

Template for a short presentation

JOBS – five to ten key words:

What I particularly like about it:

What I will learn:

Whose help I am going to need:

Other interesting points:



Template for a questionnaire

Names of interviewers:

Our interviewee:

His/her profession:

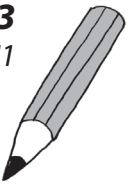
Topic / main question:

Topic / main question:

Topic / main question:

Topic / main question:

Topic / main question:



Evaluation of the interview:

Your expectations before the interview:

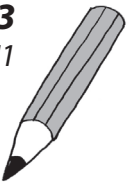
Your impressions after the interview:

Main messages:

1)

2)

3)



Quotations (1-2 that sounded most suitable to you):

Ideas for the title: several versions

Self-evaluation: What have we done well? What could we improve?

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Questions for the evaluation

You will be thinking and writing short texts about two themes:

- a) **what** you learnt in terms of content, and
b) as a learner, **how** you learnt.

Next, you find a series of questions, but you don't have to answer them all! You will probably make a list or a mind map first, before starting to write in this booklet.

Content: "The world of work"

- What have you learnt about the world of work?
- Which fact impressed you most? Why?
- Which person impressed you most? Why?
- Write a statement about what has become important to you.
- What has surprised you?
- What are you happy about?
- Where do you see problems?

[illegible]

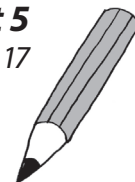
You as a student

- What have you learnt about the different work methods?
- Which method can you handle well, which needs further practice?
- Which situations during JOBS-lessons were the best for your learning?
- Which task in this booklet was the easiest, which the most useful for you?
- What will help you most in further learning situations?
- What has surprised you?
- What are you happy about?
- Where do you see problems?

[illegible]

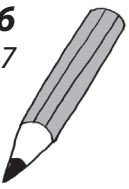
Feedback from the teacher:

Date and signature of the teacher:



The eight competences

| Competence | Key questions |
|--|---|
| 1) Concentrating on tasks | <ul style="list-style-type: none"> - Can I stick to the same task for a long time? - Can I easily rehearse a music instrument? - Do I get distracted easily? |
| 2) Technical competences (machines, computers ...) | <ul style="list-style-type: none"> - How do I deal with new computer programs? - Can I support others so they understand? - How am I with machines of any kind? Can I fix broken machines in the household? Or do I at least try to do so? |
| 3) Helping other people | <ul style="list-style-type: none"> - Am I supportive of others? - Do I support other people if necessary, including those who are not my friends (carry things, show the way etc.)? |
| 4) Solving tasks | <ul style="list-style-type: none"> - Do I like solving tasks? Am I patient when things start to get complicated? |
| 5) Calculating, working with numbers | <ul style="list-style-type: none"> - Am I precise with numbers? Do I like to have an overview of my expenses and savings? - Can I work on my own lists and calculations? |
| 6) Planning, organising ... | <ul style="list-style-type: none"> - Do I like to organise things like football tournaments or excursions etc.? |
| 7) Arts: drawing, painting, creating music, dancing ... | <ul style="list-style-type: none"> - Am I happy when I can draw a picture? Can I express emotions through art? |
| 8) Talking to people face to face or on the telephone | <ul style="list-style-type: none"> - Do I like communicating with others? Or am I rather shy? |



My spider-profile

Concentrating on tasks
Scene:

Technical competences
Scene:

Helping other people
Scene:

Solving tasks
Scene:

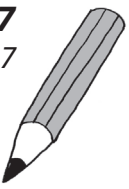
Calculating,
working with numbers
Scene:

Planning and organising
Scene:

Arts
Scene:

Talking to people
face-to-face
Scene:

Name:



How I see my working partner

Name:

Concentrating on tasks
Scene:

Technical competences
Scene:

Helping other people
Scene:

Solving tasks
Scene:

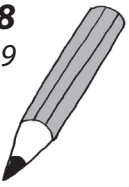
Calculating,
working with numbers
Scene:

Planning and organising
Scene:

Arts
Scene:

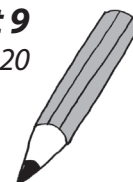
Talking to people
face-to-face
Scene:

Name:



Mind map about my strengths

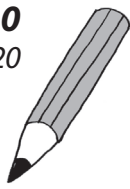
I have learnt about myself that...



Nine fields of interest

| Field of interest | Description |
|--|--|
| 1) Nature | <p>ANIMALS</p> <p>Occupying myself with dogs, cats, rabbits, hamsters, mice, parrots, guinea-pigs, fish, birds, tortoises, tigers, lions, cows, horses ...</p> <p>PLANTS</p> <p>Occupying myself with house plants, flowers, herbs, vegetables, garden bushes, plants in the forest/in the water, taking care of the environment, cleaning ...</p> |
| 2) Sports | Swimming, diving, surfing, sailing, rowing, hiking, jogging, skating, walking, cycling, running, ballet, dancing, hip-hop, line dance, tennis, riding, badminton, gymnastics, climbing, skiing, snowboarding, ice-skating, judo, volleyball, basketball, football, hockey ... |
| 3) Household and cooking | Cooking, food shopping, setting the table, handling money, tidying, cleaning, doing the dishes, sewing, handling devices ... |
| 4) Arts and design | Drawing, painting, sculpting, photographing, filming, cutting, working with paints, clay, paper, using pencils, working on the computer, playing an instrument, singing, acting, dancing, writing letters, stories, poems ... |
| 5) Decorating, repairing, producing | Decorating and repairs indoor (in the rooms, in the house, in the apartment, in the garage), renovating furniture, making jewellery, making things with wood, metal, paper, carton, straw, textiles, wool, chemicals, glue, paint ... |
| 6) Technical tinkering, experimenting | Technical toys, putting together devices or repairing them; with wood, metal, glue, soldering iron, working with machines, planes, ships, musical equipment, electronic instruments, computer; Making technical, physical and chemical experiments, technical drawing ... |
| 7) Buying, selling, collecting things | Comparing prices and offers, walking through shops, helping in sale actions, collecting stamps, postcards, photos, maps, books, drawings, coins, minerals, fossils ... |
| 8) Reading, getting informed | Reading newspapers, magazines, books; listening to information on radio/TV/video/DVD, using the Internet for research, getting informed about politics, war, transport, economy, travel, adventure, love stories, geography, techniques, arts, music, religion, fashion, entertainment, advertising ... |
| 9) Working with people | Being part of communities and groups, helping neighbours, baby-sitting, organising events for groups, visiting people, shopping for other people ... |

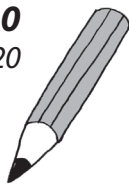
(adapted from: Egloff, Erwin/Jungo, Daniel (2009). Berufswahltagbuch, Arbeitsheft. Bern: Schulverlag plus)



My favourite activities

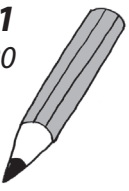
| No. | Things I like to do |
|-----|--|
| 1 | Being outside Taking care of living things Taking care of animals or plants: Cleaning them Raising them Observing them Discovering how they live Contributing something to the environment |
| 2 | Exercising Controlling my body Experimenting and going on adventures Competing with others Being alone and training Participating in a team sport Doing physical work |
| 3 | Shopping for food and household goods Filling in order forms Helping others in the family, in the household Making something "nice" Decorating Tidying up Organising Being in the house |
| 4 | Creating something Designing Brushing up Making music Realising ideas and feelings in artistic forms Presenting my work Moving my body |
| 5 | Working with my hands Repairing something Putting something together Realising own ideas Working accurately Bringing joy to other people Being in the handicrafts workshop Planning and measuring |

(adapted from: Egloff, Erwin/Jungo, Daniel (2009). Berufswahltagbuch, Arbeitsheft. Bern: Schulverlag plus)



| No. | Things I like to do |
|----------|---|
| 6 | Repairing technical devices Putting devices together Exploring what a software can do Programming something on my computer Investigating something Experimenting Working accurately and exactly |
| 7 | Talking to other people Knowing and comparing sale offers Handling money Evaluating things Owning valuable items Swapping items Sorting things Watching nice colours and forms |
| 8 | Thinking Expanding my knowledge Being informed Working with my brain Being alone Getting new ideas |
| 9 | Meeting new people Being together with others Discussing Organising Helping others Leading others Receiving training Taking responsibility Being engaged in something |

(adapted from: Egloff, Erwin/Jungo, Daniel (2009). Berufswahltagbuch, Arbeitsheft. Bern: Schulverlag plus)



At a glance: ***Your favourite activities and fields of interest***

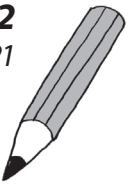
- 1) Fill in your 20 favourite activities, and your 3 favourite fields of interest.
- 2) Now draw lines or arrows to see which activities correspond to which fields.
What pattern do you detect?

20 favourite activities

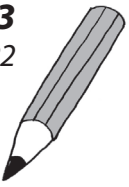
| |
|----|
| 1 |
| 2 |
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| 17 |
| 18 |
| 19 |
| 20 |

3 fields of interest

| |
|---|
| 1 |
| 2 |
| 3 |

**Nine fields of interest** (write on blackboard)

| | | |
|---|---------------------------------------|---|
| 1 Nature | 2 Sports | 3 Household, cooking |
| 4 Arts and design | 5 Decorating, repairing, producing | 6 Technical tinkering, experimenting |
| 7 Buying, selling, collecting things | 8 Reading, getting informed | 9 Working with people |



My bar diagram

Title:

Commentary:

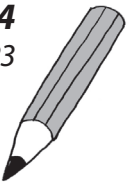


My story: A day in my life as a...

Title:

Commentary:

[illegible]

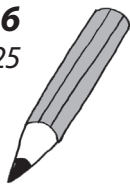
[illegible]

Fill in the subjects in the chart below. Colour the bars above each subject depending on how much it interests you.

[illegible]

Which subjects are you really good at? Which subjects would you prefer to erase on your report card?

| Subject | Reason |
|---------|--------|
| | |
| | |
| | |



My characteristics

The following character traits are important for all the people and for all kinds of occupations.

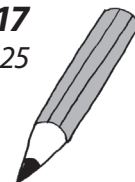
Which characteristics do you already have? Which ones are the most important for you?

Think about situations at home, in your spare time and at school. Ask yourself how you act most of the time. Try to distinguish between wishes and reality. This is not a test where you have to achieve good results, but an attempt to assess yourself realistically.

| Character trait | This statement about me is | | |
|---|----------------------------|-------------------|---------------|
| | very true | more or less true | not very true |
| 1 Diligence: I make an effort to complete a task and work hard for it. | | | |
| 2 Conscientiousness: You can rely on me, because I do my tasks conscientiously. | | | |
| 3 Punctuality: I am punctual for appointments and meet my deadlines. | | | |
| 4 Tidiness: When working, I keep all the materials, papers and documents tidy. | | | |
| 5 Cooperation I am good at working with other people. | | | |
| 6 Cleanliness: I keep everything clean at work. | | | |
| 7 Accuracy: I accomplish tasks accurately. | | | |
| 8 Dealing with people: When dealing with those around me I am friendly and pleasant. | | | |
| 9 Autonomy: I am good at working without instructions. I usually know what I have to do. | | | |

Summary:

Have a look at the list again. You should be able to recognise your characteristics. These are very important for a realistic self-assessment.



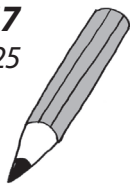
My talents and skills

For every job you need certain talents and skills. Learn how to assess them. This worksheet will help you do this.

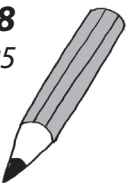
First read the descriptions of the various talents and skills. Ask yourself how you use them in school, at home and in your spare time. Tick the boxes in the column on the right according to how you assess yourself. Then compare your self-assessment with your classmates' or other young people of your age you know.

