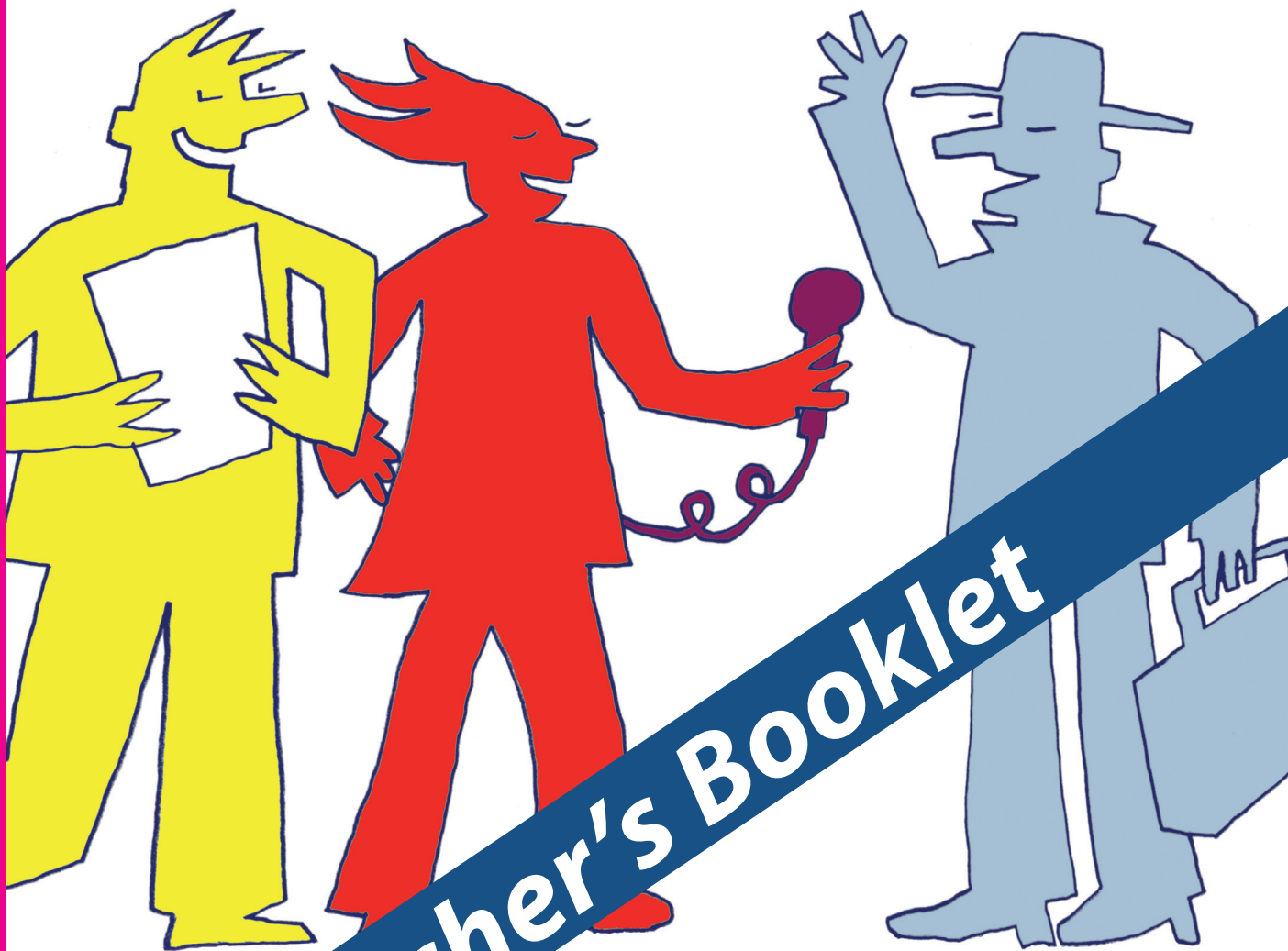


# Jobs

*Investigating different people's job biographies*



**Teacher's Booklet**

**JOBS**

**Jobs Booklet No.**

**1**



PROGRAMUL DE COOPERARE ELVEȚIANO-ROMÂN  
SWISS-ROMANIAN COOPERATION PROGRAMME

**PROJECT CO-FINANCED BY SWITZERLAND  
THROUGH A GRANT FROM THE SWISS ENLARGEMENT CONTRIBUTION**

The Romanian-Swiss project called Job Orientation Training in Businesses and Schools - JOBS combines the world of labour market and school. The programme prepares students in the lower secondary or first years of the upper secondary education through a yearlong cross-curricular course. They evaluate and develop their own competences and life skills and become acquainted with the real working world.

The Romanian Ministry of National Education and the Centre for International Projects in Education at the PH Zurich carried out the co-ordination of production, design and editing of these teaching and learning materials in co-operation. The publication was co-financed by Switzerland.

An important specificity of the JOBS project was the close co-operation of all stakeholders. The teachers, pedagogues, psychologists, principals of the two pilot schools from Brasov (Technical College Transylvania, Gymnasium School No. 25), the representatives of the School Inspectorate of Brasov County and all the highly engaged specialists from National Centre for VET Development and academics of the University of Bucharest have not only contributed to an innovative set of learning material, but were part of a very democratic and participatory process of school development. The most sincere thank you goes to all of them.

