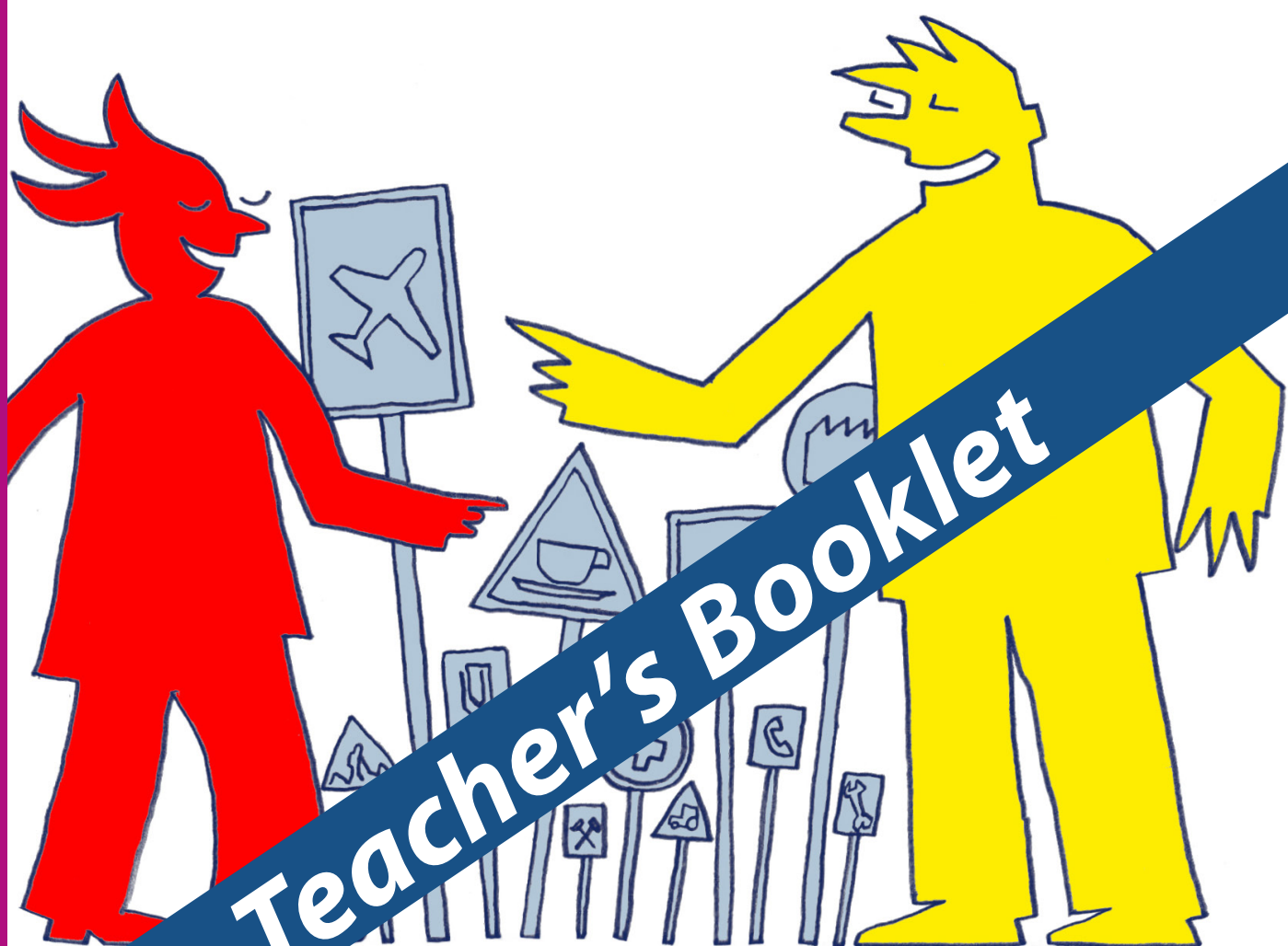


# *The world of jobs*

*Exploring a box full of surprises*



**JOBS**

**JOBS Booklet No.**

**3**



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

Authors: Wiltrud Weidinger, Martin Keller, Rolf Gollob

Editorial Consultants: Matthias Borer, Hannes Schaad

Editorial review: Camelia Cojocaru, Ana Maria Grigore, Elena Ionică, Markus John, Sabrina Marruncheddu, Corinna Borer-Mauth, Tania Mihiu, Cosmina Mironov, Anca Popovici, Mihaela Ștefănescu, Zoica Vlăduț

Translation and proofreading: Irma Ferencz and Andreea Ihos (Hungarian),  
Tania Mihiu (Romanian), Nadya Dalla Valle (German), Alexandra Smith (English)