Try to find the points where you can tick "good" or "very good". You should find at least three of them. These talents and skills are very important. It is equally important to recognise which talents and skills you do not have. Can you improve? How? Do you need someone's help?

| Description of talents and skills | In this field I am... | | | | |
|--|-----------------------|----------------|------------|---------|--------------|
| | Not good at | Not so good at | Average at | Good at | Very good at |
| 1 Manual skills I work precisely and accurately with my hands; I do handicrafts in my spare time, at school, for repair work; I do handicrafts well and quickly. | | | | | |
| 2 Constitution and health: I can cope with physical strain; I am enduring, tough and resistant when working outdoors; doing outdoor sports, work or play; I cope with any kind of weather. | | | | | |
| 3 Concentration: I am able to concentrate on activities which I am not really or not at all interested in. | | | | | |
| 4 Memory for words and numbers I have a reliable memory for words, texts and numbers or assignments. | | | | | |
| 5 Photographic memory I have a reliable memory for colours, forms and shapes of objects or for faces. | | | | | |
| 6 Imagination and creativity I have good ideas when writing essays, drawing or solving practical problems at school or at home. | | | | | |
| 7 Written language and reading I read and understand texts, words and formulations easily, well and quickly; I understand user manuals or stories; I spot mistakes in a text easily. | | | | | |



| Description of talents and skills | In this field I am... | | | | |
|--|-----------------------|----------------|---------|---------|--------------|
| | Not good at | Not so good at | average | Good at | Very good at |
| 8 Oral language and speaking I speak easily and correctly; I am able to organise my thoughts and present them orally; I talk directly to people or on the telephone. | | | | | |
| 9 Mathematics I grasp maths, geometry or physics problems easily and quickly as well as everything having to do with numbers. | | | | | |
| 10 Drawing and designing I am at a good or very good level in drawing or designing. | | | | | |
| 11 Geometric drawing I am at a good or very good level and very precise in geometric drawing. | | | | | |
| 12 Talent for technical problems I have a quick and accurate understanding of causal relations and functioning of devices and of installations when doing handicrafts or when working with tools and technical devices; I understand mechanics. | | | | | |
| 13 Sense of shapes I draw, design, construct or model beautiful and well-shaped objects. | | | | | |
| 14 Visual thinking I am able to imagine easily and effortlessly what objects from plans, drawings, sketches or maps look like in reality; I am able to imagine what these objects look like from different angles | | | | | |
| 15 Planning and organising I am able to allot, in a meaningful conscious way, the right amount of time to leisure activities, to homework, during school activities, when writing tests or to any kind of business; I organise things systematically; I think about what has to be done first and in the next steps. | | | | | |
| 16 Abstract and logical thinking I am able to grasp theoretical questions, rules, scientific laws or logical relations quickly, easily and exactly in e.g. grammar, mathematics, physics, computer sciences as well as when reading books or solving puzzle games. | | | | | |
| 17 Interpersonal skills I am able to work with and talk to people; I understand and get on well with people; I make a good impression. I am friendly. | | | | | |
| 18 Readiness to help I am ready to help or look after people; I help people with problems; I explain something; I understand other people's ideas and feelings; I like to make others feel better; I am patient and considerate. | | | | | |



Summary

Now you know more about your talents and skills. Write down those you are “good at” or “very good at”.

1. I am good at

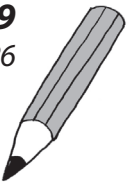
2. I am very good at

You have now written down your own assessment. If you are interested (and feel like it), ask some of the people who know you well, whether they can give you their opinion about you! This is called a *juxtaposition of self-assessment and external assessment*.

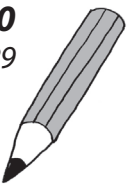
Preparing the presentation about yourself

You are free to prepare the presentation in any way you like. However, we recommend that you use some kind of notes and an overview to make sure you cover all areas about your person:

- 1) Your spider diagram
- 2) Your mind map of interests and activities
- 3) Your best three school subjects
- 4) Your three most important characteristics
- 5) Your talents and skills that characterise you in a specific way

**My interests and skills 2****My competence spider 1**

- solving tasks: patient, when I have to dig potatoes for hours in my parents' garden.
- planning and organising: I organised a birthday party with more than 20 people for my sister this year.
- talking face-to-face: I discussed the questions about my learning needs last week directly with the school psychologist and I contacted her all by myself.



Questions for the evaluation

You will be thinking and writing short texts about two themes:

- in terms of content, **what** you learnt, and
- as a student, **how** you learnt.

Next, you will find a series of questions, but you don't have to answer them all! You'll probably make a list first or jot down some notes before you start writing here.

Content: "Me and my strengths"

- What have you learnt about yourself, your strengths, interests and competences?
- Which aspect impressed you most? Why?
- Which feedback impressed you most? Why?
- Write a statement about what has become important to you.
- What has surprised you?
- What are you happy about?
- Where do you see problems?

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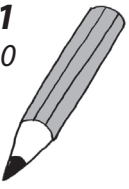
You as a student

- What have you learnt about the different work methods?
- Which method can you handle well, which needs further practice?
- Which situations during JOBS lessons were the best for your learning?
- Which task in this booklet was the easiest, which the most fruitful for you?
- What will help you most in future learning situations?
- What has surprised you?
- What are you happy about?
- Where do you see problems?

[illegible]

Feedback from the teacher:

Date and signature of the teacher:



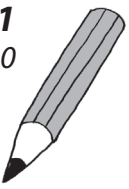
Introduction

You are acquainted with school life and you know your family life.

Maybe you also know family as a part of work if your family runs a business or has got a farm. In your spare time, you might have also experienced what it is like to work (helping out, babysitting, farm working etc.).

A lot of young people in many countries have to work in order to support their families and to secure a living. From childhood onwards, they are involved in economical processes and often have got few chances to receive good training and education.

The pictures you choose shall help you think about your own point of view: What do you see as spare time activity? When does serious work start?



Work or spare time?



Picture 1

My title:

Work

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

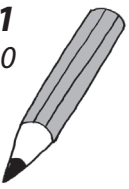
Spare time

Nouns

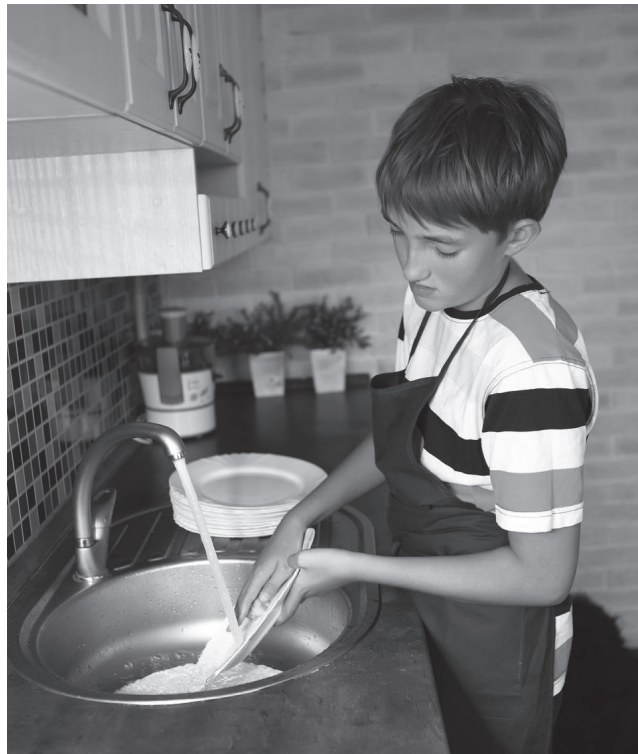
Verbs

Adjectives

My comment:



Work or spare time?



Picture 2

My title:

Work

1 2 3 4 5 6 7 8 9 10

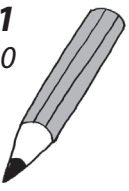
Spare time

Nouns

Verbs

Adjectives

My comment:



Work or spare time?



Picture 3

My title:

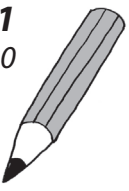
Work 1 2 3 4 5 6 7 8 9 10 Spare time

Nouns

Verbs

Adjectives

My comment:



Work or spare time?



Picture 4

My title:

Work

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

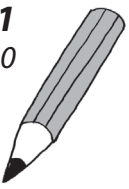
Spare time

Nouns

Verbs

Adjectives

My comment:



Work or spare time?



Picture 5

My title:

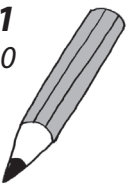
Work 1 2 3 4 5 6 7 8 9 10 Spare time

Nouns

Verbs

Adjectives

My comment:



Work or spare time?



Picture 6

My title:

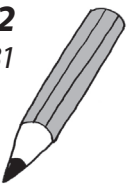
Work 1 2 3 4 5 6 7 8 9 10 Spare time

Nouns

Verbs

Adjectives

My comment:

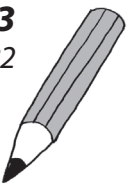


My definition of work:

(A possible beginning of my definition: Work is when... Work means that... Having work to do means...)

Our group definition:

Members of my group:

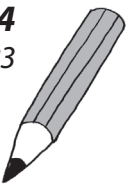


My favourite 3 activities

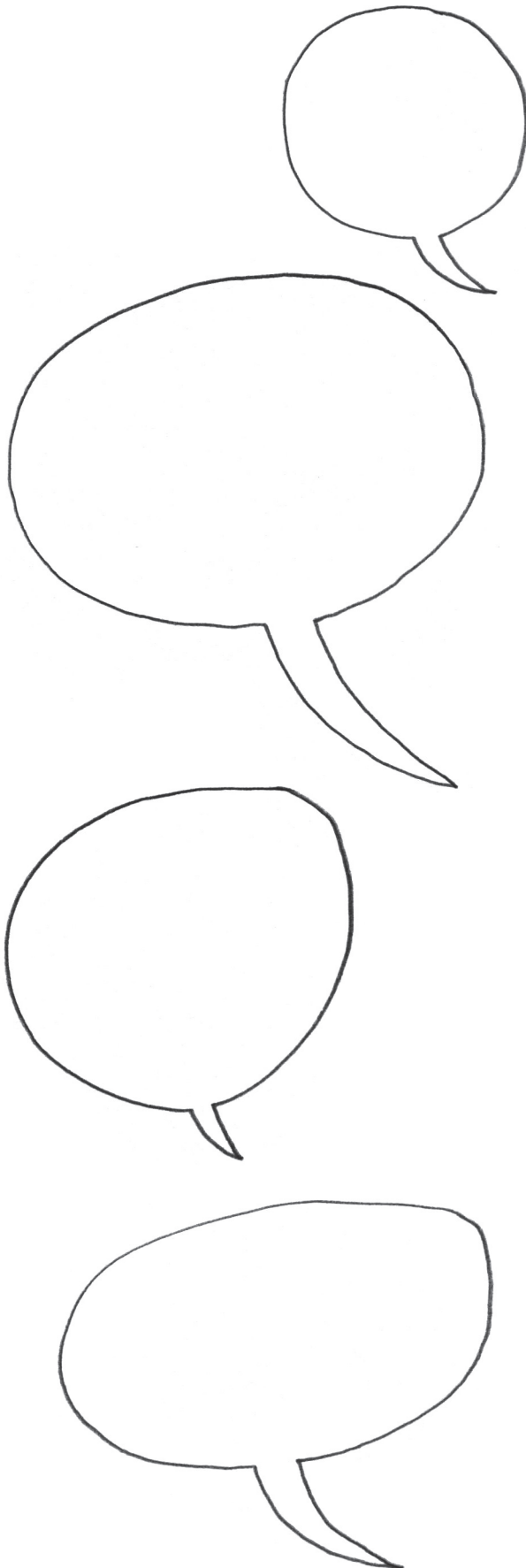
Find at least 3 activities for yourself and make small sketches of them. Fill in this table.

| Sketch of the activity | I can do... | Because these are the competences I have... |
|------------------------|-------------|---|
| | | |
| | | |
| | | |
| | | |
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| | | |
| | | |
| | | |
| | | |
| | | |

Finish this sentence: Out of these activities I feel _____ suits me the most because _____



**What family members,
teachers etc. ask me to do:**

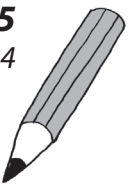


**What I do without
being told:**



Weekday and Date:

My comments:



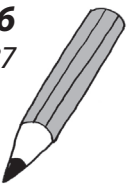
Individual notes:

1) How much free time do you have in a week?

2) What do you do during this free time?

3) How much time do you work in a week?

4) What is the difference between work and free time for you?



Aspects of jobs

Do you know these terms?

Employment:

Self-employment:

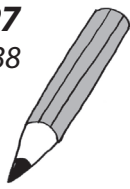
Job position:

Full-time work:

Part-time work:

Reputation:

Status:



Aspects of jobs

A job is characterised by a number of things.

Find examples of jobs and professions!

a) Employment or self-employment:

Do you work for a company or do you own your own business?

| Employment | Self-employment |
|------------|-----------------|
| | |
| | |
| | |

b) Job position: Do you carry out tasks as a worker or do you delegate tasks to other people? Are you responsible for a certain field? Are you somebody's boss?

| Rather a boss which delegates | Rather a worker who carries out tasks |
|-------------------------------|---------------------------------------|
| | |
| | |
| | |

c) Working hours: Do you work full-time or less? Do you work only in winter/only in summer?