Zürich, Bucharest, Brasov, 2014

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PH Zürich

# ***Jobs***

## ***Investigating different people's job biographies***

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# Introduction to JOBS for teachers

## Teacher's page

### What is JOBS and how does it work?

JOBS – *Job Orientation for Businesses and Schools* is a programme that prepares students – in the last year of lower secondary education and in the first year of upper secondary education – for their upcoming choice for a profession or for their later university focus. A new cross-curricular subject will be introduced, that will use up half a day of the week's school time. The JOBS programme lasts for an entire school year and is divided into topics lasting about four weeks each. The programme introduces task-based learning approaches and useful education contents to guide the students toward the best choice. It also includes support for teachers. Students will learn a lot more about their own competences (life skills) and get in contact with businesses, companies or public institutions offering jobs in their region. They will do research about employment opportunities, analyse economic conditions and prepare their collected data for presentations.

### What material is used in JOBS?

The work for JOBS is divided into seven different booklets that deal with various topics. There is also the *Toolbox for students*. Students work directly with the booklets and write into them. They use the *Toolbox* for getting advice on learning, presentation tools and methods. Other useful materials are listed underneath each task separately and can be used if necessary.

### Practical hints for teachers

For most tasks, the teachers' booklet includes a separate page entitled *Practical hints for teachers*. In these hints you will find useful information for organising, teaching or evaluating the teaching sequence.

### Didactical 10-point-checklist

As a teacher, you will soon feel comfortable with teaching JOBS and working with the booklets. Nevertheless, teaching JOBS will be different from your usual teaching due to its didactical perspective, which places students' learning at the centre. The following 10-point checklist serves as a rough guideline in addition to the practical hints given in the booklets.

#### 1. Task-based learning

In JOBS, students learn via *task-based learning*. Task-based learning means that the students work on the task, not the teacher. This means that the booklets are designed to allow students to independently solve problems that lead to something useful and meaningful. In the process of solving these tasks they will explore many different ways that lead to a solution. In this way, students will acquire necessary competences and skills. Therefore, working on a task itself means that the students are already learning something. As the teacher, it is your task to make this possible. Try to give students the freedom to try out different ways to solve a problem: task-based learning will become quite simple! Also consider the following advice:

**Five minutes is the limit!** JOBS is based on focusing on the students and their activity during the lessons. In order to allow enough time for task-based learning, it is necessary that you keep your speaking time to a minimum. Make sure you do not exceed the limit of 5 minutes when giving instructions to the students!

## 2. Individual coaching – a formative method

The students on the JOBS programme are already capable of working on their own. They should be able to understand written instructions and work together with colleagues. Nevertheless, your task as the teacher will be to provide individual support to those who need it. During the JOBS school year, you should gradually become more of a coach and spend less time as a lecturer.

Results of various research studies on the factors that influence students' achievement show that the most important factor is personal and direct feedback given by the teacher. During the JOBS programme, make sure that you reserve enough time for giving feedback to your students – not only in written form but also during lessons. The tasks provide many opportunities to assess student performance. However, this should be done in a formative way by collecting data over time, comparing a student's progress in a certain learning area and letting the student know about his/her performance. Try to avoid social comparison within the class and grading according to a normal distribution.

## 3. The art of waiting

How long do you wait when you have asked a question? And how long do you wait before you (or somebody else) react to the answer? These two waiting situations are very well researched and give a clear message: teachers often don't wait at all or don't wait enough. Teachers who take their time and give time to students generate more answers, from more students, longer answers and best of all: better, profounder, more varied answers and answers addressed not only to the teacher, but to each other! Of course, waiting is not just a technique; it is an art. When you trust your students, when you are quite sure that they will say something substantial, when you are genuinely curious about how they will answer, the message will go through: students can read teachers very well. So waiting is an art, not only in the question-and-answer dialogue with the class, but also when students work individually, or in groups. Wait before you interfere: watch what happens, otherwise the students will get used to relying on external help instead of thinking and working by themselves.

## 4. Time spent on task

JJOBS is only taught once a week for a limited period of time. In order to ensure that this time is really used for JOBS, don't let other things interfere with it (organisational issues, allowing students to finish other tasks etc.). Try to be punctual and make sure the students are punctual. The JOBS programme deserves good time management.

## 5. Cooperative Learning

JOBS supports the concept of *cooperative learning*. Cooperative learning means that students engage in solving a task individually, and that they then have the chance to discuss differences in methods and outcomes with a partner. A discussion takes place in the plenary with the teacher only at the very end. As the teacher, you can encourage cooperation through group games, group activities and group discussions. Make sure you offer individual work periods and group work periods in a balanced ratio.

## 6. Differentiation: quality may differ – is this good or bad?

Students solve tasks in different ways and will therefore generate different types of products of varying quality. At first sight, this may seem a bad thing as it makes grading and evaluating more complex and a comparison of results more difficult. However, what students produce shows you where they are in terms of their life skills and competence levels. So, you should view these various products as a good thing and evaluate them using an individual or criterion-oriented benchmark. By differentiating your classroom organisation or your methods and tasks, you will give your students the possibility to achieve results according to their individual levels of academic performance.