Illustration: Peti Wiskemann

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PH Zürich

# The world of JOBS

## Exploring a box full of surprises

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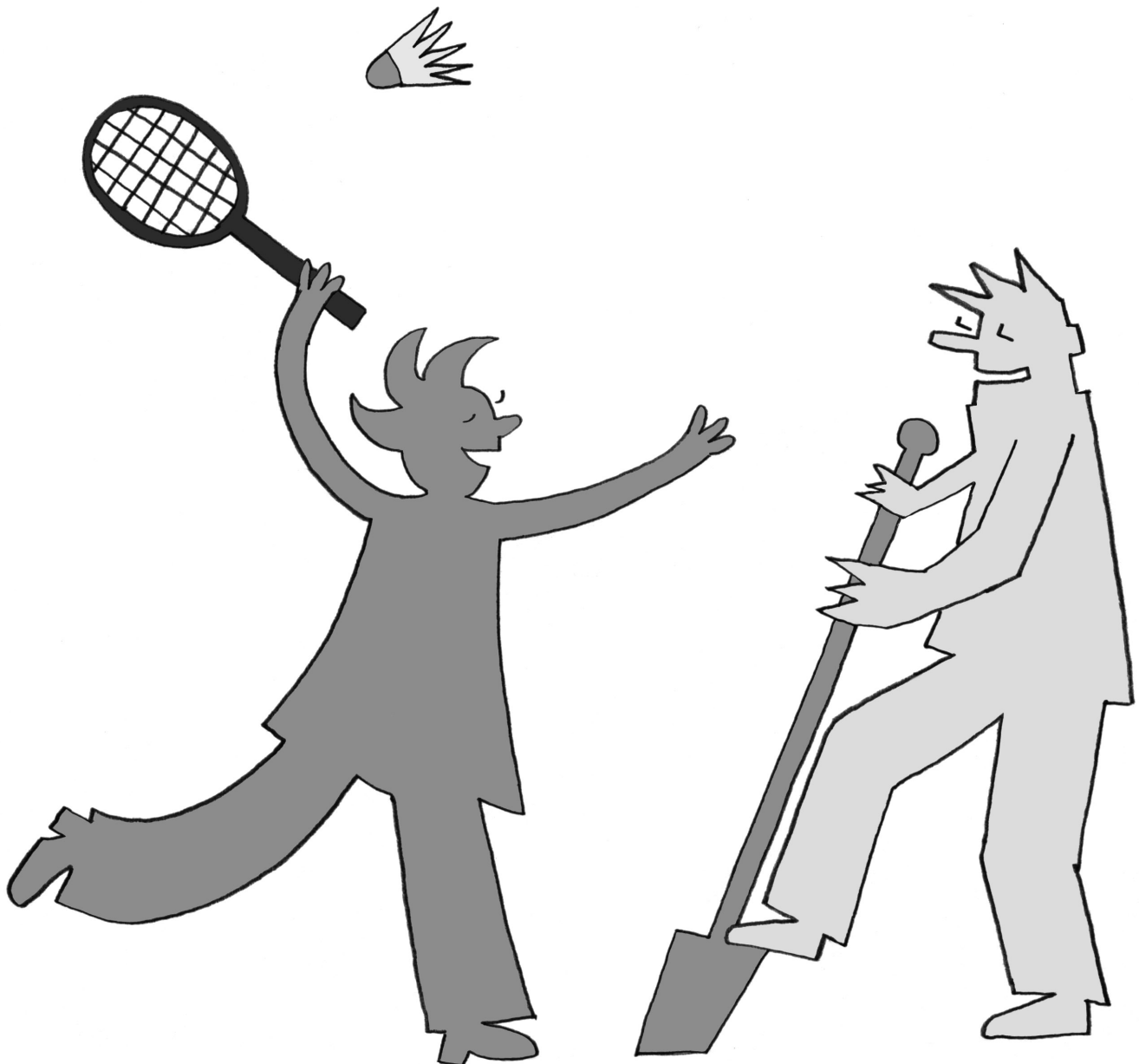


# ***Booklet 3 – Topic 1:*** ***What is work?***

## ***Analysing and reflecting on what “work” means***

### **Free time / leisure / spare time**


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






# **Booklet 3 – Topic 1 – Task 1:** **Thinking about work and what it means to you**


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	X
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	X
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	25'
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## **The task:**

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

## **Classroom organisation:**

Individual work and pair work.

## **Procedure:**

- 1) Read the *Introduction* on page 8.
- 2) Look at the photos and fill in the list:
  - a. Give each picture an interesting title
  - b. Decide for YOURSELF and rate on a scale of 1-10: is the activity in the picture free/spare time or work?
  - c. Find nouns, verbs, adjectives that describe the activity.  
Also, think of elements that are related to the picture, even though they aren't visible.
  - d. Give your own comment (experience, opinion, threats, opportunities, possibilities, etc.).
  - e. Show your results to the colleague next to you. Find differences and similarities and find out why it is so.

## **Materials:**

- Worksheet: *Work or spare time?*

## Using pictures as a didactic element

The suggested task uses pictures/photos as a medium of instruction. Different students learn in different ways. For the more visual learners in your classroom, the use of pictures to illustrate important concepts and lessons can be beneficial. Pictures can be more efficient than words, especially if you need to show how different concepts are related to one another.

