are interested in, i.e. specialists.

Surveys are best done as pair work, especially if you use interviews. That way you can help one another with the questions and with recording the answers.

Go through the following points on the checklist:

- Write down a short answer to every question.
- Mark the questions to which you don't have an answer.
- Discuss any open questions with your class.

Steps to take:

1. The goal

- What is our topic? What do we want to know?
- What do we want to get out of it? How will the results be used?
- What should the final product look like?

2. Preparation

- Who should be interviewed? How many people? Does age or gender play a role?
- How do we choose the right people?
- When should the survey take place?
- How will the answers be recorded (recorded on tape, notes, questionnaires)?

3. The questions

- What questions shall we ask?
- How many questions can we ask? How much time do we have?
- Put the questions together to form a survey. When asking people on the street, make sure there are only very few questions (a maximum of 3).

4. Conducting the survey

- How do we begin with the questions?
- Who asks the questions, who writes down the answers, who starts and stops the tape recorder?
- How do we end the survey interview (“thank you”, etc.)?

5. Evaluation

- If you asked a larger number of people the same questions, is it necessary to get an overview of the given answers (How many people said x? How many people said y? Etc.).
- If necessary, you can also group the answers given, even if they are not exactly the same word-for-word but are saying the same thing.

6. The presentation

Decide whether the presentation will be for:

- sharing in class,
- writing a newspaper article,
- creating a poster, or
- something else.

When having completed a survey, it is often very interesting to see the results in tables or in a diagram.

7. Interpretation

Interpretation is more than writing down the results in a table. It raises the questions: What is the meaning of the results? What could be the reason for this result? It is best to make interpretations in pairs or in a small group.

Tool 7:

Interpreting images

Just like texts, pictures contain a lot of information. The following tips will help you to interpret and understand pictures.

Discover information about the picture:

- What are the most important colours in the picture?
- Where are noticeable shapes, patterns or lines?
- What is larger or smaller than normal?
- How big is the thing/person in the picture in reality?
- What time period (the past, the present) and what time of the year or day are presented in the picture?
- From what perspective do you see the subject of the picture: through the eyes of a frog, a bird or a person?
- What can you recognise in the picture?
- What type of picture is it (a photography, a poster, a painting, a wood engraving, a graphic, a collage, a portrait, a landscape, a caricature, etc.)?
- What is exaggerated or emphasised in the picture (light/dark, proportions, foreground/background, colourfulness, movement/stillness, gestures, facial expressions)?

Take in the picture:

- What is particularly noteworthy about it?
- What do you like about it?
- What is characteristic of the picture?
- How do you feel when you look at the picture?
- Which part of the picture is the most beautiful?
- Which words come to mind when you look at the picture?

Discuss the picture:

- Describe the picture in your own words.
- Tell one another what is meaningful, striking or important in the picture.
- Ask one another questions about the picture.
- Give short commands to one another, such as search for, find, show, explain ...
- Discuss such questions as: Why were these pictures chosen? Which pictures complement the text that belongs to the pictures? Which pictures clash with what is written in the text?

Work with the pictures:

- Choose a picture and act out the scene you see there.
- Introduce the person that you see in the picture.
- Alter the pictures and comment on them.
- Compare the initial pictures with the modified ones.
- Explain what would have been difficult to understand in the text if you hadn't had the pictures to help you.
- Add suitable pictures that complement the text.
- Compare the pictures and appraise them. Do you like them? If not, why not?
- Write a description of the picture.
- Think about what happened just before the picture was taken or painted/drawn.
- Think about what would happen if the picture were to come alive.
- Add some speech bubbles with text to the picture.
- Describe the smells and sounds that the picture makes you think of.
- Collect pictures of similar subjects.

Interpret the picture:

- What title would you give the picture?
- Where was the picture taken or painted/drawn?
- What did the photographer/artist want to say with this picture?
- Why was this picture taken or painted/drawn?

Tool 8:

Creating mind maps

A mind map helps you to organise your thoughts. This is what the term literally means. Mind maps can be useful in many different situations when you have to think about a specific topic: gathering ideas, preparing for a presentation, planning a project, etc.