## 7. Goal-orientation: communicating goals

Every booklet, every topic and every task in the JOBS programme includes a description of the goals that should be attained by task-based learning. When explaining a task and giving instructions to the students, it is very important to communicate the objectives. Only then will students understand why they are doing what they are doing.

## 8. Creating an atmosphere of trust and respect

Various tasks in the JOBS programme are closely related to the students' personal selves. Exposing oneself can be a difficult thing to do. Make sure you do not force the students into any actions or situations that you would not be comfortable with yourself. In order to reinforce an atmosphere of trust and equal treatment, JOBS suggests using yourself to model different tasks every now and again (e.g. creating a mind map, modelling an interview etc.). In this way, you will create an atmosphere that makes communication possible. Most of the tasks involve working with other colleagues. Students will need an atmosphere characterised by trust and respect in order to speak openly about their personal issues and work on them. As the teacher, it is up to you to create, promote and maintain this atmosphere by curtailing competitive structures among the students and facilitating cooperative behaviours.

## 9. Diversity and heterogeneity

Depending on the region, town or area your school is located in, the students might be very heterogeneous, in terms of academic performance and in terms of backgrounds, cultures and languages. When tackling the different topics in JOBS and when talking about students' perspectives or their individual features, it is important that you bear their different backgrounds in mind. Talking about individual talents, skills and interests will probably turn out differently in a class that consists of many students from lower socio-economic backgrounds or ethnic minorities because of their limited experiences due to fewer possibilities in the past.

## 10. Orientation towards reality

JOBS is a programme that links school to the business world. JOBS's core goal is for the students to establish contact with a local business/company. In the JOBS booklet, students are asked to reflect on their personal perspectives and visions for their professional career. Depending on the region your school is located in, opportunities and perspectives can be limited due to a weak economy or a focus of the local market on a sole professional field. Be careful when encouraging students to fantasise about their dream jobs or their preferred careers not in the sense of destroying dreams, but in the sense of not deceiving them from reality.



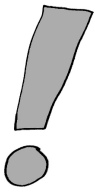


# ***Booklet 1 – Topic 1:***





## ***JOBS – The programme***

A **profession** is a regularly paid position, i.e. a service that a person delivers to a third party for money. Usually, the jobholder has been trained, educated or appointed for the job.





# **Booklet 1 – Topic 1 – Task 1:** **Understanding what JOBS is all about**

	X
	
	X
	30'

## **The task:**

Ask and answer questions referring to JOBS.

## **Classroom organisation:**

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

## **Procedure:**

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

## **Materials:**

- *Booklet 1*
- *Toolbox for students*

The task for you, as a teacher (yes, there are not only tasks for students!), is to explain in plain language what JOBS is all about, what the goals and materials are, and to refer to *Booklet 1* and the *Toolbox* the students have in front of them.





In the question & answer session, you have an additional task: to encourage students to answer questions as well as ask them, so that the teacher will not be the only one offering explanations.

## 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.



# **Booklet 1 – Topic 1 – Task 2:**

## **Short presentation of JOBS**

	X
	X
	
	50'

### **The task:**

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

### **Classroom organisation:**

You will work individually and in groups.

### **Procedure:**

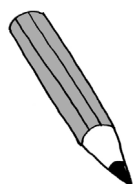
- 1) Look back at the question & answer session. What are the main elements of JOBS? Go through the information on the following pages, *Goals of the yearly JOBS programme* and the notes you took when your teacher introduced you to JOBS.
- 2) The template from this task will help you prepare your presentation.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

### **Materials:**

- Your notes
- *Goals of the yearly JOBS programme* (following pages)
- *Template for a short presentation*
- *Tool no. 11: Planning and giving presentations*

- a) Getting a clear picture of JOBS
- b) Having the chance to practice a presentation with someone they know well, who can help them with this project
- c) In one or two weeks, they will deliver this presentation in front of a stranger - the person they want to interview!

[illegible]



# ***Goals of the yearly JOBS programme***

## **What does the acronym JOBS mean?**

J = Job  
O = Orientation  
B = for Businesses  
S = and Schools

## **What are the goals of JOBS?**

JOBS prepares Romanian students in the last years of lower secondary education for their upcoming choice for a profession or for their later choice of university study.

## **What is the background of JOBS?**

JOBS is a project within the scope of the Swiss enlargement contribution to the new EU member state, Romania. It has been developed by the Ministry of National Education, Bucharest (MNE), the National Centre for the Development of Technical and Vocational Education, Bucharest (CNDIPT) and the Centre for International Projects in Education (IPE) of the Zurich University of Teacher Education (PH Zurich). It is financed by the Swiss Lottery Fund and the Swiss and Romanian governments.

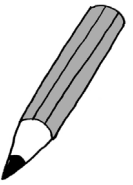
## **How does JOBS work?**

JOBS lessons are given in the last years of lower secondary education. It is a new, cross-curricular subject that will be introduced, and it will use up at least an hour per week of your school time. This new subject will introduce task-based learning approaches and useful education contents to guide you toward the best choice of career or further and higher education. It will also provide support for your teacher. You will learn a lot more about your own capacities (life skills) and get in touch with businesses, companies or public institutions offering jobs in your region. You will do research about employment opportunities, analyse economic conditions and prepare the data you collect for presentations.