Apart from the suggested method, there are several other ways that pictures can be used from a didactical point of view (for how to use pictures in the classroom, see [www.ehow.com](http://www.ehow.com)):

- Place pictures in a sequential order, so that they tell a story. This can be done with pictures hung on the wall or revealed as the lesson progresses. You can also line up pictures on a chalk tray to temporarily display several at once.
- Project pictures using an overhead projector. This makes their presentation more dramatic and is likely to add momentum to classroom discussion.
- Ask students to compile and present their own pictures or drawings that visually communicate a lesson. Allow them to provide verbal commentary and answer questions from classmates regarding each picture.
- Ask students to draw rough representations of each picture as it is presented. These drawings are not meant to showcase artistic skill, but to demonstrate how each student perceived the picture. Observe what students choose to include in their drawings and what they choose to leave out.
- Display a picture of people engaged in some sort of activity, or a photo of animals. Challenge students to imagine what happened immediately before the picture and right after the picture.
- Ask students to draw pictures outlining important concepts. Reproducing key concepts in picture form helps students to remember those concepts.

## Teacher's preparation notes

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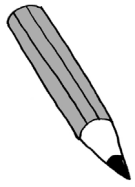
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# ***Introduction***

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

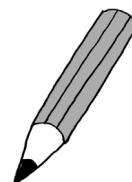
Maybe you also know family as a part of work if your family runs a business or has got a farm. In your spare time, you might have also experienced what it is like to work (helping out, babysitting, farm working etc.).

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

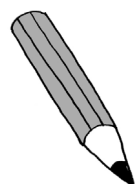
Spare time

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

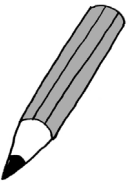
Nouns

Verbs

Adjectives

My comment:

# Work or spare time?

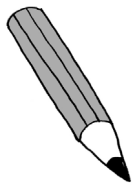


**Picture 3**

**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

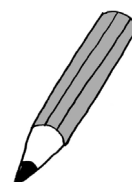
Nouns

Verbs

Adjectives

My comment:

# Work or spare time?



Picture 5

My title:

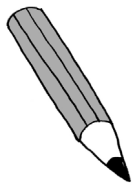
Work	1	2	3	4	5	6	7	8	9	10	Spare time
------	---	---	---	---	---	---	---	---	---	----	------------

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



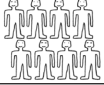

Adjectives

My comment:





## **Booklet 3 – Topic 1 – Task 2:** **Different definitions of ‘work’**

	X
	X
	
	25'

### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

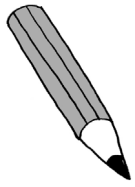
- 1) Try to find a good definition of work on your own (5 min.).
- 2) Get together with 3 other classmates. Read your definitions aloud to each other and find a common definition by using the best parts from each one.
- 3) Present your group definition to the class.

### **Materials:**

- *Booklet 2* and *Booklet 3*
- *Worksheet: My definition of work*







## ***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:





## **Booklet 3 – Topic 1 – Task 3:** **What I know about professions**

	
	X
	X
	40'

### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

- 1) In *Booklet 2*, you already worked on the subject of interests. On the following page you can see the fields of interests again. Take out *Booklet 2* again (*Topic 1 – Homework Task*) and read carefully what you wrote down as your specific interests. Leave the open booklet next to you.
- 2) What small jobs would you like to do? Fill in the worksheet on the next page.
- 3) What does your classmate like to do? Does it match your interests?
- 4) Draw small pictures describing jobs that suit you and your classmate.
- 5) Prepare to mime (use gestures) 2 activities to show to your colleagues. They have to guess the activities.

### **Materials:**

- *Booklet 2*
- Worksheet: *Fields of interest* (repetition of *Booklet 2 – Topic 1 – Homework Task*)
- Worksheet: *My favourite 3 activities*

## Practical hints:

Teacher's  
page

### Using games as a didactic element

The given task includes a game at the end (miming game). Playing games in class does not only fulfil the function of having fun together, but also represents a teaching concept.

Games are usually a part of students' life, no matter what their grade level is. Students play games throughout the day on their computers, the Internet and their mobile phones. One of the few places they don't regularly play games is in the classroom. Although some teachers use games as a part of their instructional repertoire, most teachers do not and those who include them may not be using them to their full potential.

Games can contribute to the improvement of academic achievement in certain areas when applied in a wise way. Studies show that – on average – using academic games connected to the content of the lesson can raise the students' achievement up to 20 % in a subject.

For JOBS, lesson games can help reinforce the content and the goals that the lessons want to fulfil. The miming game suggested in this task reinforces the interests of the individual student as well as the ability to switch perspectives when presenting the interest of his/her colleague through miming.

Make sure that you allow enough time at the end of the lesson for playing the miming game. Games can often be skipped or cut down because of insufficient time. This need not and should not happen.

### Teacher's preparation notes

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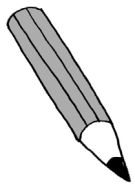
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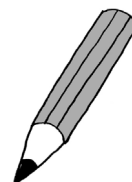


## ***Fields of interests (repetition of booklet 2)***

**Nine fields of interests** (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 favourite activities***



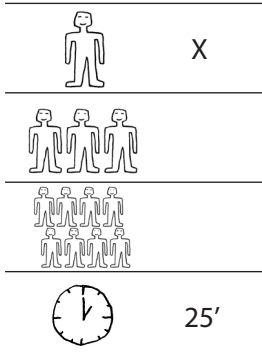
Find at least 3 activities for yourself and make small sketches of them. Fill in this table.

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

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



## ***Booklet 3 – Topic 1 – Task 4:*** **What I am told to do, what I like to do**



### **The task:**

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

### **Classroom organisation:**

Work individually.