Do you work in shifts?

| Full-time | Part-time |
|-----------|-----------|
| | |
| | |
| | |

d) Salary: How are you paid for your work? Is it a "good" salary? Do you think that people in this job should earn more? Can a person live on this money?

| Rather high salary | Rather modest salary |
|--------------------|----------------------|
| | |
| | |
| | |

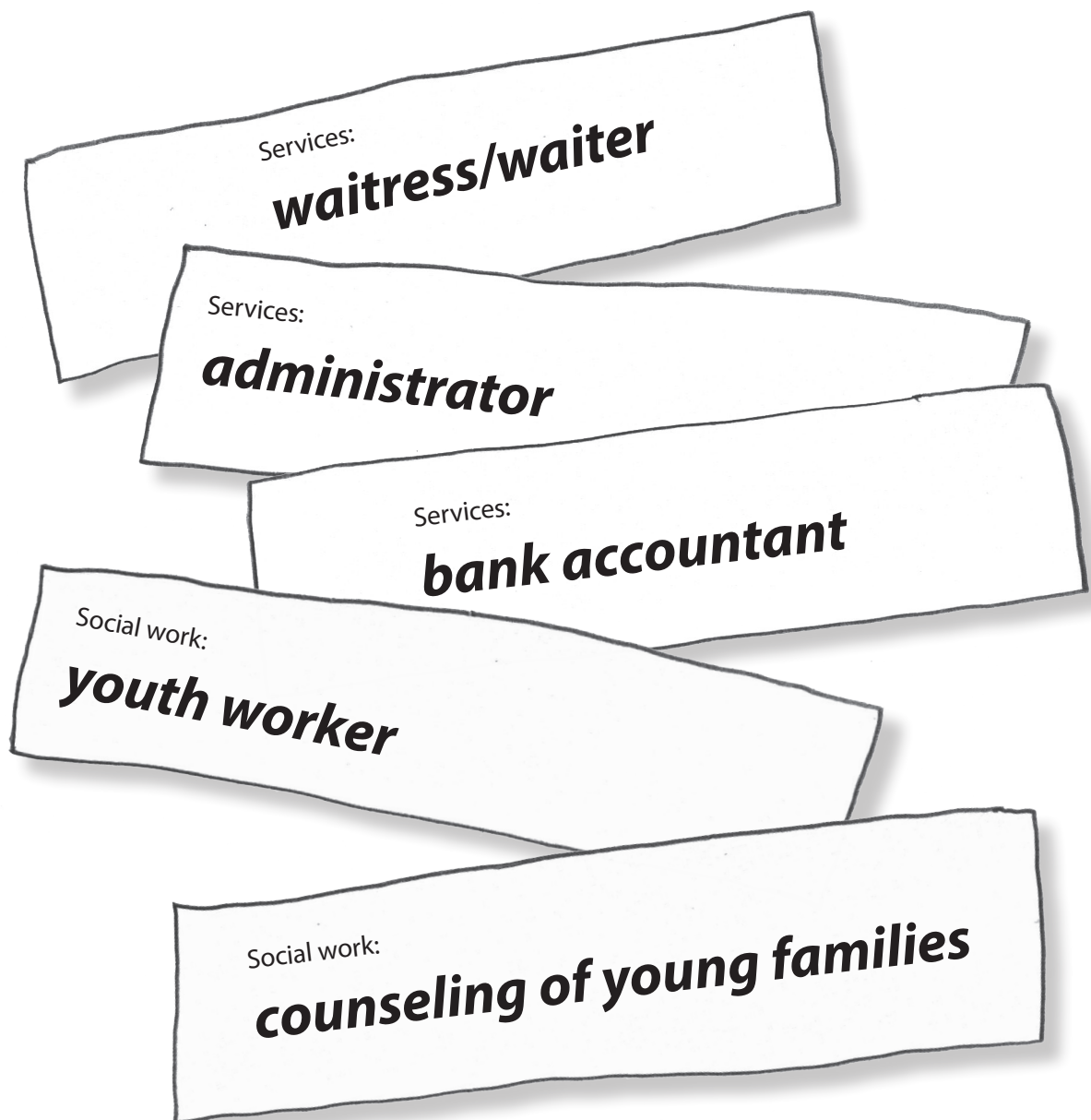
e) Reputation and status: Are you proud that you have this job? Do people in this job get a "good" reputation for it? Is this job of high status in society?

| Rather a high status | Rather a low status |
|----------------------|---------------------|
| | |
| | |
| | |



Different jobs

Example:





Professional fields

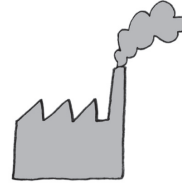
Often, a job is described by looking at the work itself.

The following list gives a rough overview of seven professional fields. This is not the only classification system, but it is one that can be easily understood.



Services

All the examples your class has collected
(yours especially marked):



Industry

All the examples your class has collected
(yours especially marked):



Education

All the examples your class has collected
(yours especially marked):



Health

All the examples your class has collected
(yours especially marked):

**Crafts**

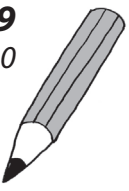
All the examples your class has collected
(yours especially marked):

**Public management**

All the examples your class has collected
(yours especially marked):

**Social work**

All the examples your class has collected
(yours especially marked):



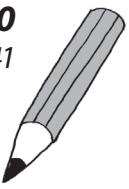
Ideas on why young people want to earn money

A lot of young people earn money in the afternoons or evenings or take up temporary jobs during holidays. You might have this experience yourself. There are several reasons why young people want to earn money.

Think about the reasons why young people want to earn money, even if they still go to school. First, brainstorm your ideas. Pay attention to every idea. Use the space below for a collection of keywords, for a drawing, sketch or comic.

Why do young people/students want to earn money?

[illegible]



Description of a survey

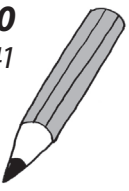
Make a small qualitative survey in your school. Take notes.

Conduct short interviews with at least five schoolmates.

- 1) When do you earn money?
- 2) How do you do it and for which job?
- 3) When did you start doing it and who helped you to find the job?
- 4) What do you use the money for?
- 5) Maybe some additional question/s

Overview of all different answers to the first question: When do you earn money?

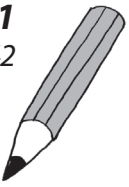
Overview of all different answers to the second question: How do you do it? For which job/s?



Overview of all different answers to the third question: When did you start doing it? Who helped you to find the job?

Overview of all different answers to the forth question: What do you use your money for?

Overview of all different answers to additional questions:

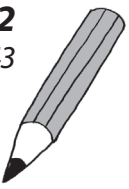


My description of why I want to earn money

Think about your present situation. Why do you want to earn money now? Whether you have a job in the afternoons, evenings or holidays, or you don't have one: what would you use your money for? Take a sheet of paper and entitle it:

"With the money that I earn myself I want to ..."

Don't try to please anybody with your ideas. Try to be honest with yourself, but also start thinking about your plans, ideas and about your future.



Information:

What a salary contains

If you earn money, you receive a salary. Normally, people who work receive a salary at the end of each month. In certain professional fields, it is common to pay people for the amount of hours they have worked.

Other forms of payment are:

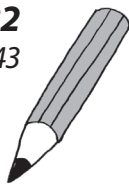
- To pay people for the number of pieces they have produced (piece rate wages)
- To pay people additionally for the profit the company makes in case the company is well off (commission)
- To pay people in natural goods instead of money (wages in kind)

The amount that a person earns at the end of the month is written in a contract. This contract is signed by both the employer and the employee.

But: At the end of the month, when the person receives his/her salary, it is less than in the contract. Why?

You will find out about payslips in the following exercise.





Basic elements of a payslip

On a payslip you normally find the following terms:

Payroll accounting (2013)*:

| | Calculation elements | Ron | Comments |
|----------------------------------|------------------------|--------------|--|
| Basic salary | 23 days (184 hours) | 995 | Salary/hour = 995 Ron /184 hour= 5,4 Ron/hour |
| Seniority wage | 10% | + 100 | It is granted according to the work contract |
| Night work allowance (25%) | 32 hours night work | + 230 | = Salary/hour * No. of night work hours * 25% |
| Gross salary | | 1325 | = basic salary + additional wage |
| Contributions for insurances | | | These are deducted from the gross salary |
| CASS – Health insurance | 5,5% | - 73 | = gross salary * 5,5% |
| CAS – Social insurance (pension) | 10,5% | - 139 | = gross salary * 10,5% |
| Unemployment insurance | 0,5% | - 7 | = basic salary * 0,5% |
| Personal deduction | 2 children | - 380 | A personal deduction is made from the salary before taxes, and depends on the number of dependents |
| Taxes | 16% | - 116 | = (Gross salary – Health insurance – Social insurance – Unemployment insurance – Personal deduction) * 16% |
| Net salary | | 990 | = Gross salary – Health insurance – Social insurance – Unemployment insurance – Pension taxes |

* The contributions and the taxes are according to the legal regulations valid in 2013.

What is the personal deduction mentioned in the payslip?

Why is there a social (retirement pension) insurance?

Why is there health insurance?

Why is there unemployment insurance?



Why taxes:

“The citizens have the obligation to contribute, through taxes and levies, to the public expenses” (Romanian Constitution, Art. 56). The general expenses of the state and the public services of general interest are financed from these taxes and levies.

Give a few examples of public services of general interest. Who benefits from them?

Can you explain the differences between taxes and the above-mentioned deductions?

Differences the way I understand it

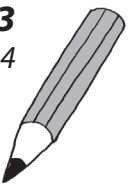


Undeclared employment (moonlighting)

The salary of an employee is calculated as described above, by deducting from the gross salary the contributions for health insurance, pension fund, social security fund, and taxes. Besides the taxes paid by the employee, the employers are also obliged to a series of contributions (health funds, pension, social security, the fund covering risk of work accidents and professional diseases etc.) Certain employers (companies, firms) manage to persuade or compel the employees not to sign an official work contract, in order to avoid paying taxes to the state, arguing that both parties gain from this decision. Employment without a legal work contract, known as undeclared employment or moonlighting is illegal, yet common in Romania. The employees compelled to work without a legal contract may report this as abuse to the authorities. In this case, the employers are liable to pay fees or go to jail.

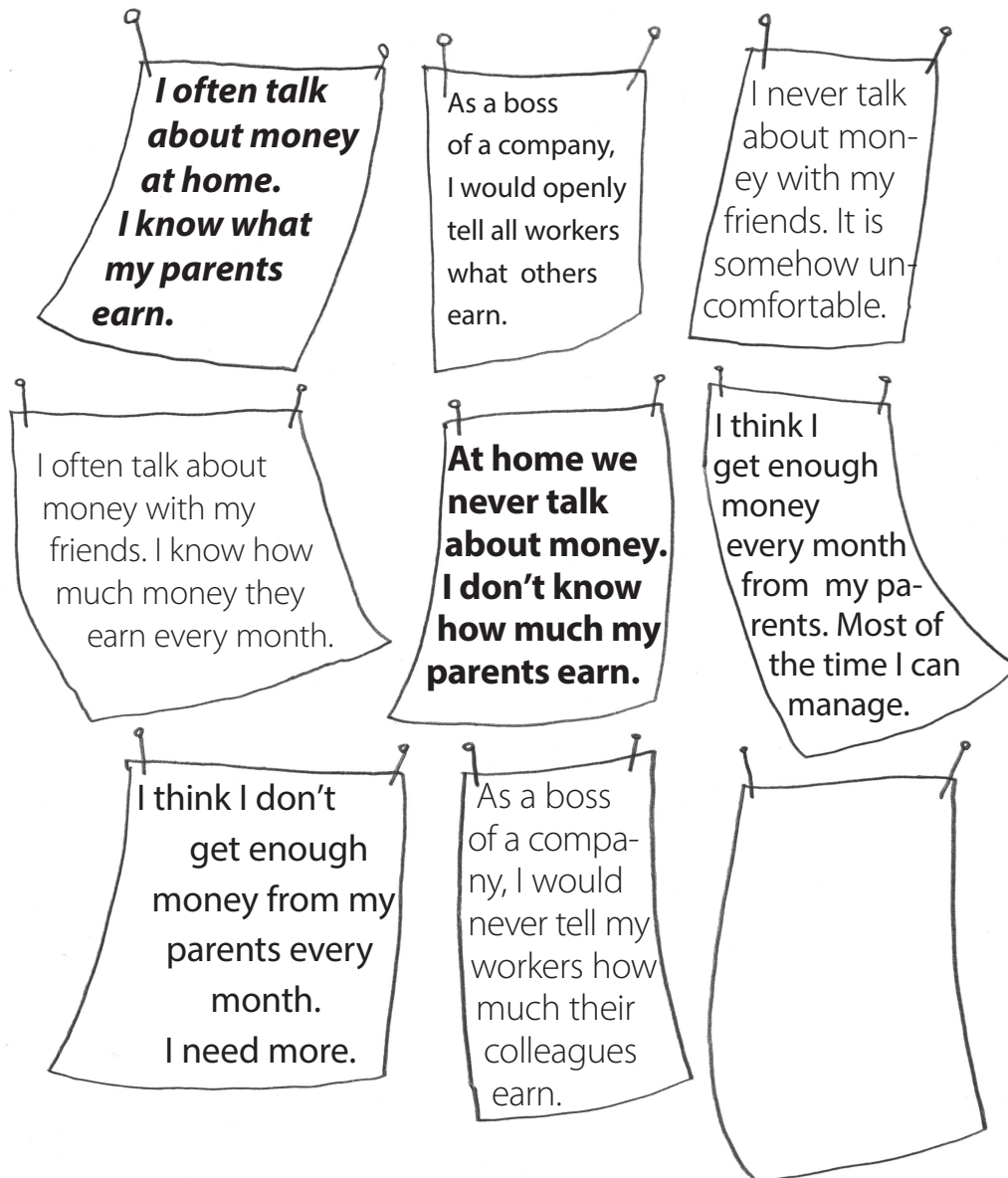
What are the consequences of undeclared employment for the employee? What are the consequences of undeclared employment for the society? Analyse and compare what you gain and what you lose by working illegally.