## **What will happen during the JOBS programme?**

The main topics are covered in a series of booklets that your teacher will hand out to you. These main topics are:

- Me and my strengths
- The professional world in my country/my region
- A business exploration
- My future
- JOBS presentation



The core element of JOBS is a student visit to a local business. Your teacher will support you in preparing, realising and reflecting on your experience. Before and after the business visit, your teacher will give you tasks to do that are also described in the JOBS booklets. You will collect all your materials and your products in the JOBS folder, which will be your personal JOBS material file. All the business visits and personal findings will be presented in a JOBS fair, which will be held at your school at the end of the school year.

### **How do I learn in JOBS?**

The learning methods are mainly project-oriented and task-based. JOBS requires a switch from teacher-centred teaching methods to student-centred learning, where you are more in control of what and how you learn. Your head teacher in your school will be informed personally and will also receive information about this.

### **What role do the businesses play?**

In the last year of your lower secondary education you will visit businesses that you will choose and contact yourself (or that will be chosen for you by your school, if necessary). The businesses involved in JOBS are informed in advance. They are aware of their training role in JOBS and will also receive information material about this. During your visits you will ask questions, take notes, observe, ideally also participate in certain work processes and afterwards analyse your findings.

### **What is the role of my parents?**

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

### **What is my role as a student?**

YOU ARE THE MAIN PERSON IN THIS PROJECT! You, as a student, determine the result and the success of this programme. The results will not given to you: YOU will have to go out and get them! YOU will learn, YOU will write reports, YOU will conduct interviews, YOU will contact people. You can decide to do a minimal job on this project or you can make a big difference by taking your future into your own hands. We all know that the world of work and businesses is hard. However, you can either complain and do nothing about it, or you can do whatever is in your own power to achieve success. We suggest you DO IT! Why? Because YOU CAN DO IT!

### **Overview of the booklets**

Booklet 1: Jobs – Investigating different people’s job biographies

Booklet 2: Me and my strengths – Analysing my competences, interests and personality

Booklet 3: The world of Jobs – Exploring a box full of surprises

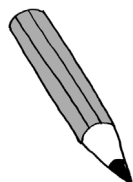
Booklet 4: Job opportunities – Discussing possibilities, chances and risks

Booklet 5: Ready for the Job! – Preparing for our job exploration

Booklet 6: My job exploration

Booklet 7: Our exploration results – Processing and presenting our data

Toolbox for students



## ***Toolbox for students***

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

Your teacher can explain when and how to use which tool, or – even better – you can decide yourself when you need it and how you use it.

The following set of tools will help you with a number of different things, such as:

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

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

Tool 1: Planning the learning process

Tool 2: Reflecting on the learning process

Tool 3: Reflecting on achievements

Tool 4: Researching in libraries

Tool 5: Researching on the Internet

Tool 6: Carrying out interviews and surveys

Tool 7: Interpreting images

Tool 8: Creating mind maps

Tool 9: Creating posters

Tool 10: Holding exhibitions

Tool 11: Planning and giving presentations

Tool 12: Preparing overhead transparencies or a PowerPoint presentation

Tool 13: Writing newspaper articles

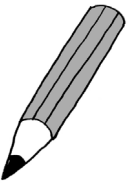
Tool 14: Putting on performances

Tool 15: Holding debates

Tool 16: Giving Feedback



## ***Template for a short presentation***



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JOBS – five to ten key words:

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What I particularly like about it:

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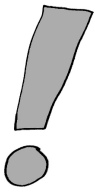
What I will learn:

---

Whose help I am going to need:





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Other interesting points:



# **Booklet 1 – Topic 1 – Task 3:**

## **Different jobs**

	X
	X
	X
	45'

### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

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

### **Materials:**

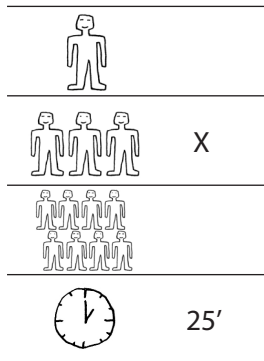
- Flipchart paper
- Blank paper cards

And the task for you, as a teacher, is to accept those criteria, to welcome them even if they sound strange to you. Maybe these criteria are not as bad as they seem at first sight. Listen to the students carefully!

[illegible]



## ***Booklet 1 – Topic 1 – Task 4:*** **Jobs done by people**



### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

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

### **Materials:**

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

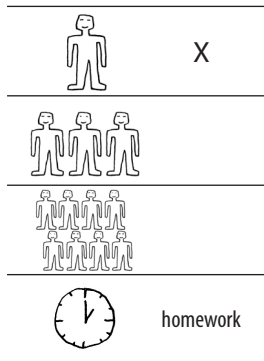
In JOBS, students learn via *task-based learning*. “Task-based” means that the students work on the task, not the teacher. This means that the booklets are designed to make students solve problems that lead to something useful and meaningful. In the process of solving these tasks they will explore many different ways that lead to a solution. In this way, the students will acquire useful competences and skills. Therefore, working on a task itself means that the students are already learning something. As the teacher, it is your task to make this possible. Try to give students the freedom to try out different ways of solving a problem: task-based learning will become quite simple! Bear consider the following hint:

JOBS is based on focussing on the students and their activity during the lessons. In order to allow enough time for task-based learning, it is necessary that you keep your speaking time to a minimum. Make sure you do not exceed the limit of 5 minutes when giving instructions to the students!