### **Procedure:**

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

### **Materials:**

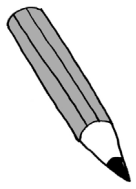
- Your notes
- A photo of you, if possible
- Coloured pencils
- *Tool no. 8: Creating mind maps*
- Worksheet: *What family members, teachers etc. ask me to do / What I do without being told*



**Teacher's  
page**

The activity described in the task suggests creating a mind map by following the rules in the *Toolbox*. After having already worked with *Tool no. 8: Creating mind maps*, the students should be capable of doing this independently. However, depending on the achievement level of the class, it might be helpful to give some kind of hint. For instance, you could make a rough drawing on the board in order to illustrate what the mind map could look like. As a teacher, it is your task to decide whether this is necessary for your students or not.

## 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, text, or other markings on the paper.



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

Three empty speech bubble outlines of varying sizes, arranged vertically on the left side of the page. Each bubble has a small tail pointing downwards and to the right.

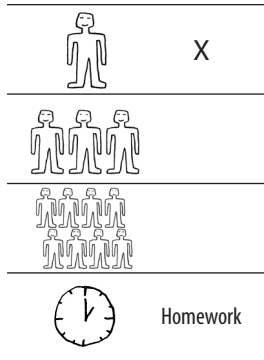
***What I do without  
being told:***

Three empty thought bubble outlines of varying sizes, arranged vertically on the right side of the page. Each bubble has a cloud-like shape with a series of small circles leading to it from below.





## **Booklet 3 – Topic 1 – Homework Task: What I do during a day in my week**



### **The task:**

Write a protocol of one working day in your week.

### **Classroom organisation:**

Individual work

### **Procedure:**

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

### **Materials:**

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

**Teacher's  
page**

Depending on the region, town or area your school is located in, the students might be very heterogeneous. When tackling the different topics of JOBS and when talking about the 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 depending on the class. Pay attention to whether students come from different socio-economic backgrounds or ethnic minorities.

## Teacher's preparation notes

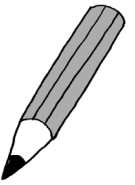
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Weekday and Date:		Liked very much	Did not like	Did it voluntarily	Viewed as "work"	Viewed as "spare time"
Time: from when till when?	Activity: What did I do?					
Total hours:						

(I am surprised by the fact that..., I have learned about myself that..., etc.)

## ***Individual notes:***



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

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2) What do you do during this free time?