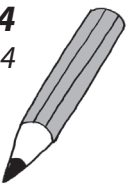
In the concluding class discussion, the teacher might want to hear your results. Be prepared to present them!



Bulletin board on opinions about money

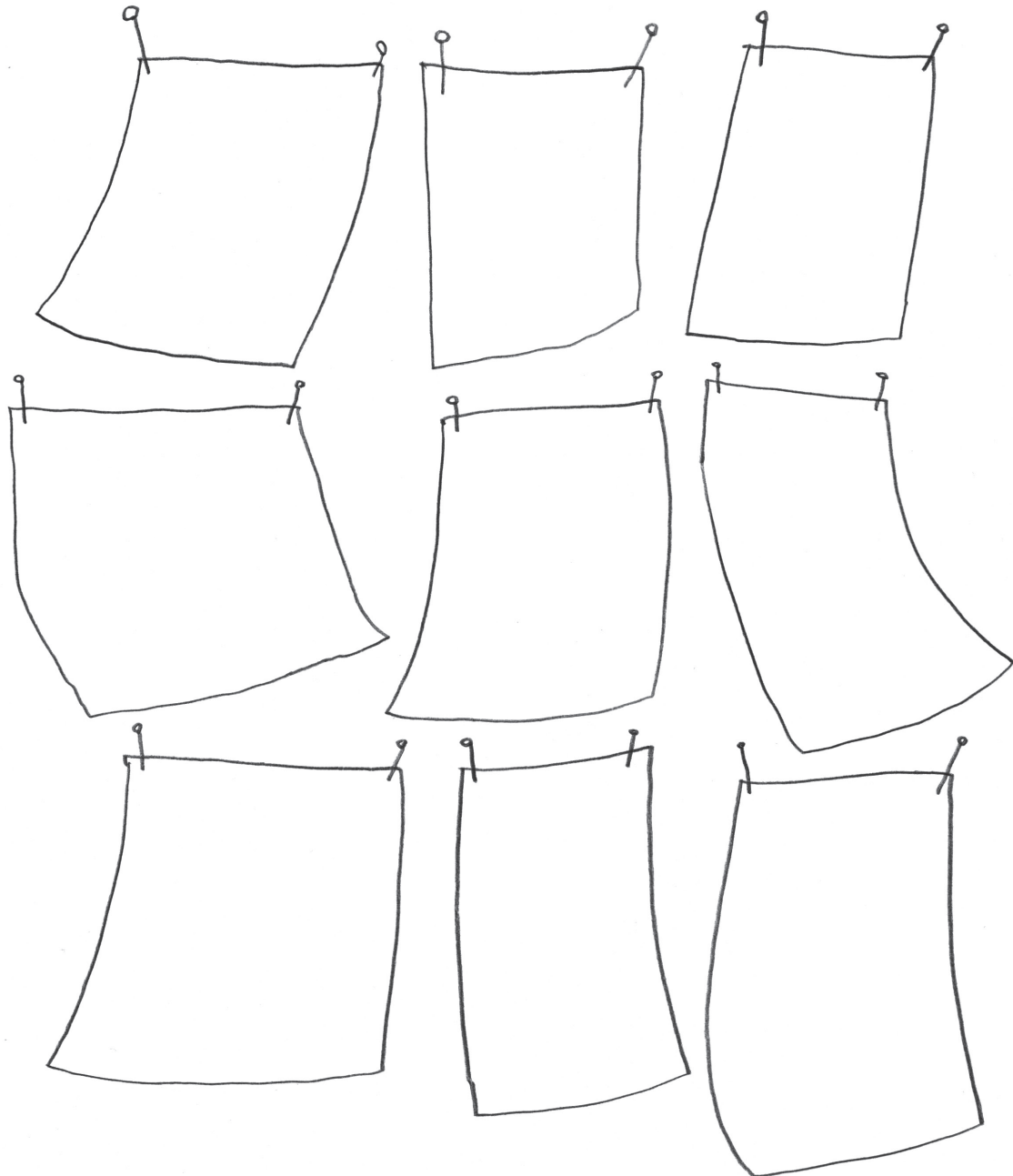
Look at the following bulletin board. You can see a lot of different slips representing different opinions about money. Which ones would you pick and stick on your own bulletin board? Copy them and write them on the empty clipboard on Worksheet 34 *My own Bulletin board*.

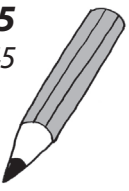




My own Bulletin board

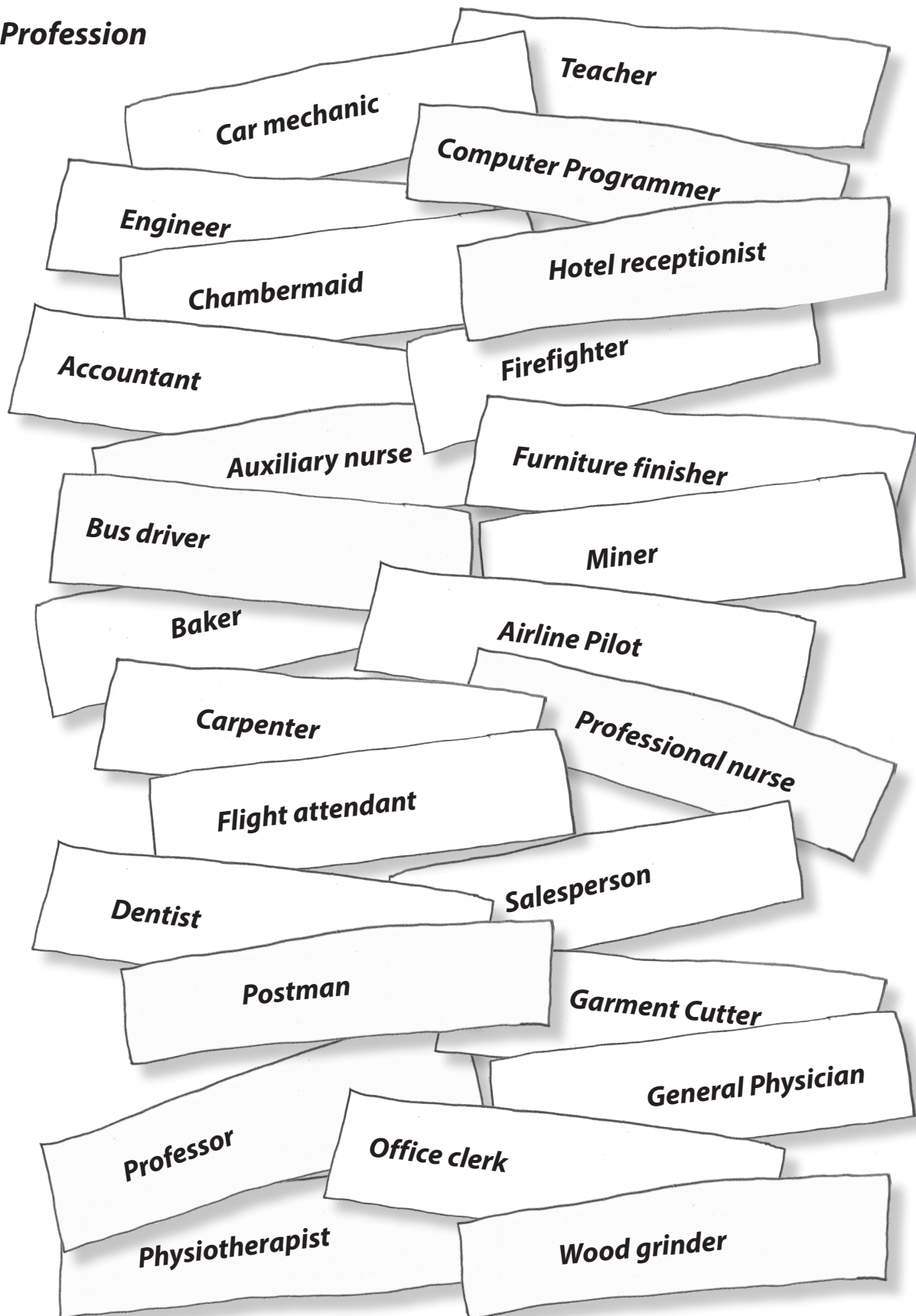
Create your own bulletin board and also indicate why you chose the different post-it notes. You also have space to choose your own statement to write on a post-it note. If you have real post-it notes, use those. If you don't, please use this template:

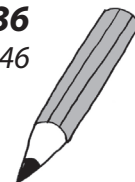




Who earns most, who earns least?

Profession





Romanian salaries in comparison

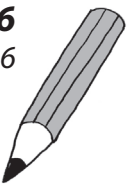
A profession is the work carried out according to a qualification obtained after certain studies. An occupation is the position or job a person has and which is paid regularly. For instance, a person whose profession is mechanical engineer can have the position of a mechanical engineer (in which case, the name of the job corresponds with the profession) or he/she can have other positions, such as chief engineer, director, teacher, school inspector, etc. in various fields of activity.

Here you can find the average salaries of people in different jobs in Romania. How does it match your own guesses? What surprises you? From your point of view, what makes the differences so large? Choose two examples, one from the top part of the list, one from the lower part. What makes the differences so great? How can this be explained? Is it justified? Is it just?

Attention! This is not a question of "right" or "wrong". There can be many different positions and opinions! Stand up for your opinion, but listen to the others! You might think your position through once more.

| No. | Job | Average monthly Gross salary (Lei) |
|-----|---------------------------|------------------------------------|
| 1. | Magistrates | 8203 |
| 2. | IT designers | 5767 |
| 3. | Miners | 3489 |
| 4. | Specialised physicians | 3404 |
| 5. | Civil engineers | 3041 |
| 6. | Pharmacists | 3013 |
| 7. | Accountants | 2582 |
| 8. | Medical assistants | 2408 |
| 9. | Bus and tram drivers | 2092 |
| 10. | Pharmacist assistants | 2064 |
| 11. | Secondary school teachers | 1927 |
| 12. | Nurses | 1789 |
| 13. | Primary school teachers | 1709 |
| 14. | Clarks | 1702 |
| 15. | Firemen | 1701 |
| 16. | Car mechanics | 1683 |
| 17. | Pre-school teachers | 1602 |
| 18. | Carpenters | 1330 |
| 19. | Health care staff | 1305 |
| 20. | Forestry workers | 1287 |
| 21. | Hotel receptionists | 1215 |
| 22. | Farmers | 1200 |
| 23. | Chefs | 1140 |
| 24. | Salesmen | 1102 |
| 25. | Bakers, cake boss | 995 |
| 26. | Hair dressers | 706 |

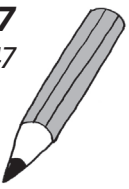
Source: National Institute for Statistics, "Repartizarea salariilor pe grupe de salarii realizate în luna octombrie 2012" (issued in May 2013) – selection from table 10, p.140-202.



Romanian salaries in comparison

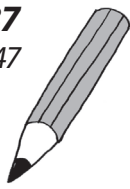
| Key questions | Job 1 | Job 2 |
|--|--------------|--------------|
| Describe the importance of this job for society. What would happen without it? | | |
| What is the education needed to do this job? | | |
| Describe the status this job has in your society. | | |
| As far as you know: is it rather a male or a female job? | | |
| Take the higher income as 100% and calculate how many percent less the second job earns. | | |

Give your personal opinion:



Matrix A: Estimate

| Item | Estimate |
|--|--|
| Rent For a 1-2 room flat (including water, heating, electricity etc.) | |
| Insurances Accidents, other | |
| Radio and Television | |
| Clothes Average for summer and winter clothes, sporting clothes, underwear | |
| Household Maintenance of furniture, equipment, house cleaning, health, hygiene | |
| Food Breakfast Lunch Dinner | <p>_____ Ron x 30 days</p> <p>_____ Ron x 30 days</p> <p>_____ Ron x 30 days</p> <p>TOTAL: _____ Ron</p> |
| Weekends | |
| Savings (saving book, bank account etc.) | |
| Saving for holidays | |
| Education and Entertainment CDs, DVDs, disco, movies, concerts, parties, restaurant, sweets, magazines, subscriptions, presents etc. | |
| Telephone and mobile phone | |
| Public transport | |
| Car Tax, insurance, petrol, repairs | |
| Clubs Fitness club, music club etc. | |
| TOTAL | |



Matrix B: Real costs

| Item | Estimate |
|--|--|
| Rent For a 1-2 room flat (including water, heating, electricity etc.) | |
| Insurances Accidents, other | |
| Radio and Television | |
| Clothes Average for summer and winter clothes, sporting clothes, underwear | |
| Household Maintenance of furniture, equipment, house cleaning, health, hygiene | |
| Food Breakfast Lunch Dinner | <div>_____ Ron x 30 days</div> <div>_____ Ron x 30 days</div> <div>_____ Ron x 30 days</div> <div>TOTAL: _____ Ron</div> |
| Weekends | |
| Savings (saving book, bank account etc.) | |
| Saving for holidays | |
| Education and Entertainment CDs, DVDs, disco, movies, concerts, parties, restaurant, sweeties, magazines, subscriptions, presents etc. | |
| Telephone and mobile phone | |
| Public transport | |
| Car Tax, insurance, petrol, repairs | |
| Clubs Fitness club, music club etc. | |
| TOTAL | |

Questions for the evaluation

You will be thinking and writing short texts about two themes:

- a) content-wise, **what** you learnt, and
- b) as a student, **how** you learnt.