Look at the mind map below:

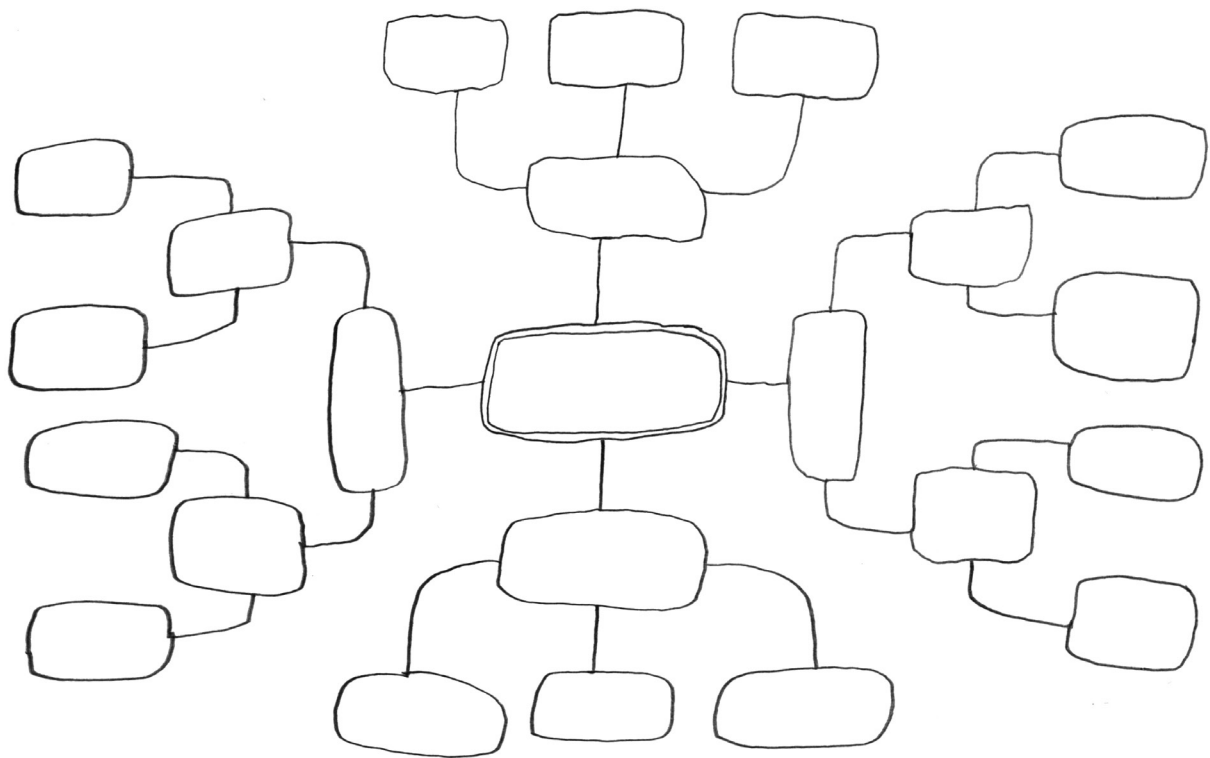
- What are the main categories? What are the subcategories?
- Would you have added more terms? If so, which ones?

Instructions for creating a mind map

- Write the name of your topic in the middle of a piece of paper and draw a circle around it. Be sure to use paper that is large enough.
- Draw a few thick lines radiating out from the circle. On each line, write the name of one subtopic related to the main topic in the middle.
- From the thick lines, you can draw additional, thinner lines that represent subcategories or questions related to the subtopic written on the thick line.
- Try to find as many different terms as you can and place them in the correct categories. You can use different font sizes, symbols and colours.

Compare your mind map with those of your classmates

- What do you notice?
- In what ways are your mind maps similar?
- In what ways are they different?
- What are the most important terms?
- Does the organisation of the subcategories make sense?
- Is anything important missing?
- What would you do differently next time?



Tool 9:

Creating posters

A poster allows you to record your work and present it to your classmates. It is important that a poster is organised in a way that makes people pay attention. It should make the observers curious to find out more.