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

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





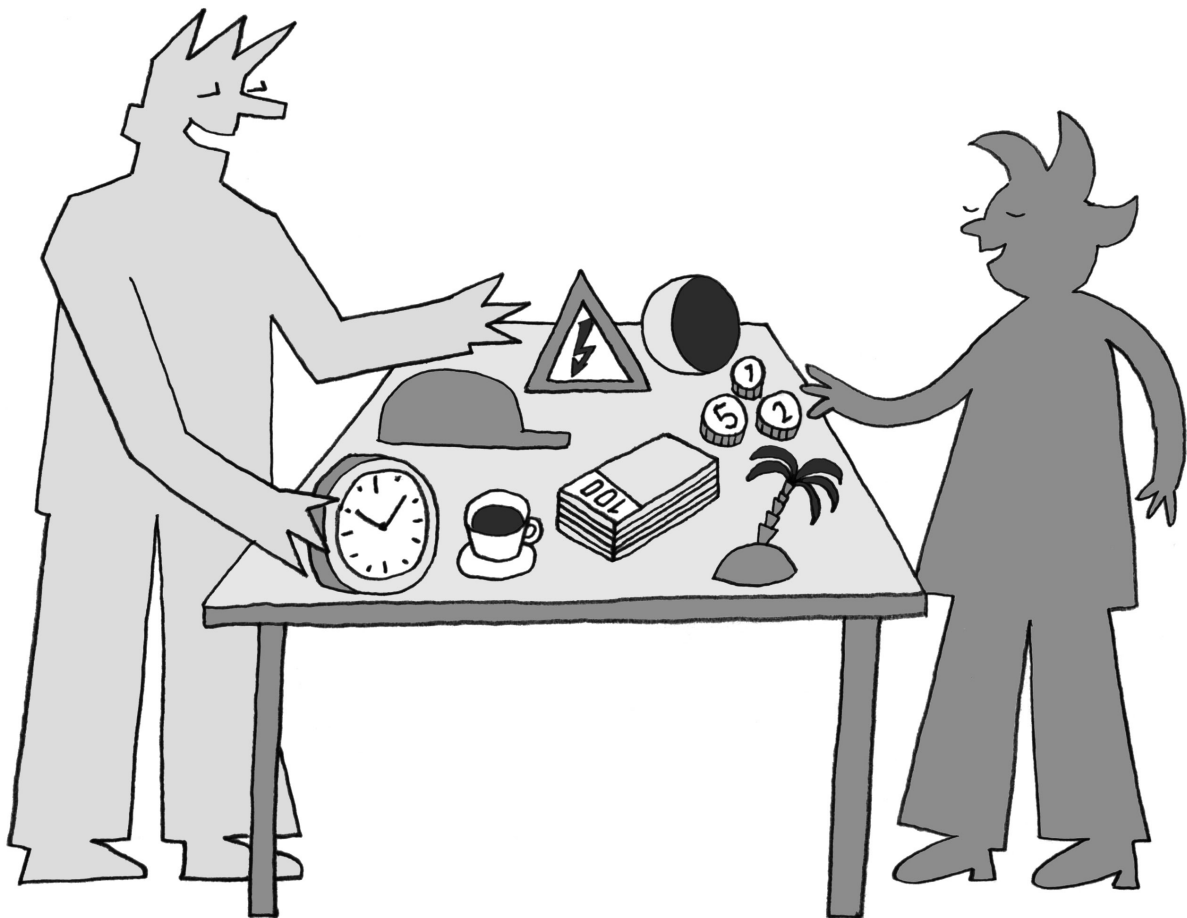
# ***Booklet 3 – Topic 2:***

## ***What is work like?***

### ***Analysing and discussing different working conditions***





#### **Working conditions**

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





## ***Booklet 3 – Topic 2 – Task 1:*** **Comparing the different definitions of work**

	
	X
	X
	15'

### **The task:**

Compare the different definitions of work.

### **Classroom organisation:**

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

### **Procedure:**

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

### **Materials:**

- Slips of paper
- Adhesive tape for the blackboard
- *Booklet 3: Topic 1 – Task 2*
- Dictionary

# Practical hints:

Teacher's  
page

## Plenary discussions

There are different ways of leading a plenary discussion in front of the board or in a circle of students, but also different risks or things that could go wrong.

### Possibilities:

- The teacher leads the entire discussion, calls students, collects answers and compares results, groups' word cards, etc.
- The teacher delegates a part of the discussion/moderation to students, who take over a leading role for certain aspects. In the suggested task this could be: finding joint elements in all definitions, isolated elements only in a few definitions, special definitions.
- The teacher fully delegates the moderation to a student who acts as a teacher. This is recommended when the class has practised this kind of thing already and when the student is secure enough to take the lead like this.

### Risks:

- When the teacher leads, he/she talks too much and there is no discussion, the students have no room for their impressions and thoughts.
- The teacher leads the students into a direction they cannot follow anymore. The students get lost along the way. The class gets quieter and quieter because they have stopped understanding the teacher's train of thought.
- When the role is given to certain students, the others stop taking the discussion seriously. Chaos prevails. It should be the teacher who reminds everybody of the role assigned to the student.

## Teacher's preparation notes

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## **Booklet 3 – Topic 2 – Task 2:** **Share your homework**

	
	X
	X
	30'

### **The task:**

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

### **Classroom organisation:**

Work in the last weeks' groups.

### **Procedure:**

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

### **Materials:**

- Last week's homework: *A working day in my week*
- Tool no. 11: *Planning and giving presentations*

# Practical hints:

Teacher's  
page

## Presentations in class

Presentations in class can function perfectly but can also be very challenging for both the class and the teacher. The criteria presented here can help you make presentations more effective:

- When a group presents, every member should have an active role in preparing/delivering the preparation.
- Visual aids should be used
- After each presentation, the teacher should give some comment, be it feedback or a content-related comment.
- Allow time for the other students to ask questions.
- It is sometimes helpful if the other students are given a task while listening to the presentation (e.g. taking notes, summarising, writing down keywords, finding questions, etc.) so they have to pay attention.
- The teacher should remain in the room and actively listen to the presentation. Having the students present should not be used as time for the teacher to correct some work, or do some more planning etc.!
- Personal feedback should be given in a very careful way. When giving feedback after a presentation in front of the whole class, it is important to point out a few very specific things. For example, what was good about the presentation, or some very concrete points that were missing, etc.
- The optimal way of using presentations in class would be to allow other students to also give feedback to their colleagues after each presentation, following clearly defined criteria. This way the attention span will be prolonged.

## Teacher's preparation notes

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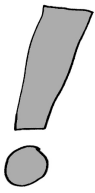
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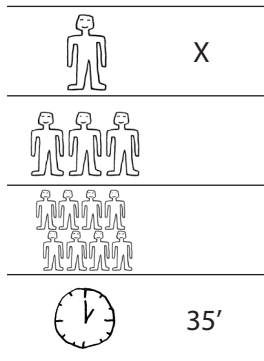
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## ***Booklet 3 – Topic 2 – Task 3:*** **Each job has its own character! Part I**



### **The task:**

Think about aspects that make different professions comparable.

### **Classroom organisation:**

Individual work and group work

### **Procedure:**

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

### **Materials:**

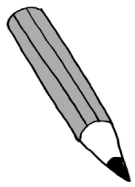
- Worksheet: *Aspects of jobs*

**Teacher's  
page**

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 a teacher will be to provide individual support to those who need it. In the course of the JOBS school year, your role will develop more and more into that of a coach and you will spend less time as a lecturer.

You can either put yourself into the role of the coach walking around and answering individual questions, or you can assign this role to a student who has already completed the task. Make sure to not always choose the same students as role models. They will become stigmatised and less popular among the others when always being in that role, or they might create a feeling of inferiority to the others.

[illegible]



## ***Aspects of jobs***

Do you know these terms?