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



# **Booklet 1 – Topic 1 – Homework Task:** **Explain JOBS and prepare yourself** **for a real job interview**



## **The task:**

Present JOBS to your family.

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

## **Procedure:**

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

## **Materials:**

- Slips of paper (keep it environmentally friendly and use the back of old photocopies etc.)

Give the students some minutes to read the homework task. Encourage them to ask questions – and remember, students can also answer questions!

## Timing

You have some time left? Great, then the students can begin their homework in school. Time is short? No problem, the students only need to understand the task, the rest is homework!

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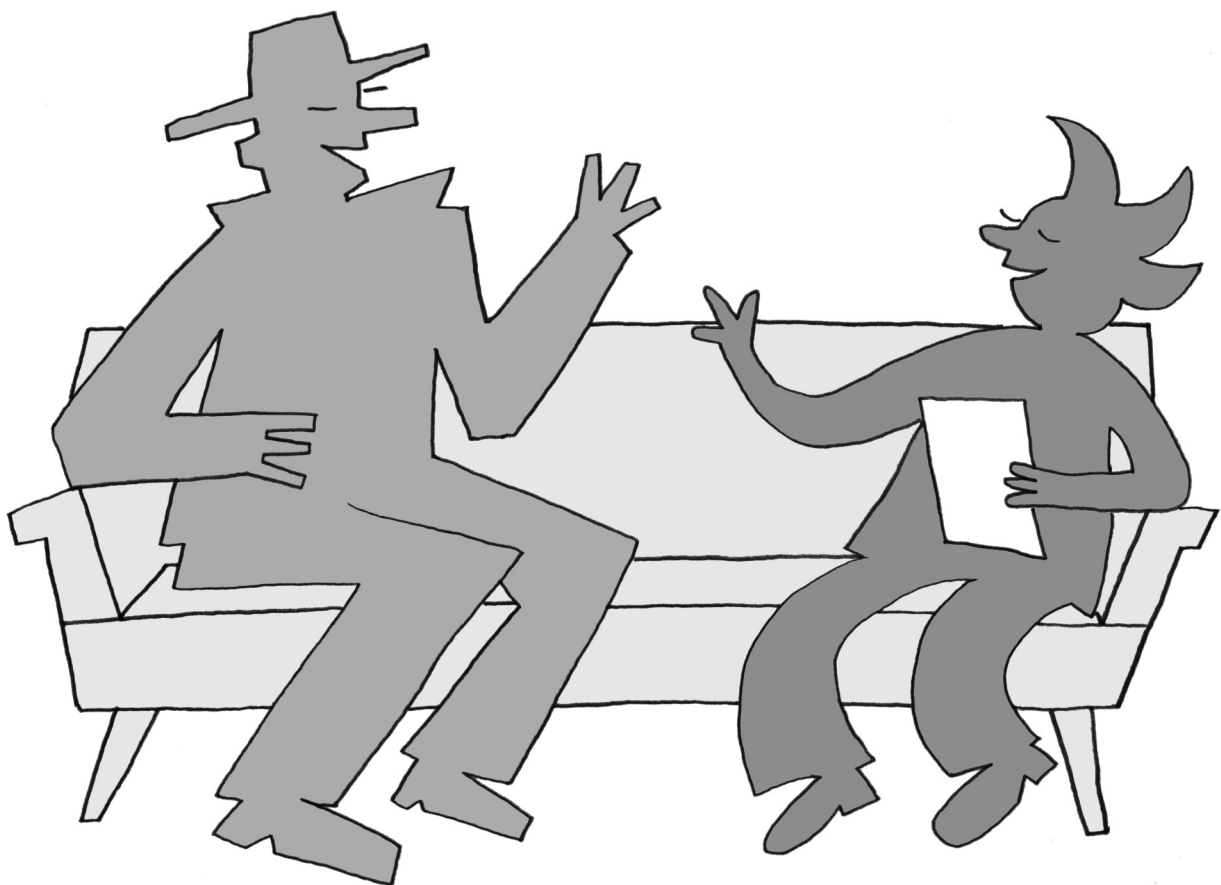


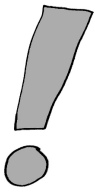


# ***Booklet 1 – Topic 2:***

## ***Preparing the interview***





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





# Booklet 1 – Topic 2 – Task 1:

## Getting an overview of all the jobs

	X
	
	X
	30'

### The task:

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

### Classroom organisation:

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

### Procedure:

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

### Materials:

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







How long do you wait when you have asked a question? And how long do you wait before you (or somebody else) react to the answer? These two waiting situations are very well researched and give a clear message: teachers often don't wait at all or wait too little. Teachers who take their time and give time to students generate more answers, from more students, longer answers, and best of all: better, profounder, more varied answers and answers addressed not only to the teacher but to each other! Of course waiting is not just a technique; it is an art. When you trust your students, when you are quite sure that they will say something substantial, when you are genuinely curious about how they will answer, the message will go through: students can read teachers very well. So waiting is an art, not only in the question-and-answer dialogue with the class, but also when students work individually, or in groups.