In a small group, examine the important features of a successful poster and think about what elements you can integrate into your own poster.

If you have already prepared your poster, you can use these features as a checklist to evaluate another poster.

Checklist

Title: should be short, interesting and visible from a distance.

Writing: should be large enough and legible. If you use the computer, don't use too many different fonts. Write short sentences that are readable from a distance.

Pictures, photographs and graphics: these should support what you have to say and make the poster interesting. Limit yourself to a few impressive ones.

Presentation: where should the title, headings, bullet points, symbols, boxes, photographs or pictures go? Sketch out your poster before you begin.

Put it together carefully: the poster should fill the chosen format but shouldn't be cramped.

Tool 10:

Holding exhibitions

An exhibition helps groups of students to present their work so that others (the class or invited guests) can get an idea of what the groups did. The following checklist can help you plan and hold an exhibition.

Checklist

1. What do we want to demonstrate

- What is the main message that your exhibition is trying to get across?
- What could the title of your exhibition be?

2. Who is the audience?

- Children and teachers from your school?
- Parents and siblings?
- Clients from a tourism office?

3. Where will the exhibition take place?

- In the classroom or somewhere in the school?
- In a public place (at the town hall, for example)?
- Will there be enough space and light?
- Will we be able to have the infrastructure we need?

4. How do we hold a memorable exhibition?

- Do we allow models and objects to be touched?
- Do we allow room for playing, trying things out, observing or experimenting?
- Do we play music or perform it ourselves?
- Do we offer snacks?
- Do we offer a guided tour of the exhibition?
- Do we create a flyer as a guide to the exhibition?
- Do we create a contest or a quiz?

5. Who has to be informed beforehand?

- Teachers in our school?
- Caretakers?
- School board members?
- The head teacher?
- Experts who can help us?
- Guests?

6. What do we have to do?

- Create a personal checklist?
- Create a list of materials?
- Create a time plan (who does what by when)?
- Know how much money is available and how much has been used?
- Create a flyer or an invitation?
- Inform the local newspapers?

7. How will the exhibition be evaluated?

- What are the most important criteria?
- Who will evaluate the exhibition (teachers, classmates, guests)?

Tool 11:

Planning and giving presentations

You can give a presentation to your classmates, your parents or other children in your school. In any case, you've got to prepare yourself well. The following checklist will help you do this.

A. Planning a presentation

1. Who will be listening?

- Where should you give your presentation?

2. Who will give the presentation?

- Are you giving your presentation alone or with a group?
- How has the group organised itself?

3. What is the goal of the presentation?

- What should the audience learn?
- Should the audience give you feedback?

4. How much time do you have?

- Should you leave time for the audience to ask questions?
- Should you leave time for the audience to provide you with feedback?

5. What resources are available?

- Blackboard/whiteboard?
- Overhead projector?
- Computer and beamer for a PowerPoint presentation?
- Posters (flipchart)?
- Stereo?

6. How can you involve your audience?

- Allow time for questions.
- Create a puzzle or a quiz.
- Pass around objects.

7. What do you want to say?

- Think about three to six headings that are important for your topic and write them down on an individual sheet of paper;
- On each piece of paper, note down a few keywords about each heading.

B. Giving the presentation

A presentation can be divided into different parts: an introduction, the main part and a conclusion. Here are some ideas to help you give your presentation.

1. Introduction

- Start with a relevant quotation, or by showing a relevant picture or object.
- Present the main topic.
- Explain how the presentation will be structured.

2. Main part

- Inform the audience about the subject of the presentation.
- Put the previously prepared sheets showing the headings and information in order.
- Organise the presentation according to these headings.
- Each time you begin with a new heading, make this clear by showing a picture, giving an explanation, etc.
- Present a relevant picture, object, or piece of music under each heading.
- Think about how you will show the pictures – whether you will pass them around, draw them on a transparency or display them on a poster, etc.

3. Conclusion

- Say what was new for you.
- Say what you learned.
- Show one final picture.
- Quiz your classmates.
- Allow time for questions.