You find next a series of questions, but you don't have to answer them all! You'll probably make a list or a mind map first, before starting to write on this Worksheet.

Content: "The world of work"

- What have you learnt about the world of work?
- Which fact impressed you most? Why?
- Which person impressed you most? Why?
- Write a statement about what has become important to you.
- What has surprised you?
- What are you happy about?
- Where do you see problems?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.



Equal opportunities for men and women?

In most countries, women make up between 48% and 53% of the population. Theoretically, men and women should have the same rights. But reality shows a different picture. Even today, women have got less power than men. They often carry more responsibility, work more and earn less.

Most governments – including Romania – have signed agreements about the equal treatment of men and women on paper and passed according laws. Nevertheless, worldwide, still 2 out of 3 women are illiterate and 25% of all girls do not go to any school (compared to 16% of all boys). In most countries, women work two thirds of their time without payment (when taking care of children and family), men only work one quarter of their time without being paid. In general, unmarried women are in a better employment position than married women without children. However, married women without children still have higher job positions than married women with children. For men, being married is not an obstacle, on the contrary: in general, married men are in higher positions than unmarried men. Promoting equal opportunities for women and men and ensuring full enjoyment of all human rights is a priority in Romania. Romania's non-discrimination legislation has been constantly modernised to incorporate the most advanced international norms and standards.

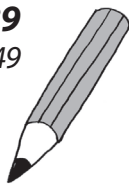
The Romanian Constitution (Article 16 - 1) stipulates that all citizens are equal before the law and public authorities, without any privileges or discrimination. The principle of equality between the sexes is explicitly regulated under Article 4 of the Romanian Constitution and in a number of other national regulations. Thus, Romania, like other European countries, has implemented a well-articulated and non-discriminatory "de jure" framework.

However, the issue of equal opportunities is not limited to the "legal framework". This framework can contribute to avoiding direct discrimination (like different salaries for equal work volume within the same profession). In practice however, indirect discrimination still frequently occurs, and is not easily noted and mostly left unpunished:

- More difficult for women to access certain professions and better-paid positions, especially managerial positions;
- Impossible for women to perform the same quantity of work, because of family duties (especially childcare).

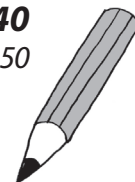
Regarding equal opportunities, there are differences from country to country, due to tradition, cultural context, educational factors, etc.





Questions on the article

| | Answer | Differences |
|--|--------|-------------|
| 1) How come there is often a difference between law and reality? Give examples from your daily life. | | |
| 2) What is the effect of having children on a woman's professional life? What is your personal point of view? | | |
| 3) Look for the Romanian Constitution (Internet if possible) and quote Articles 4 and 16. (http:// www.cdep.ro/pls/dic/site.page?id=371&par1=1&idl=1) | | |
| 4) In the text it says: "Romania boasts a well-articulated and non-discriminatory de jure framework." Find out what 'de jure' means and explain it. | | |
| 5) Explain the difference between female and male-dominated occupations and gender-integrated occupations and give examples of them. | | |



Inequalities between salaries in Romania

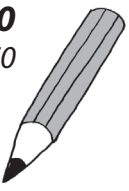
An example of inequality between men and women can also be seen if you look at the table below which shows the average salaries men and women receive in various jobs. The same table is shown here as in Part III.

Take a calculator and calculate the differences in percentage. Fill in the numbers and prepare a diagram. This way you show the difference in a graphical way.

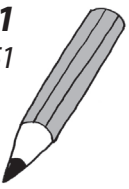
Draw the diagram on the next page the way you learnt it in Part II.

| JOB | Câştig salarial mediu brut realizat (Lei / lună) | | | |
|---------------------------|---|-----------|-------------|-----------------|
| | Monthly salary (ron) | Men (ron) | Women (ron) | Differences (%) |
| Magistrates | 8203 | 8302 | 8152 | |
| IT designers | 5767 | 6039 | 5141 | |
| Miners | 3489 | 3518 | 3075 | |
| Specialised physicians | 3404 | 3620 | 3313 | |
| Civil engineers | 3041 | 3077 | 2942 | |
| Pharmacists | 3013 | 3156 | 2998 | |
| Accountants | 2582 | 2886 | 2483 | |
| Medical assistants | 2408 | 2626 | 2383 | |
| Bus and tram drivers | 2092 | 2084 | 2333 | |
| Pharmacist assistants | 1945 | 2299 | 1921 | |
| Secondary school teachers | 1927 | 1960 | 1912 | |
| Nurses | 1909 | 1844 | 1921 | |
| Primary school teachers | 1789 | 1778 | 1791 | |
| Clarks | 1709 | 1858 | 1637 | |
| Firemen | 1702 | 1738 | 1090 | |
| Car mechanics | 1683 | 1686 | 1484 | |
| Pre-school teachers | 1602 | 1555 | 1605 | |
| Carpenters | 1330 | 1341 | 1232 | |
| Healthcare staff | 1305 | 1305 | 1304 | |
| Forestry workers | 1287 | 1294 | 1128 | |
| Hotel receptionists | 1215 | 1235 | 1205 | |
| Farmers | 1200 | 1224 | 1146 | |
| Chefs | 1140 | 1246 | 1109 | |
| Salesmen | 1102 | 1336 | 1049 | |
| Bakers | 995 | 1005 | 991 | |
| Hair dressers | 706 | 770 | 696 | |

Source: National Institute for Statistics, „*Repartizarea salariaţilor pe grupe de salarii realizate în luna octombrie 2012*” (issued in May 2013) – selection from table 10, p.140-202.



***My diagram on differences in income
between women and men***

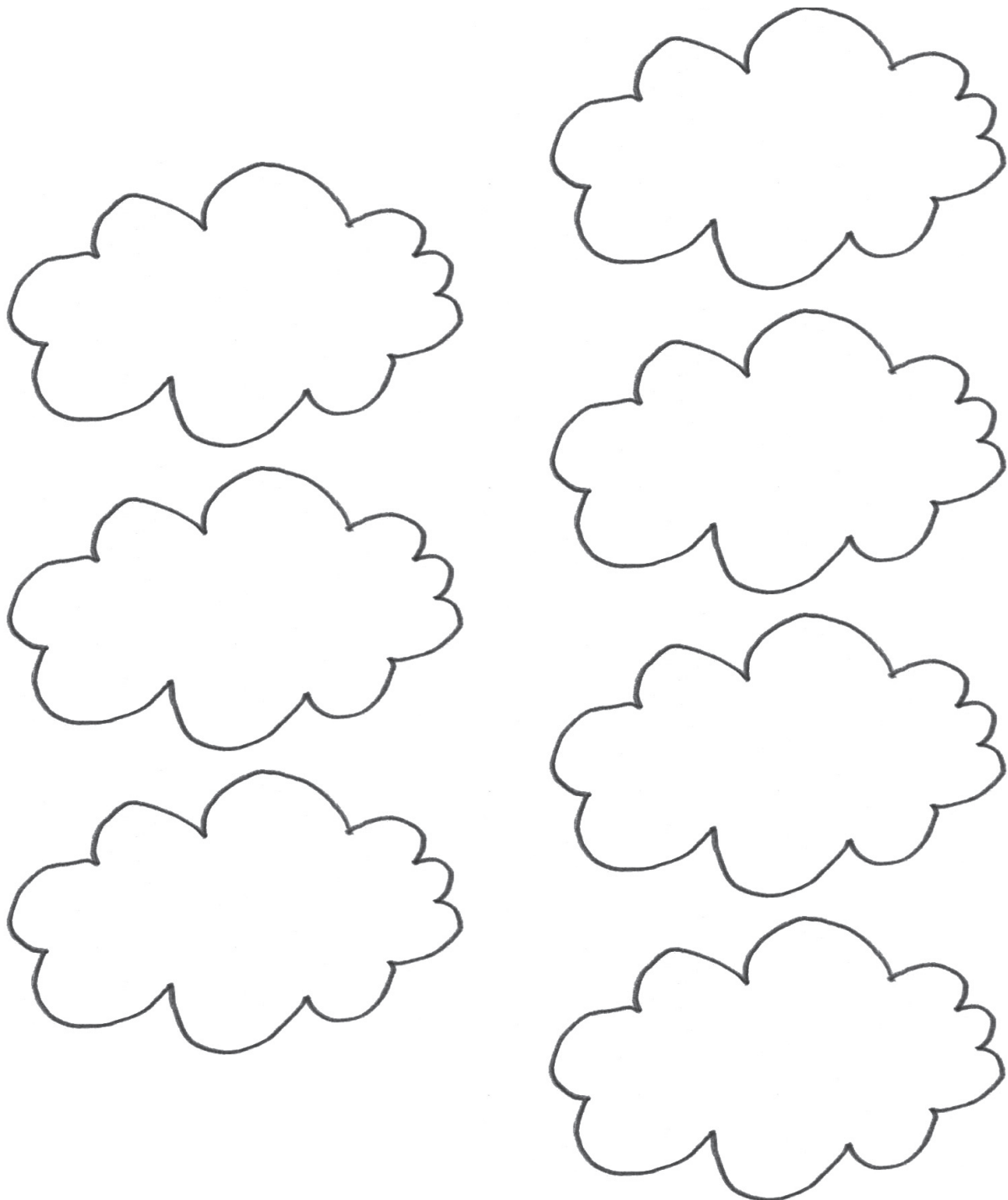


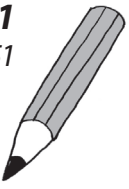
Preparation for the class discussion:

- What could a young woman and a man say about the differences in their salaries?
- What could her/his ideas be to change the situation?
- How could a young man respond to the argument of the woman? How could he justify (or not) the differences in salaries?

Use the clouds to write down your proposals. They don't have to match your opinions.

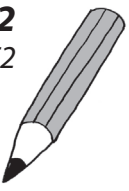
They could represent what you hear in society, family, school, what you read or see on TV.





Write down your key sentences for the arguments you want to present:

[illegible]



Catalin's story:

It is very important in our society to have a job. But not every job means realising your dreams. A great number of people are forced to earn money in order to make a living. They cannot spend too much time asking whether they like their job or not.

Having a job does not protect you from poverty. Just like the person in this story, people can still work full-time but not be able to cover all costs of living.

Catalin's story

"My name is Catalin and I am 37 years old. I live in a 1-room apartment on my own. I work as a construction worker here in my town. Unfortunately, in the last years the economy has been so bad that a lot of companies stopped building new houses. I earn 900 Lei per month, but during the last months, for almost one third of the year, I did not get any salary. Our construction business had no work for us, thus there was no money. Basically I like what I do very much and it is a shame that the situation is now the way it is. I also need more money. With 900 Lei each month I could pay my apartment and buy what I needed in order to live. But I cannot afford to buy anything fancy, not even a newspaper to read. Every time I want to meet my friends I have to count how much I can spend on going out. In the last months, when there was no work, I often had to find someone who could buy me a drink. I could not pay my phone bills and electricity and this is embarrassing. I cannot imagine how somebody can survive with a wife and children on this kind of money. Also, I would very much like to go on a holiday for once, I would like to go to the sea, no matter where. I have never been to the sea. Life is just not fair."



Catalin's story:

Find a title for Catalin's story. If it were in a newspaper, what title would attract readers?

Catalin seems to be in a good job. Still he has not enough work. Why?

Catalin has some needs in his life he cannot satisfy. Describe them.

How could Catalin's life be improved?



The working poor – a new phenomenon?

The term *working poor* comes from the United States of America, but defines a group of people that is also becoming larger and larger in Europe. Working poor people work a minimum of 30 hours per week and earn a salary that is under the minimum wage of Romania. This is currently at about €140 per month.

The biggest number of the working poor is the group of people that migrate from one job to another, as they do not have any professional training or formal qualification. However, qualified people sometimes receive a very bad salary in some companies as well and have to turn to somebody to get support. Young couples with children, divorced women and men, full-time working men who have to pay for children in the case of a divorce, unqualified or badly qualified people of both genders as well as workers who are not protected by the unions are the most endangered groups. The problem multiplies itself if these people have to take care of a family. Thus, a great number of the working poor lead a very modest life. Some of them seek assistance and support from social institutions, local communities or amongst family and friends.

In some countries, the unions have started to ask for fairer minimum wages for their workers. According to them, a minimum wage has to be realistic enough that the person who works full-time can afford his/her costs of living and is not dependent on any kind of social welfare.