### Teacher's preparation notes

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## **Booklet 1 – Topic 2 – Task 2:** **Learning from a model interview**

	X
	X
	X
	30'

### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

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

### **Materials:**

- *Tool no. 6A: Carrying out interviews*

The interview will last about 5-10 minutes.

Make sure that the students have enough space and time. If you like, you can also involve your interview partner in the feedback process.


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# **Booklet 1 – Topic 2 – Task 3:**

## **Conducting a mock interview**


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	X
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	30'
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### **The task:**

Conduct an interview.

### **Classroom organisation:**

You will work in pairs.

### **Procedure:**

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

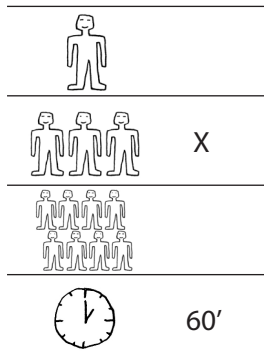
### **Materials:**

- *Tool no. 6A: Carrying out interviews*.





## **Booklet 1 – Topic 2 – Task 4:** **Preparing the real interview**



### **The task:**

Create the main structure of the interview you will conduct.

### **Classroom organisation:**

Work in pairs at your desks.

### **Procedure:**

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

### **Materials:**

- *Tool no. 6A: Carrying out interviews*
- Template for a questionnaire



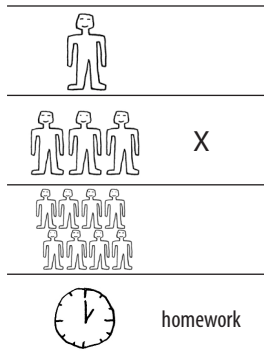
The interview should be a pair work task. However, if the number of students in your class is not an even number, prepare to give instructions to a group consisting of 3 students instead of 2. 3 students can work together (just like in pairs) to compile the questionnaire.

Choosing a suitable interviewee is not an easy task for students. They really should take the time to discuss and to find reasons why they prefer this person or that profession. They must always have a “plan B” ready, in case the first person they choose can’t or won’t do the interview!

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# ***Booklet 1 – Topic 2 – Homework task: Conducting an interview***



## **The task:**

Conduct the interview and take notes together with your partner.

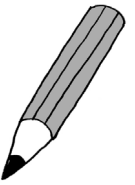
## **Procedure:**

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

## **Materials:**

- Template for the interview
- Notebook/notepad
- Maybe a camera
- Magazines and newspapers

# Template for a questionnaire



Names of interviewers:

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Our interviewee:

His/her profession:

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Topic / main question:

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Topic / main question:

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Topic / main question:

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Topic / main question:

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Topic / main question:

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# ***Booklet 1 – Topic 3:***

## ***Evaluating the interview***





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





# **Booklet 1 – Topic 3 – Task 1:**

## **First impressions of professional fields**

	
	X
	X
	45'

### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

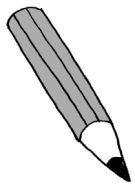
- 1) Sit in a large circle
- 2) Discuss in class the content of the interviews: What is your first impression of the professional field? What did you like or did not like? Why?
- 3) Discuss how the interview went: What was exciting, nice, surprising, difficult etc.?
- 4) Sit together with your partner.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

### **Materials:**

- Worksheet: *Evaluation of the interview*

Students solve tasks in different ways and therefore will generate different types of products of varying quality. At first sight, this might seem a bad thing as it makes grading and evaluating more complex and a comparison of results more difficult. However, what students produce shows you where they are in terms of their life skills and competence levels. So, you should view these various products as a good thing and evaluate them using an individual or criteria-oriented benchmark.

[illegible]



## ***Evaluation of the interview:***

Your expectations before the interview:

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Your impressions after the interview:

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Main messages:

1)

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2)

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3)

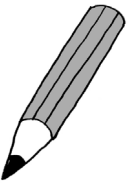
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Quotations (1-2 that sounded most suitable to you):

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Ideas for the title: several versions

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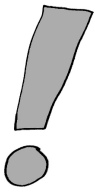
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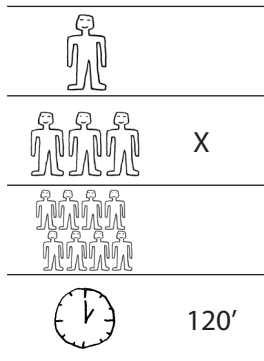
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Self-evaluation: What have we done well? What could we improve?

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## ***Booklet 1 – Topic 3 – Task 2:*** **My presentation poster**



### **The task:**

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

### **Classroom organisation:**

You will work in pairs.

### **Procedure:**

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

### **Materials:**

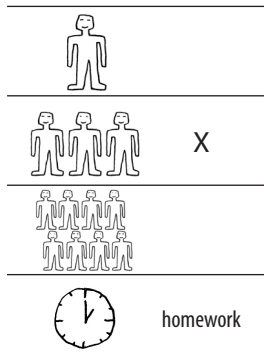
- Poster paper (Be inventive! You do not necessarily need to buy paper; you could use the back of an advertising poster, or you could put together several smaller sheets of paper etc.)
- Pens, pencils, scissors, glue (if necessary, bring it from home)
- Magazines to cut out illustrations
- Form *Evaluation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

Results of various research studies on the factors that influence students' achievement show that the most important factor is the personal and direct feedback given by the teacher. During the JOBS programme, make sure that you reserve enough time for giving feedback to your students – not only in written form but also orally during lessons.