Tool 12:

Preparing overhead transparencies or a PowerPoint presentation

PowerPoint presentations or overhead transparencies shown on an overhead projector are often used during presentations and the same rules apply to both.

When creating a transparency/slide, pay attention that:

- the font is clear and legible;
- only one font is used;
- the print is large;
- there's enough space between the lines;
- there's not much text on each transparency/slide;
- the transparencies/slides are clean with no black toner or copy marks;
- there are enough large, visible pictures, maps and graphics;
- there are only a few different colours and symbols;
- there are not too many transparencies/slides.

Which are better – overhead transparencies or a PowerPoint presentation?

There are advantages and disadvantages to each. Here you will find a few important hints that can make it easier for you to choose between using overhead transparencies or a PowerPoint presentation.

Which form of presentation is right for your needs?

Read through the following points to help you choose.

Overhead transparencies are good if:

- you have fewer than five transparencies to show;
- you want to show or explain something in between showing the transparencies;
- you want to write on a transparency during the presentation;
- you only want to show one picture on each transparency;
- you want to cover and uncover something on the picture;
- you want to share the task in your group and assign one transparency to each group member.

PowerPoint presentations are good if:

- you have a lot of information to present;
- you have a large number of slides;
- you want to show pieces of information one after another on the same slide;
- you want to show something from the Internet during your presentation;
- you want to show a video clip, a digital image or something that has been saved onto your computer;
- you want to use the video at a later point in time or put it together in another way.

Tool 13:

Writing newspaper articles

In order to inform others about your topic, you can try playing the role of a reporter and write an article for a newspaper. Writing an article is also a way of making topics public. This can help to change things that are bad in society or show the others what is good.

A newspaper article is divided into different sections:

- **Headline:** should be short and clear.
- **Lead paragraph:** an introduction to the topic in very few and rather short sentences.
- **Authors:** who wrote the article?
- **Running text:** the article itself.
- **Headings:** to help the reader see “chapters”.
- **Picture:** a meaningful picture relevant to the text with a short explanation underneath.

Checklist:

- Compare a newspaper article from today’s newspaper with the example you see above. Can you find the different sections?
- Highlight the sections using different colours.
- Pay attention to the font styles (bold, normal, italics).
- Compare your newspaper article with those of your classmates.
- Use these sections in your own newspaper article.

Tool 14:

Putting on performances

Acting out stories is a good way of reflecting human life. You can also create scenes using a picture, a piece of music or an object. When you act, you take on a role. This means that you try to take on the feelings of a specific person and act these out. After the performance, everybody will be able to think about which parts of the performance appeared “real” and which parts were imagined.

“Free” performing

- Write down key words that represent the performance.
- Decide who will play which role and what is important to remember in each role.
- Gather all the necessary materials.
- Rehearse the performance.
- Get the stage ready.
- Enjoy the show.
- Afterwards, discuss the following questions:
 - What could you see?
 - Did everybody understand everything?
 - What was particularly good?
 - Was something missing in your opinion?
 - What was a bit too exaggerated?
 - What questions do we have about the content?

Creating a performance from a text

Read the story together and create scenes:

- Who was involved? Where did it take place?
- How did the people deal with the situation? What did they say?
- How did others react?
- How did the story end?
- Decide upon the number of acts in the performance.
- Who will play which role? What costumes will be necessary?
- Rehearse your performance.
- Evaluate your performance together with your classmates.

Creating a performance from an image

- Look for a picture that could be used as the basis for a play.
- Imagine yourself in the picture.
- Gather ideas: how did/do the people you see in the picture live? What are they happy about? What are they unhappy about?
- Create a performance using this picture and note down key words for each scene.
- Decide upon the number of acts in the performance.
- Decide who will play which role and what is important in this role.
- Rehearse the performance and find props.
- Get the stage ready and invite the guests.
- Evaluate your performance together with your classmates.

Tool 15:

Holding debates

A debate can help to make us aware of various opinions about a topic and to understand the advantages and disadvantages of controversial issues. In order to hold a debate, there needs to be a controversial question that can be answered with a yes or a no. In a democracy, there is always more than one solution or one opinion.