Keywords out of the article:

What is the best way to prevent becoming working poor in general? What is the best way to prevent young people your age from becoming working poor? For you?



Working poor

There might be several reasons why a person earns only very little money and is on the verge of not surviving on his/her income. It is a given fact that some groups in society are more likely to be among the working poor than others.

Last week you worked on a similar example when you looked at the differences between men and women.

Which other groups are vulnerable in our society? Who do you think is more prone to becoming working poor? First, circle the three groups of people you think are most vulnerable. Then put all of them into the list on next page and try to find reasons.

single mothers
handicapped people
priests
artists
divorced men
workers from seasonal/incidental activities
minorities (eg. Roma)
teachers
managers
divorced women
lawyers
migrant people
illiterate people
young couples with kids
adolescents
unqualified people
Farmers
people with little training
graduate students
workers in subsistence agriculture
construction workers

My personal ranking, beginning with the three groups of people I believe are most vulnerable:

[illegible]



Newspaper headlines

In newspapers you could find headlines like the following:

***WINNING THE LOTTERY
IS FOR LOSERS – I TRUST IN
GOOD TRAINING***

Quit school,
get a job!

***How I will climb
the career ladder***

***My ways of
succeeding in my
home town***

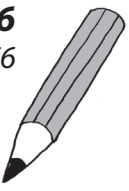


My essay

Collect your thoughts and write a short essay. Choose one of the headlines (or create your own) for your essay. Write a short story that is either funny, interesting or surprising. Take your time and don't finish too early!

My headline:

My text:



A third without a job

About 1 billion workers worldwide are unemployed. This is one third of the global working population. Unemployment amongst young people is especially high. In Europe, the unemployment rate is about 23 %, in Romania it varies from year to year due to economic growth or decline. On www.romania-insider.com, www.indexmundi.com or www.tradingeconomics.com. More men are unemployed than women.

A right to work!

This is a bad situation even though almost all countries of the world have agreed on a right that every person should have: the right to work! This is written in the so-called *Universal Declaration of Human Rights* – a document that was agreed on and signed in 1948 by the United Nations - almost all countries of the world. In *Article 23* (the document has got 30 Articles) it says:

“Universal Declaration of Human Rights” Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

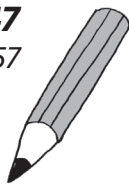
Questions

- Why do you think so many people are still unemployed, despite Article 23 of the *Universal Declaration of Human Rights*?
- Some say the state is responsible for creating jobs. Others say this is the responsibility of private companies. What do you or people you know think?
- Take notes for the discussion (next page).
- Discuss this in a group of 4.
- Decide who will be the speaker.



My notes:

[illegible]



Which statement would you rather carry on a t-shirt?

1) *If you are unemployed, it's your own fault!*

2) *If you are unemployed, it's because of this unfair economy!*

I choose number ... because...

Now create your own slogans. They could be funny ones, creative ones or serious ones.

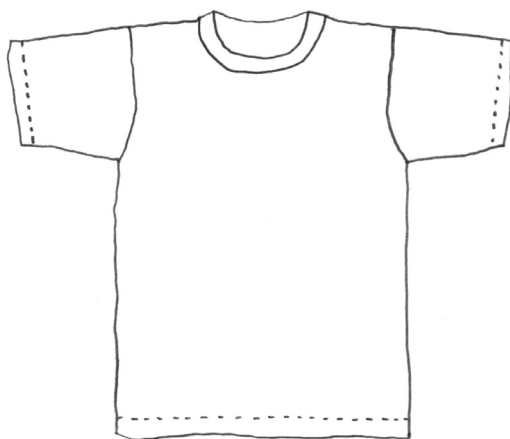
Examples:

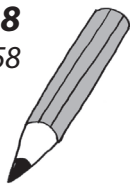
I work therefore I am.

Work is good (for the others)!!!

My work is my castle.

Now get a sheet of paper, draw a T-shirt and design the T-shirt with your best slogan. Maybe you could make a class contest of the best T-shirt of all. You could also find a sponsor and get the T-shirts printed?





Unemployment: reasons and possibilities for a change

There can be several different reasons why people lose their jobs or cannot find a new job. Brainstorm your ideas together with a partner and list at least ten ideas including both reasons generated by the person and by the society. Then choose three of them and suggest how the person could change this.

| Nr. | Reasons for unemployment |
|-----|--------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |

| Nr. | Keyword | Possibility for a change (individual or society/state) |
|-----|---------|--|
| | | |
| | | |
| | | |
| | | |

When you have finished, sit together with another pair and start producing a poster. It is up to you to decide what will be on the poster.

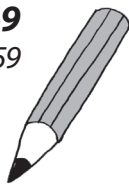
Write, draw or use pictures: be artistic or graphical. You can express yourselves in any way.

Just remember that it should represent the reasons for unemployment.

Note: Make sure you all agree on what you will put on the poster and that you all divide your tasks amongst each other.

Decide with others and with the teacher how to exhibit your posters. In class, in the hall, in the gym...

Take a photo of your poster and put it in your folder.

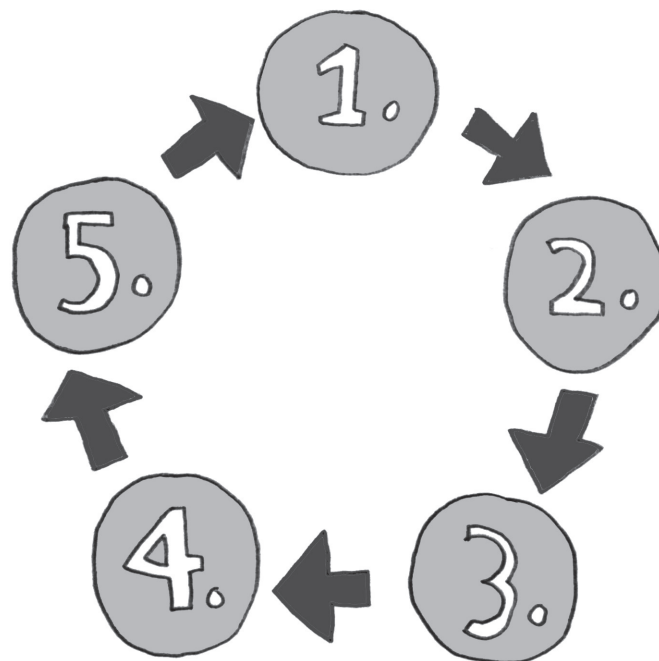


What is a vicious circle?

Go to the definition from Topic 15 (The vicious circle) and read it carefully. The phenomenon of unemployment shows a vicious circle similar to the example of poverty in the text.

What could the steps in the vicious circle of unemployment be? Make a suggestion, starting with number 1. Then order the steps by filling in the number next to the sentence.

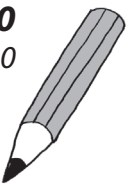
- ☐ Being unemployed often means not having enough money to afford one's living.
- ☐ People are unemployed because they often don't have sufficient training or the necessary qualifications.
- ☐ Having no money means not being able to afford the necessary training.
- ☐ People come from families who cannot afford to invest in qualifications or training.
- ☐ Not having the necessary training means not finding a job and staying unemployed.



- 1) What are the consequences of unemployment?
 - a. On an individual level?
 - b. For society as a whole?
- 2) How could the vicious circle be broken?

The teacher will organise a class discussion.

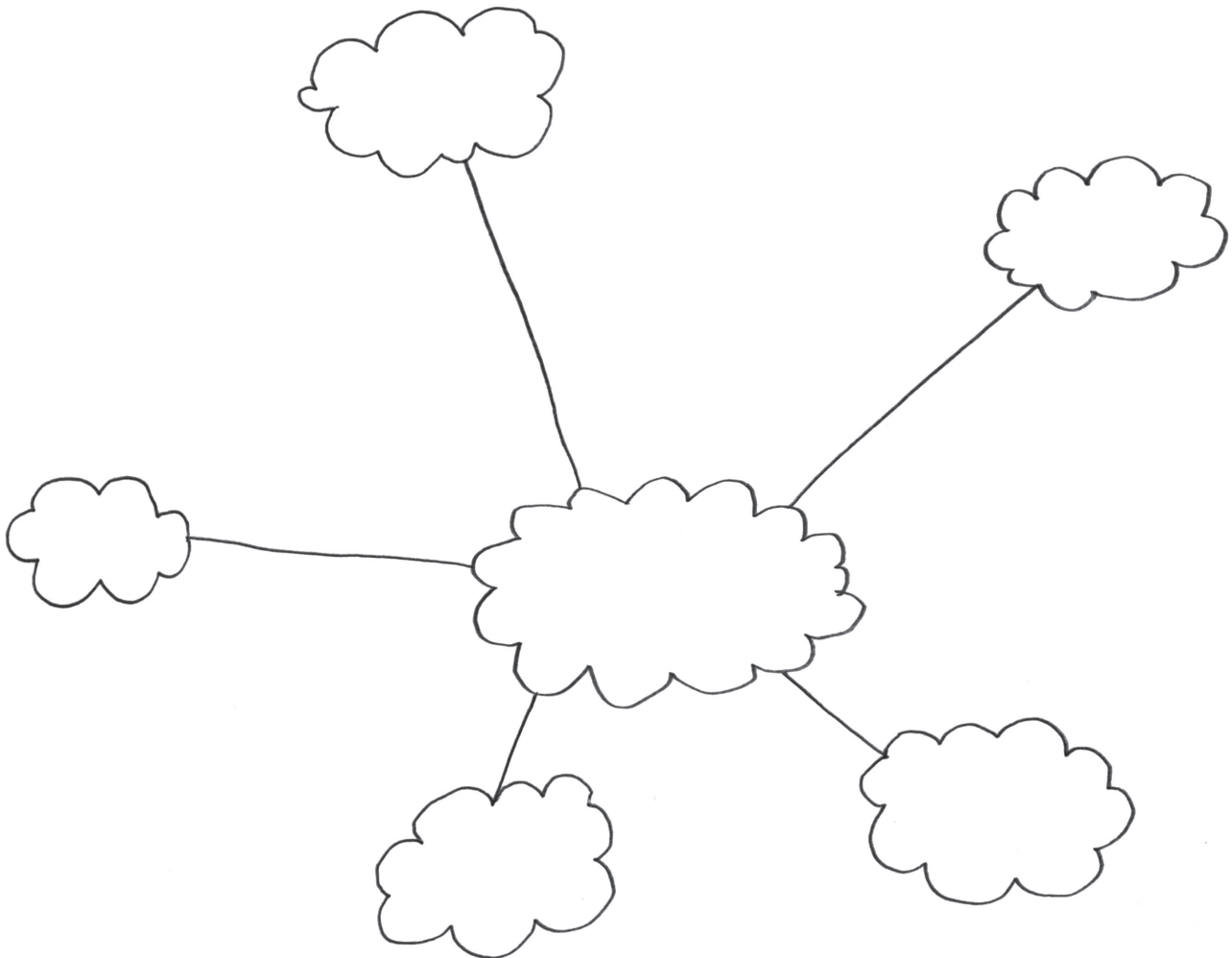
What kind of suggestion do you have? Bring them into the discussion!

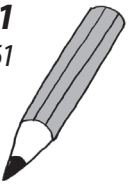


How can the vicious circle of unemployment be broken?

Write a short article for your local newspaper, for your school newspaper, or for another newspaper you find. Use the hints from the Toolbox (Tool no. 13). Start on this page with a mind map so that you can collect your ideas. Find a good title that represents your main idea and attracts readers. Use a computer to write this article and bring it next week printed out or on a memory stick to school. Add a copy to your folder.

My mind map to prepare my newspaper article:



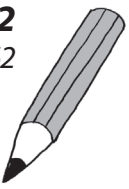


My explanation of the economic phases

| Phases | Explain each phase in simple words as you would to others that have not studied them. Make whole sentences. Do not only copy the text above. |
|---------|--|
| Phase 1 | |
| Phase 2 | |
| Phase 3 | |
| Phase 4 | |

Work in pairs.

Explain a term to a classmate. Insert a mistake in your presentation to test his/her attention!



Boom and crisis – what happens?

Below you can find different terms. Try to match them to the correct economic situation: boom or crisis?

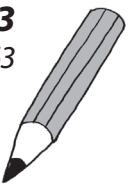
| | BOOM | CRISIS |
|--------------------|------|--------|
| general atmosphere | | |
| consumption/demand | | |
| production/offer | | |
| investments | | |
| prices | | |
| salaries/win | | |
| employment | | |
| savings | | |
| state budget | | |

Terms:

optimistic atmosphere salaries go down prices decrease
 people keep on buying less and less prices increase
 bad atmosphere people keep on buying more and more
 high production demand increases no investments are made
 low production demand decreases salaries start to rise investments are made
 almost no job openings unemployment all people are employed
 people stop saving a lot people start saving more and more
 the state collects a lot of taxes taxes are low, the state has deficits

Compare your results with colleagues. If something is unclear, try to get help (consult the Internet). Test each other to see if you can explain the terms off by heart. This should be the goal of this task! Make sure you also look up the English terms, since the scientific discussion is mainly in English.