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# Booklet 1 – Topic 3 – Homework Task: Finishing the poster



## The task:

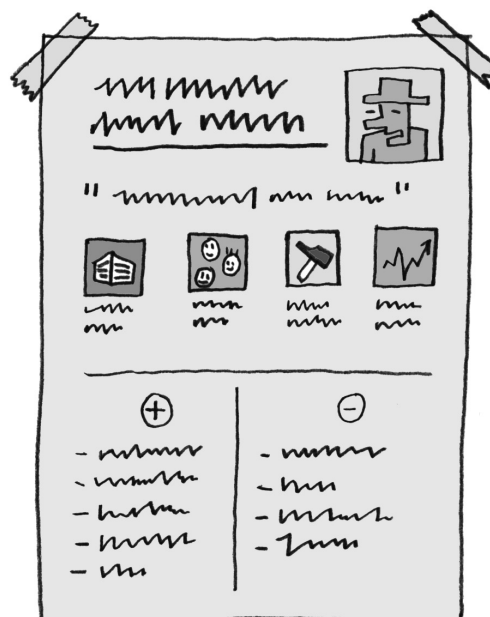
Finish your poster by the beginning of next week.

## Procedure:

- 1) If you have not been able to finish the poster at school, do so at home. Make sure you find the time and an appropriate place where you can work together in your pair group.
- 2) Keep in mind *Tool no. 9: Creating posters*. It will help you focus on the most important features of the task.
- 3) You can already think about the poster exhibition next week (see *Topic 4 – Task 2*).

## Materials:

- See *Topic 3 – Task 2*
- *Tool no. 9: Creating posters*



## Finding a place for the posters

This time, teachers have a special preparation task: to look for a suitable place in school where the posters of the students can be exhibited and where a guided tour (or several of them) for classes and their teachers can take place. This could be a corridor, the entry hall or a room especially reserved for this week, etc.

You will probably also have to inform the head of school and the school caretaker about the exhibition

## Mounting materials

Nails, adhesive tape i.e. anything you need to fix the posters to the walls or poster screens.  
Provide the material yourself, or delegate this task to some students!

## Duration

The posters will be exhibited for one week, starting from the next JOBS topic.  
For a guided tour, we propose 20-30 minutes.

## Thinking of possible visitors

Next week you will decide – together with your class – to whom you will give a guided tour of the poster presentation. In preparation for this, you will need to collect some ideas: Who could be invited? How big will the group be? When can the guided tour(s) take place? You might have to consult the timetables of your JOBS class as well as of other classes and teachers.

**Important:** Make some suggestions, but let the class make the final decision about who will be invited!

## Teacher's preparation notes

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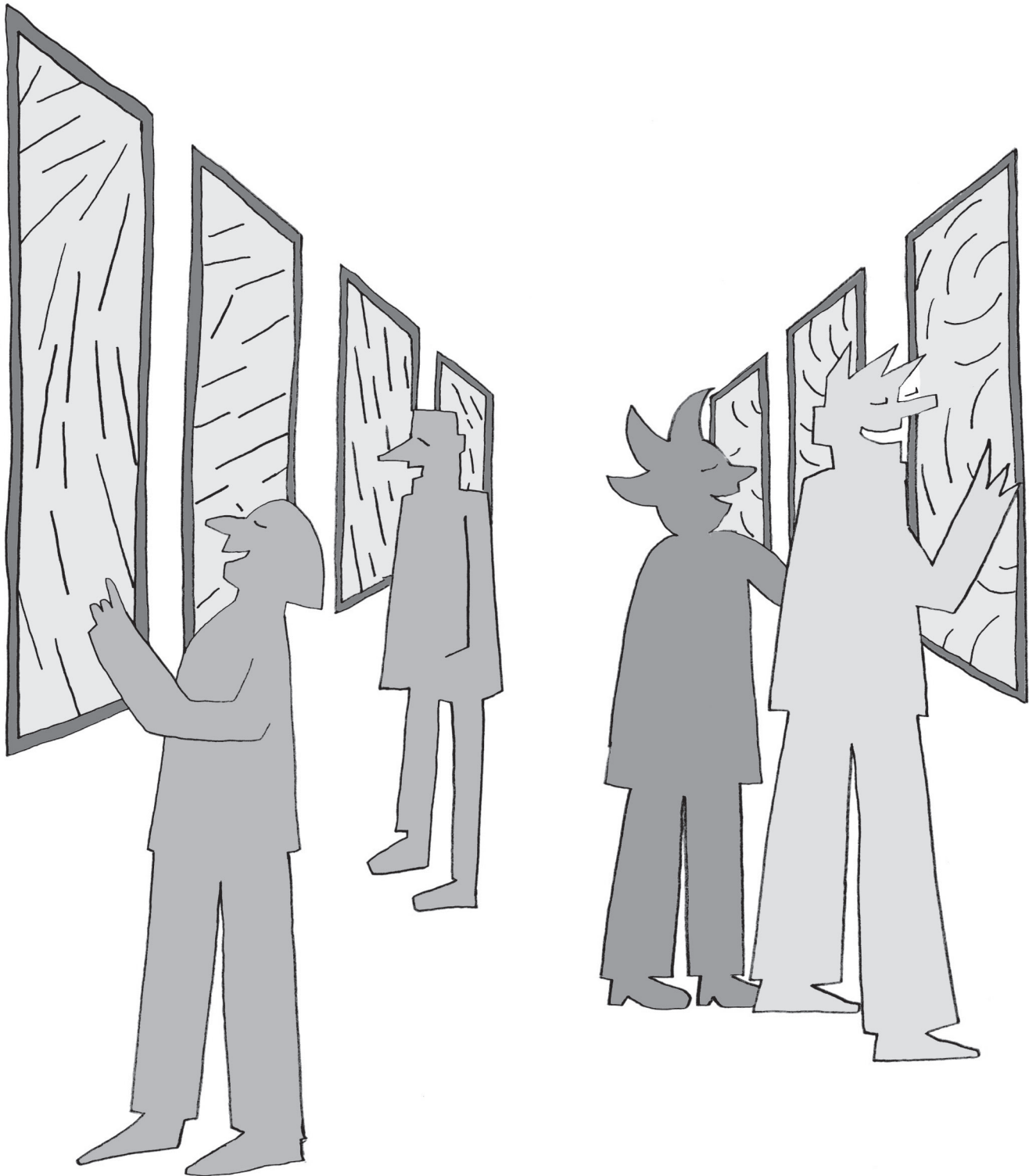
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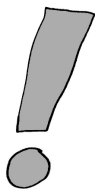