Two opinions – a debate

Here's how it works:

- Divide your class into two groups. One group is “for” (in favour of) the issue, the other group is “against” the issue.
- Each group finds possible arguments to support their opinion. They should also put together arguments that go against the opinion of the other group.
- Note down your argument using keywords.
- Each group designates two speakers.
- The debate is organised in three parts: the opening round, an open debate, and the closing round.
- The opening round: Each speaker briefly explains his or her argument. The “pros” group and the “cons” group take turns presenting.
- The debate: the speakers present their arguments and try to counter the opposing side’s arguments.
- The closing round: this round has the same procedure as the opening round. Each person has the possibility to summarise his or her opinion.

The time keeper

Choose someone from your class who is responsible for keeping time during the debate.

- The opening round should last no more than eight minutes (each person can speak for two minutes).
- The debate should last no more than six minutes.
- The closing round should last no more than four minutes (one minute per person).
- If somebody goes over the allotted time, a bell is rung.

Observers

Students who are not speakers during the debate observe what happens. After the debate, they say what they noticed using the following points as a basis:

- Which arguments were presented?
- Who will implement what and how?
- Was each speaker allowed to speak or were they interrupted?
- How did different speakers try to get their message across?
- Which arguments were convincing?
- What examples of good arguments were presented?
- Which words were used frequently?
- How did the speakers speak (using body language, speaking loudly enough, with inflection, etc.).

¹ Argument: a statement that is formulated to support a claim.

² Pros and cons: this means “for” and “against”.

Tool 16:

Giving feedback

Why give feedback?

Feedback is an important part of our communication process. Without feedback we do not know when we have done something well or could maybe improve upon something.

Of course, it is easier to give positive rather than negative feedback. However, it is possible to give feedback constructively and in a way that helps to improve learning.

Giving feedback step-by-step

Giving feedback step-by-step

1) Encourage reflection and ask the speaker how she or he felt while presenting:

- a. Did it go as planned? If not, why not?
- b. If you were doing it again what would you do the same next time and what would you do differently? Why?
- c. How did you feel during the presentation?

2) Are you ready for feedback?

Ask the speaker whether she or he would like to receive feedback.

Do not give feedback if the other person is not ready for it.

3) Be descriptive in your feedback.

Try to describe as objectively as possible what you saw the person do or heard the person say. Avoid judgment.

Examples: "You often walked up and down." instead of "The way you kept walking up and down was awful."

4) Speak for yourself when giving feedback.

Use “I” statements to make clear that what you say is your subjective point of view.

Someone else might see things completely differently.

Example: I, personally, did not like the fact that you were walking up and down, because I felt it created a restless atmosphere.

5) Keep it short. Give one positive and one negative feedback. Comment on the most relevant points.

6) Be direct and give specific examples. Get to the point and avoid beating around the bush. Both negative and positive feedback should be given in a straightforward manner.

7) Focus on the positive. Feedback should be given constructively. When giving negative feedback, suggest alternative behaviours.

8) Take notes. You can only give reliable and good feedback if you took notes during the presentation.

The following checklist can help you to structure your thoughts when preparing feedback about your classmates' presentations:

Aspects to consider for feedback after presentations

Content	<div> not at all <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div> very much so </div> </div>
1) Introduction The attention of the audience was captured.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
2) Structure The presentation was structured in a logical way.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
3) Explanations The presentation was illustrated with specific examples.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
4) Conclusion The main points were summarised.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
5) Audience-friendliness The content was adapted to the audience's needs and background knowledge.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
6) Timing The presentation was well timed.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
Performance	
7) Communication The speaker had eye contact with the audience.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
8) Comprehension The speaker made sure the audience could follow his/her thoughts.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
9) Variety of methods The speaker used different presentation methods, e.g. audio-visual material, demonstrations etc.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
10) Prosody The speaker used rhythm, stress and intonation in a meaningful way, i.e. spoke with emphasis on important aspects.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
11) Atmosphere The speaker created a relaxed atmosphere and encouraged questions from the audience.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
12) Body language The speaker used body language to support the content of his/her presentation.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
13) Personal involvement The speaker talked about personal experiences and gave his/her personal point of view.	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>