***Links I have found and my comments
about the information:***

| |
|---------|
| Link |
| Comment |

| |
|---------|
| Link |
| Comment |

| |
|---------|
| Link |
| Comment |

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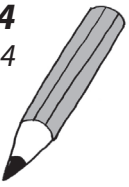
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| Link |
| Comment |



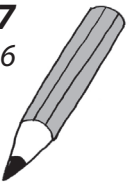
A sketch of my way to school.

On this page, draw a sketch of your journey from home to school. Along the way, mark ALL the businesses, shops, factories etc. you can find (number them starting from 1). This means to look for all the places people work and earn money in. On the next page write a list with the number, the name of the business and work that is being done there.

Below, list all the businesses along your way to school plus the extra ones you know and you want to mention even though they are not located along your way to school. Compare them also with the ones in the JOBS pool of your teacher.

[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.



Discussion in class

Jobs are divided into different classifications. Try to mark all the proposals on the map with colours.

- services
- industry
- education
- health
- crafts
- public management
- social work

Can you define other classifications?

Discuss the results.

- Can we see a pattern?
- Is this result random?
- People we know (neighbours, relatives, parents):
in which sectors do they work?



Criteria for forming a team

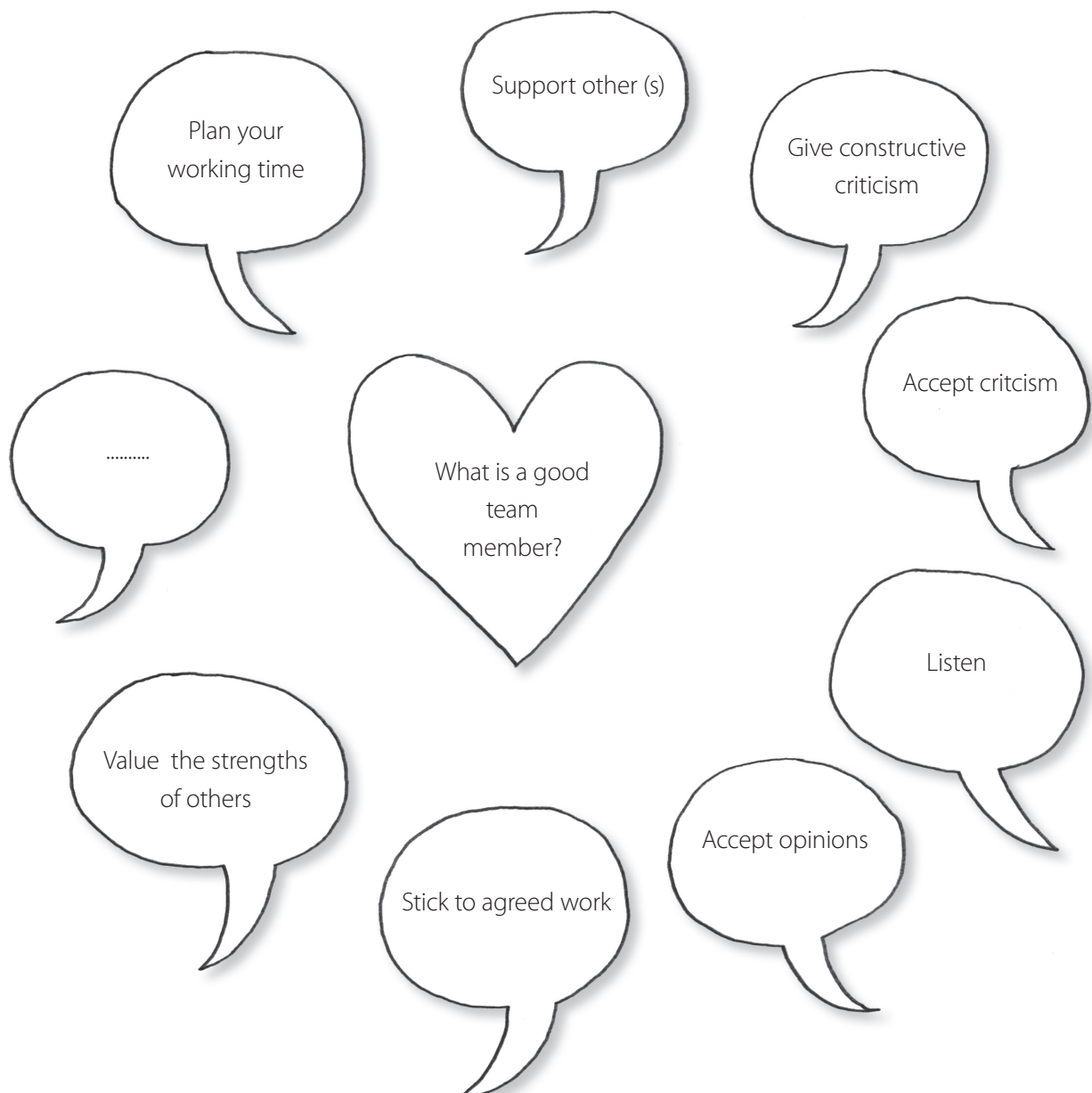
The tandem team you are creating will work together for two months.

You will:

- prepare the job exploration;
- conduct the job exploration itself;
- prepare the exhibition of your results.

The task of creating this team of two will be done together with your teacher(s).

They might want to support you or want to set some conditions for the groupings.





Our Team:

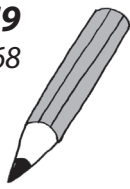
Team members:

The motto for our collaboration:

A symbol for our team:

We all agree with this team.

Date and signatures of team members and teacher(s).



Criteria for selecting a job:

- How far away is it from my home?
- Are they producing, selling, delivering etc. so I can see something, explore something, describe something?
- Will there be an opportunity for me to experience some work myself?
- Would my parents allow me to go there?
- Can I do any exploring work when visiting this company/firm/business?
- Is the time frame given by my school (during JOBS lessons) suitable to visit the business?

The jobs/businesses I would like to explore (use the large map on the floor or additional information from your teacher and choose at least three):

| Name of the company | What they produce/deliver/do |
|---------------------|------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |



Our list of preferences:

The business we want to explore:

Name of business

1

2

3

(4)

Who will deliver (or send) the letter?

When do we deliver the letter?

Do we need a personal meeting? If yes, with whom?

What are the next steps if we get a negative answer?



The structure of a letter of interest:

Your address

The address of the receiver

Place and date

Title of the letter: **Application for a business exploration visit**

Greeting/salutation (make sure you find out the name of the addressee).

1st paragraph:

Your reason for writing this letter and your intention (what you want to do).

2nd paragraph

Your (school) situation at the moment, favourite subjects etc.

3rd paragraph

Your motivation for this job, possibly your favourite leisure activities and what you have already done to get to know this job better.

4th paragraph

What you expect from the business exploration: your aims.

5th paragraph

Your suggestions, possible meeting dates and concluding sentence.

Letter closing and signature



A model for the letter of interest

A local name
A local street
A local city
A local Tel number

Name
Address
City of a company

Brasov, 16th March 20XX

Application for a business exploration visit

Dear Mrs XXX,

Thank you for the information you gave me when I contacted you by telephone on the 5th January. I am writing this letter to apply for a business exploration visit.

I am currently at school in XXX, XXX, in my second year of secondary school. My favourite subjects are Mathematics and Foreign Languages.

I chose your business because I am very interested in fashion and I like to dress fashionably. I enjoy socialising with people from different walks of life. I received information from my teacher about the job of retail manager. During my JOBS lessons, I also researched various sectors in this line of work.

My aim is to use the business exploration visit to familiarise myself with everyday work in the retail industry. If possible, I would also really like to gain some insight into how the men's clothing section is run.

My ideal dates for a business exploration are xxx. I hope to hear from you soon.
Yours sincerely,



Checklist

Which companies did you contact? How did you contact them?

What were the reactions?

What kind of help do you need now?

What were you afraid of?



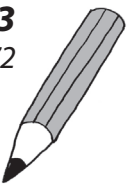
Try to figure out the differences between these two approaches:

| | Passive watching | Active exploring |
|--|------------------|------------------|
| Which animal represents which approach best? Draw an animal or look for a picture in a magazine, cut it out and glue it in here. Name the animal. | | |
| Find at least three verbs that describe the two approaches. | | |
| In your point of view, which colours represent the two approaches? | | |
| Think of characters in movies who are active explorers or passive consumers. | | |

Give a short definition from your point of view.

An active explorer is a person who...

[illegible]



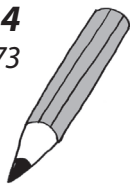
Additional task for interested students:

Collect magazines, newspapers, flyers, etc. with pictures and photos.

Look for pictures that could stand for activeness or passiveness. You might go on with pictures of animals or you might want to use 'passive' or 'active' colours, landscapes, faces, etc. Don't forget:

This is YOUR interpretation. So decide yourself!





The four approaches to explore businesses

What we could do with the four approaches to explore businesses? Think about the business that YOU will visit and try to imagine what can be done there. Complete this list:

To observe:

- sketch
- draw
- photograph, take pictures
- film
- compile lists
- write texts
- describe hand gestures
-
-
-

To communicate:

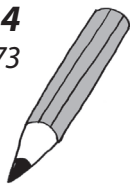
- individual interviews
- interviews about specific topics
-

To collect:

- products
- promotional brochures/leaflets
- raw materials
- company documents
- facts and figures
-
-
-

To collaborate:

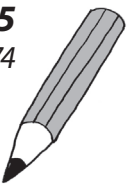
- support
- help
- imitate
- produce
- procure
-
-
-



| To observe | Key questions | Our first ideas |
|----------------|--|-----------------|
| | What or who could we observe? Where could this be in the company? What are the time limits or the difficulties? What is interesting? Can we take pictures or make a video? If yes, what of? | |
| To communicate | With whom could we talk? What professions do they have, what jobs/work are they doing? Are there any limits we can think of? What could be interesting? | |
| To collect | What could we collect and take with us? Is this information material (brochures, leaflets, flyers) or also products, raw materials etc.? | |
| To work | Thinking about the company: What could we work as? Whom do we ask? What did we need to know to be able to do it? Could it be dangerous? In which way? | |

Read Part VI and take your personal notes. This way you are prepared to share your ideas with your exploration partner and with the other students in the plenary discussion.

[illegible]



3) Individual work

What is important to **me** in Part VI?

| Page | Short comment |
|------|---------------|
| | |
| | |
| | |
| | |
| | |
| | |

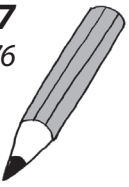
4. Joint work: What is important for **us** in Part VI?

| Page | Short comment |
|------|---------------|
| | |
| | |
| | |
| | |
| | |
| | |

Example:

What looks interesting in Part VI? What would we like to do?

[illegible]

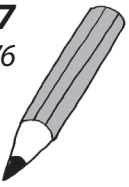


First draft of the visiting plan

Now you will really start planning your four visits. This is very important. You cannot just walk in and look around. You need to have a clear plan of what you want to accomplish each day.

- a. Observation: What do you want to see, to watch, to observe?
- b. Communication: To whom do you want to talk, whom do you want to interview?
- c. Collection: What could you collect? Which objects, information materials (brochures/leaflets/flyers), etc.?
- d. Collaboration: What could you do on your own? Where could you help others?

Think again about your possible tasks and fill in the template on the next page.
Use Part VI!



Template for our first visiting plan

Visiting business/company

Day 1

Date:

Day 2

Date:

Day 3

Date:

Day 4

Date:



Visit 1 (Day 1)

| Title of our task (what we will do) | What do we have to prepare, what do we have to take along, with whom do we have to speak beforehand...? | How much time could this take? |
|-------------------------------------|---|--------------------------------|
| | | |
| | | |
| | | |
| | | |



Visit 2 (Day 2)

| Title of our task (what we will do) | What do we have to prepare, what do we have to take along, with whom do we have to speak beforehand...? | How much time could this take? |
|-------------------------------------|---|--------------------------------|
| | | |
| | | |
| | | |
| | | |



Visit 1 (Day 3)

| Title of our task (what we will do) | What do we have to prepare, what do we have to take along, with whom do we have to speak beforehand...? | How much time could this take? |
|-------------------------------------|---|--------------------------------|
| | | |
| | | |
| | | |
| | | |



Visit 2 (Day 4)

| Title of our task (what we will do) | What do we have to prepare, what do we have to take along, with whom do we have to speak beforehand...? | How much time could this take? |
|-------------------------------------|---|--------------------------------|
| | | |
| | | |
| | | |
| | | |



Questions for the evaluation

You will be thinking and writing short texts about two themes:

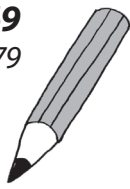
- a) **What** you learnt in terms of content, and
b) you as a student, **how** you learnt.

You find a series of questions, but you don't have to answer them all! You might want to make a list or jot down some notes first before starting to write here?