Employment:

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Self-employment:

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Job position:

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Full-time work:

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Part-time work:

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Reputation:

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Status:

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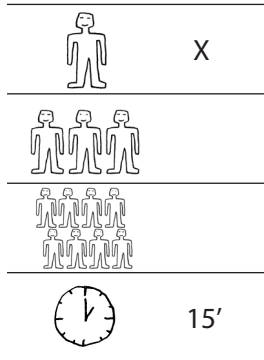
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## ***Booklet 3 – Topic 2 – Task 4:*** **Each job has its own character! Part II**



### **The task:**

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

### **Classroom organisation:**

Individual work.

### **Procedure:**

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

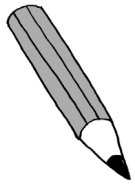
### **Materials:**

- Worksheet: *Aspects of jobs*

**Teacher's  
page**

It is part of this exercise to also use additional material and to value what they have produced prior to this exercise. Thus, the JOBS booklets will also get an added value for the students. They should not throw them away once they have finished one booklet. Remind them that, in the course of the whole JOBS programme, they will once in a while have to take out a past booklet or a piece of their work again.

## 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, text, or other markings on the paper.



## 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

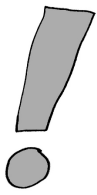
**d) Salary:** How are you paid for your work? Is it a "good" salary? Do you think that people in this job should earn more? Can a person live on this money?

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





## **Booklet 3 – Topic 2 – Task 5:** **Professional fields**

	
	X
	X
	45'

### **The task:**

Explain professional fields and assign jobs to these fields

### **Classroom organisation:**

Work in pairs and in the class plenary

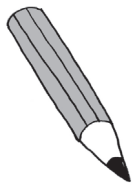
### **Procedure:**

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

### **Materials:**

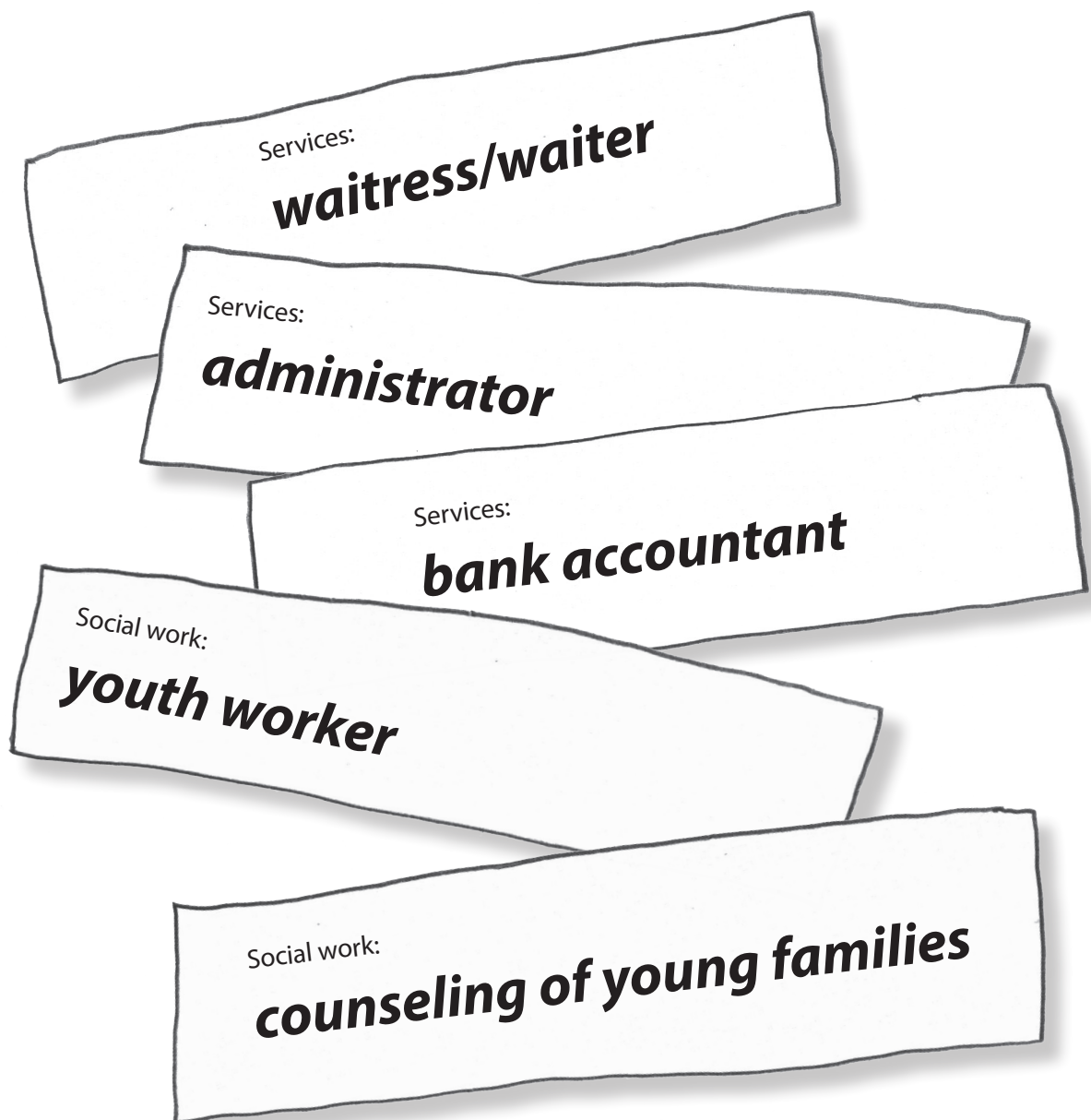
- Slips of paper
- Worksheets: *Different jobs*, *Professional fields*





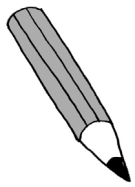
## ***Different jobs***

Example:









## Professional fields

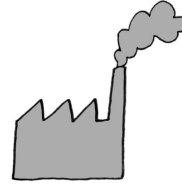
Often, a job is described by looking at the work itself.