# ***Booklet 1 – Topic 4:***

## ***Poster exhibition***

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









# ***Booklet 1 – Topic 4 – Task 1:***

## ***Preparing the exhibition***

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	X
	X
	60'

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### **The task:**

Plan the presentation with the guided tour in class.

### **Classroom organisation:**

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

### **Procedure:**

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

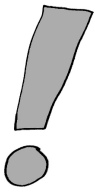
### **Materials:**

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

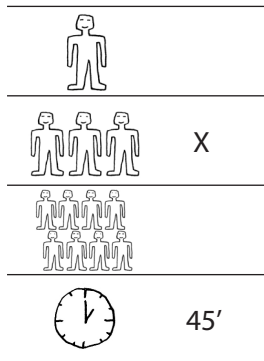


Various tasks in the JOBS programme are closely related to the students' personal selves. Exposing oneself can be a difficult thing to do. Make sure you do not force the students into any actions that you would not be comfortable with yourself. In order to reinforce an atmosphere of trust and equal treatment, JOBS suggests using yourself to model different tasks every now and again (e.g. creating a mind map, modelling an interview etc.). This way, you will create an atmosphere that makes communication possible. Most of the tasks involve working with other colleagues. Students will need an atmosphere characterised by trust and respect in order to speak openly and work on their personal issues. It is your task, as a teacher, to create and promote this atmosphere by avoiding competitive structures among the students and facilitating cooperative behaviours.

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## ***Booklet 1 – Topic 4 – Task 2:*** **Rehearsal: Presenting the poster**



### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

#### 1) Preparation (10')

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

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

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

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

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

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

### **Materials:**





- Posters
- Notepaper

Now it's time to invite the guests and fix the schedule, be it in the week to come or in the next JOBS halfday – but it should be before you start working with Booklet 2!

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## **Booklet 1 – Topic 4 – Task 3:** **Evaluation of Booklet 1**

	X
	
	X
	45'

### **The task:**

Reflect on what you have been working on for the past month.

### **Classroom organisation:**

Stay at your desks during the first phase.

Put your chairs in a circle during the second phase.

### **Procedure:**

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

### **Materials:**

- Posters
- *Booklet 1*
- Worksheet: *Questions for the evaluation* (on the next page)

## Why talk about it in class?

Each student has written a response, and you as the teacher will read everything and give some short feedback – so why talk about it? First of all, the students benefit from this: in class, they hear how others reacted and how others learnt. It's interesting to see and hear if everybody had the same reaction or if there is a wide spectrum of learning and opinions.

A second reason is the advantages of oral expression: in a class discussion, you or the students can ask how something was meant, ask for the reason why something was chosen, prepared and presented, explain, give examples, clarify, contradict, etc.

## Chairing a discussion

It's obvious that you can't go through the questionnaire and let everybody read aloud one after the other. Chairing a discussion means selecting a single question to start with and letting several students answer before you speak again. Take care to show an interest in what the students think and how they learn. Only when the answers and discussion seem finished for the class as well as for you, start with the next question.

## The "usual suspects"

Task for teachers: Think carefully about what you can do so that, instead of having the same two or three students always answering questions, i.e. the "usual suspects", you can get more students – and quieter students – to join the conversation.

## Writing feedback

This task is not as difficult as it seems! You don't have to write each student a full page of feedback, but just react to some points you are interested in. Write a few sentences about what the student did well, or where she/he surprised you, or what their main point was. You might want to add a question regarding a subject you would like to hear more about, or one concrete tip on how the student could act differently next time

## Teacher's preparation notes

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

**Content: "The world of work"**

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**JOBS**