Content: “Ready for the JOB”

- What have you learnt about yourself, your strengths, interests and competences?
- Which aspect impressed you most? Why?
- Which feedback impressed you most? Why?
- Write a statement about what has become important to you.
- What has surprised you?
- What are you happy about?
- Where do you see problems?

[illegible]

**You as a learner**

- What have you learnt about the different work methods?
- Which method can you handle well, which needs further practice?
- Which situations during JOBS lessons were the best for your learning?
- Which task in this booklet was the easiest, which the most useful for you?
- What will help you most in further learning situations?
- What has surprised you?
- What are you happy about?
- Where do you see problems?

Teacher's feedback

Date and teacher's signature:

I have read and understood my teacher's feedback.

Date, my signature:



My data

My address:

Date of birth:

Phone:

My doctor/hospital:

Address of school:

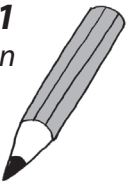
Phone:

Fax:

E-mail:

Contact teacher:

Contact person in the business:



A short presentation of my chosen business

Name of business:

Address:

Professions:

Size of business:

Number of workers:

Number of staff in training:

What is done, which products are produced?

How long has the business existed?

Working hours:

Break time:

Driving/walking time to business:



Tips for conduct during the business visit

☒ You are only a guest in a company, so you have to adhere to the rules. Be polite!

☒ If you are sick, you have to inform the company in advance.

☒ If you have any problems: talk to the contact person in the company or your teacher.

☒ If there is something you don't understand, ask directly. This shows your interest.

☒ Always ask before you take pictures or leaflets, information materials etc.

What is additionally important for the business you visit?

☒

☒

If have understood these rules of conduct.

Date/signature

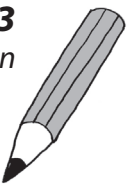
Visiting plan: Day 1

Names of team members:

Visiting business/company

Date/hours

| Task no. | Title of task and short description (we will...) | Materials we need. Time we will need. People involved. Open questions. |
|----------|---|---|
| | | |
| | | |
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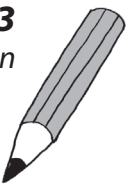
Visiting plan: Day 2

Names of team members:

Visiting business/company

Date/hours

| Task no. | Title of task and short description (we will...) | Materials we need. Time we will need. People involved. Open questions. |
|----------|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |



Visiting plan: Day 3

Names of team members:

Visiting business/company

Date/hours

| Task no. | Title of task and short description (we will...) | Materials we need. Time we will need. People involved. Open questions. |
|----------|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Visiting plan: Day 4

Names of team members:

Visiting business/company

Date/hours

| Task no. | Title of task and short description (we will...) | Materials we need. Time we will need. People involved. Open questions. |
|----------|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

| No. | Title of task | Signature of business representative |
|-----|---------------|--------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

- I have learned, that..
- I have met...
- I want to find out how...
-

[illegible]

| No. | Title of task | Signature of business representative |
|-----|---------------|--------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

- I have learned, that..
- I have met...
- I want to find out how...
-

[illegible]

| No. | Title of task | Signature of business representative |
|-----|---------------|--------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

- I have learned, that..
- I have met...
- I want to find out how...
-

[illegible]



Day 4 – Visiting protocol: Tasks

| No. | Title of task | Signature of business representative |
|-----|---------------|--------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Short report about my impressions of the day:

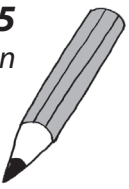
- I have learned, that..
- I have met...
- I want to find out how...
-



Safe on my mission 1


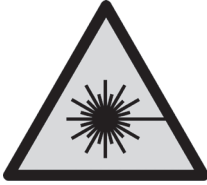











(Tick the ones that are important in the business you visit!)

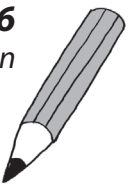
| | |
|--|---|
|  <p>First aid</p> |  <p>Use safety gloves</p> |
|  <p>Emergency exit</p> |  <p>Use ear protectionr</p> |
|  <p>Emergency meeting point</p> |  <p>Use a safety helmet</p> |
|  <p>Emergency escape</p> |  <p>Use eye protection</p> |
| |  <p>Use safety shoes</p> |



Safe on my mission 2

(Tick the ones that are important in the business you visit!)

| | | | |
|---|---------------------------------|--|------------------------------------|
|  | No smoking |  | Beware of laser beam |
|  | No fire, open flames or smoking |  | Beware of fire sensitive materials |
|  | No extinguishing with water |  | Beware of explosive materials |
|  | No drinking water |  | Beware of poisonous materials |
|  | No entry |  | Beware of corrosive materials |
|  | No eating or drinking |  | Beware of floating loads |
| | |  | Danger zone |



Profession 1

1. What do you know about this profession?

1.1 Duration of training:

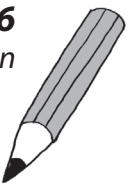
1.2 Related professions

1.3 Tasks and functions in this profession:

1.4 Ask the workers in the business about this profession.

2. Which special skills do you need for this profession? Make a tick where applicable:

| 2.1 Thinking skills | 2.2 Physical Skills | 2.3 Social Skills |
|--|---|---|
| <input type="checkbox"/> Accuracy and diligence | <input type="checkbox"/> Physical capacity | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Written expression | <input type="checkbox"/> Long time standing | <input type="checkbox"/> No shyness |
| <input type="checkbox"/> Fast reactions | <input type="checkbox"/> Carrying heavy loads | <input type="checkbox"/> Self evidence |
| <input type="checkbox"/> Calculation | <input type="checkbox"/> Withstanding strong smells | <input type="checkbox"/> Emotional capacity |
| <input type="checkbox"/> Drawing | <input type="checkbox"/> Withstanding dirt | <input type="checkbox"/> Consideration of others |
| <input type="checkbox"/> Imagination | <input type="checkbox"/> No allergies | <input type="checkbox"/> Presentation skills |
| <input type="checkbox"/> Memory | <input type="checkbox"/> Exposed to wind and wheather | <input type="checkbox"/> Leading a conversation |
| <input type="checkbox"/> Design | <input type="checkbox"/> Withstanding uncomfortable temperature | <input type="checkbox"/> Friendliness, good manners |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Withstanding noise | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Oral expression | <input type="checkbox"/> Seeing colours properly | <input type="checkbox"/> Individual work |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Practicability | <input type="checkbox"/> Interest and empathy |
| <input type="checkbox"/> Technical understanding | <input type="checkbox"/> No fear of heights | <input type="checkbox"/> Persuading others |
| <input type="checkbox"/> Rich in ideas | <input type="checkbox"/> Good eyesight | <input type="checkbox"/> Listening skills |
| <input type="checkbox"/> Logical thinking | <input type="checkbox"/> Good health | <input type="checkbox"/> Assertiveness |
| <input type="checkbox"/> Concentration | <input type="checkbox"/> | <input type="checkbox"/> |



Profession 2

1. What do you know about this profession?

1.1 Duration of training:

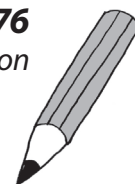
1.2 Related professions:

1.3 Tasks and functions in this profession:

1.4 Ask the workers in the business about this profession.

2. Which special skills do you need for this profession? Make a tick where applicable:

| 2.1 Thinking skills | 2.2 Physical Skills | 2.3 Social Skills |
|--|---|---|
| <input type="checkbox"/> Accuracy and diligence | <input type="checkbox"/> Physical capacity | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Written expression | <input type="checkbox"/> Long time standing | <input type="checkbox"/> No shyness |
| <input type="checkbox"/> Fast reactions | <input type="checkbox"/> Carrying heavy loads | <input type="checkbox"/> Self evidence |
| <input type="checkbox"/> Calculation | <input type="checkbox"/> Withstanding strong smells | <input type="checkbox"/> Emotional capacity |
| <input type="checkbox"/> Drawing | <input type="checkbox"/> Withstanding dirt | <input type="checkbox"/> Consideration of others |
| <input type="checkbox"/> Imagination | <input type="checkbox"/> No allergies | <input type="checkbox"/> Presentation skills |
| <input type="checkbox"/> Memory | <input type="checkbox"/> Exposed to wind and wheather | <input type="checkbox"/> Leading a conversation |
| <input type="checkbox"/> Design | <input type="checkbox"/> Withstanding uncomfortable temperature | <input type="checkbox"/> Friendliness, good manners |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Withstanding noise | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Oral expression | <input type="checkbox"/> Seeing colours properly | <input type="checkbox"/> Individual work |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Practicability | <input type="checkbox"/> Interest and empathy |
| <input type="checkbox"/> Technical understanding | <input type="checkbox"/> No fear of heights | <input type="checkbox"/> Persuading others |
| <input type="checkbox"/> Rich in ideas | <input type="checkbox"/> Good eyesight | <input type="checkbox"/> Listening skills |
| <input type="checkbox"/> Logical thinking | <input type="checkbox"/> Good health | <input type="checkbox"/> Assertiveness |
| <input type="checkbox"/> Concentration | <input type="checkbox"/> | <input type="checkbox"/> |

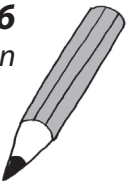


Requirements for one of the jobs

Create a profile of requirements for one of the jobs you analysed.

Tick only after thinking carefully!

| Profession | Low | Middle | high |
|---|-----|--------|------|
| Thinking skills | | | |
| Accuracy and diligence | | | |
| Written expression | | | |
| Fast reaction | | | |
| Calculating skills | | | |
| Drawing | | | |
| Imagination | | | |
| Memory | | | |
| Design | | | |
| Spelling | | | |
| Rich in ideas | | | |
| Logical thinking | | | |
| Concentration | | | |
| Physical skills | | | |
| Physical capacity (total) | | | |
| Long time standing | | | |
| Carrying heavy loads | | | |
| Withstanding strong smells | | | |
| Withstanding dirt | | | |
| No allergies | | | |
| Exposed to wind and wheather | | | |
| Withstanding uncomfortable temperatures | | | |
| Withstanding noise | | | |
| Seeing colours properly | | | |
| Practicability | | | |
| No fear of heights | | | |
| Good eyesight | | | |
| Good health (good immune system, no colds etc.) | | | |
| Social skills | | | |
| Responsibility | | | |
| No shyness | | | |
| Self evidence | | | |
| Emotional capacity | | | |
| Consideration of others | | | |
| Presentation skills, secure appearance | | | |
| Leading a conversation | | | |
| Friendlyness, good manners | | | |
| Teamwork | | | |
| Individual work | | | |
| Interest and empathy | | | |
| Persuading others | | | |
| Listening skills | | | |
| Assertiveness | | | |

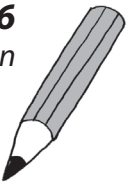


You will use the following pages for interviews, notes, sketches, drawings, photos etc.

Take enough time for your notes.

Share them if necessary with people in the business.

Always write down the names of the people you talk to, take pictures of etc.



(Always note day, task, specifics...)



Questions for the evaluation

Which business do you answer the questions for?

Did you get a good insight into this business?

☐ yes ☐ partly ☐ hardly any

If not, why do you think this was the case?

What would you have liked to find out more about?

Did the visit fulfill your expectations?

☐ yes ☐ partly ☐ hardly

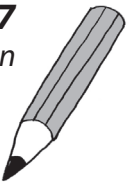
If not or partly, why do you think this was the case?

Did you prepare well at school for visiting the business?

☐ yes ☐ no

If not, what would you have liked to do differently?

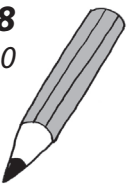
Where did you notice gaps in your knowledge during the visit that you can now close?



What I should acquire:

How I should improve my approach to work:

What I should improve about my personal appearance:



Summary of the exploration visit

Reflect on your experience after having re-read *Booklet 6* and write your own comments:

What are the most positive memories you have of your business visits?

How did the people you met react to your visit? Give concrete examples:

What did you learn?

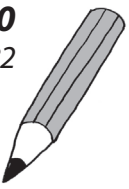


Brainstorming ideas for the letter of appreciation and the invitation:

To whom will we write the letter? Do we know the full name, title, address?

What experiences do we want to mention?

What kind of support do we need to write this letter?



My Spider profile from Part II and after the business visit.

1. Copy your spider profile from *Part II*.

2. Reflect:

- How do I see myself now?
- Was I realistic?
- What do I see differently?
- What have I learnt about myself?

3. Draw your new profile ON TOP of the old one.

4. Comment on the changes.

Spider diagrams old and new.

Your comments on the changes:

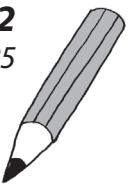


Names of students:

The products we want to present. The presentations we can give.

What equipment do we need (e.g. sticky tape, nails, pins, tables, flip charts, display boards, lighting, display tables in hallways and recreation areas...)? What technical support do we need (e.g. help from technicians, school stuff etc.)?

What kind of support do we need to write this letter?



Questions for the evaluation

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?

My notes:

Teacher's feedback:

Date, teacher's signature:

I have read and understood my teachers' feedback.

Date, my signature