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):



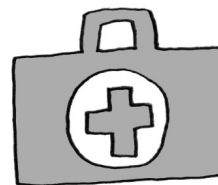
### Industry

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



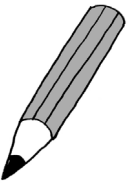
### Education

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):

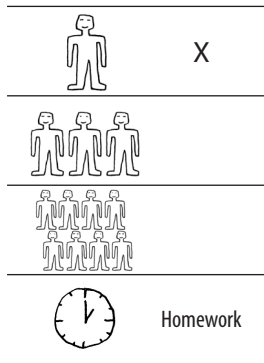


### **Social work**

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



## **Booklet 3 – Topic 2 – Homework task:** **Why do young people want to earn money?**



### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

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

### **Materials:**

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

**Teacher's  
page**

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 or company. As part of the JOBS booklet work, students are asked about 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 the 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.

## Teacher's preparation notes

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.



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.

[illegible]

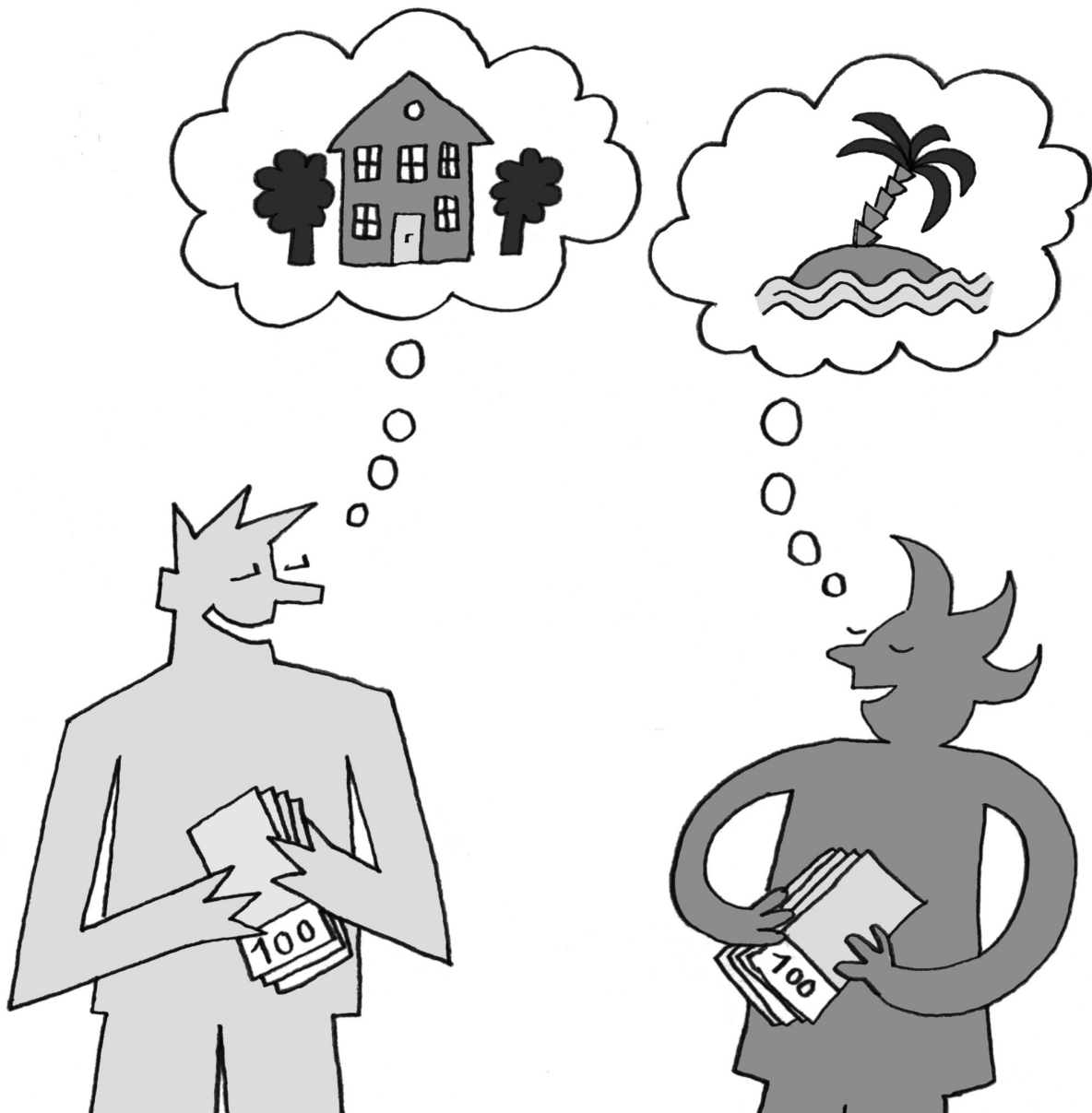
# ***Booklet 3 – Topic 3:***

## ***Earning money for our future***

### ***Discussing the term salary***

What is a salary?

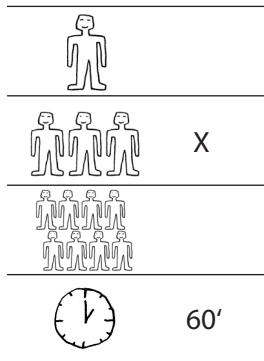
A salary is a form of periodic payment from an employer to an employee. A salary may be specified in an employment contract. A salary is different from other payment forms, such as piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis.





## **Booklet 3 – Topic 3 – Task 1:**

### **The survey**



#### **The task:**

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

#### **Classroom organisation:**

Work in small groups of three, maximum four.

#### **Procedure:**

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

#### **Materials:**

- *Tool no. 6B: Caring out surveys*
- A digital camera if needed or possible
- *Worksheet: Description of a survey*



## Practical hints:

Teacher's  
page

### Using collected data and writing reports

In most cases, it is rather easy to get students to collect data through quantitative or qualitative surveys. Students also enjoy this way of collecting information as a change to work with written material.

The bigger challenge is to get the students to use the data in a meaningful way and to produce some kind of presentation, report or evaluation.

It might be necessary to give some hints to students who are not used to this kind of work. Using the *Toolbox* is one way of doing it. As a teacher, you can read *Tool no. 6B: Carrying out interviews and surveys* together with your students and explain step by step what the instructions mean.

For writing a report or making a presentation, there are also other ways to instruct the students:

- Illustrating the given answers with drawings on a poster
- Illustrating the given answers with photos on a poster
- Adding quantitative elements to the qualitative survey, e.g. counting how many of their colleagues gave which statements (if there were many recurring ones).
- Recording a short radio or TV input (with their mobile phones or with a camera if available)
- Writing a blog about the survey
- Writing a short article for a newspaper
- Writing a letter to the head teacher informing about students' opinions, attitudes, etc.

### Teacher's preparation notes

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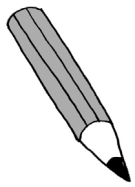
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## ***Description of a survey***

Make a small qualitative survey in your school. Take notes (you can add them to the folder afterwards).

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?

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

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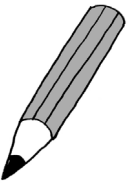
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Overview of all different answers to the third question: When did you start doing it? Who helped you to find the job?

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

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Overview of all different answers to additional questions:

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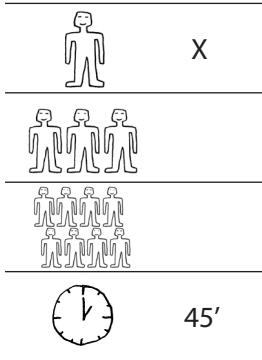
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## **Booklet 3 – Topic 3 – Task 2:** **What would I use money for?**



### **The task:**

Think about your own way of spending money.

### **Classroom organisation:**

Work on your own.

### **Procedure:**

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

### **Materials:**

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

# Practical hints:

Teacher's  
page

## Assessing students' achievement

A lot of material produced by the students on the JOBS programme is focused on language and language skills. This especially accounts for free writing products such as essays, articles and reports. It is the goal of the JOBS programme to examine the content as a first focus for assessment. However, in a written product, language and expression skills are reflected and influence the quality of the product.

For assessment of these kinds of student products, we recommend looking at the results from two different points of view:

- Individual norm
- Criterial norm

When a teacher grades or assesses a student's achievement from the individual point of view, he/she takes into account the student's performance and achievement in a longitudinal perspective. This means that the teacher compares the products and results that the student has shown in the past, in the course of this year, this semester, this month, etc. to the result presented now. The progress made will strongly influence the grade. No comparison to other students' achievements is made.

When a teacher grades or assesses a student's performance from the criterial point of view, he/she takes into account the student's performance and achievement in comparison to the given goal of the lesson, the sequence, the topic, etc. This means that the teacher compares the products and results that the student has shown to the given goal and the extent to which this has been reached. No comparison to other students' achievements is made.

## Teacher's preparation notes

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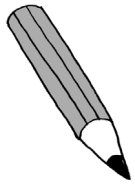
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## ***My description of why I want to earn money***

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:

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



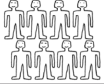

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Don't try to please anybody with your ideas. Try to be honest with yourself, but also start thinking about your plans, ideas and about your future.



# Booklet 3 – Topic 3 – Task 3:

## What is a salary made of?

	X
	X
	X
	60'

### The task:

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

### Classroom organisation:

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

### Procedure:

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

### Materials:

- Tool no. 4: Researching in libraries
- Tool no. 5: Researching on the Internet
- Information page: *What a salary contains*
- Worksheet: *Basic elements of a payslip*
- Worksheet: *Why taxes?*
- Maybe Internet
- Maybe books
- Maybe newspapers



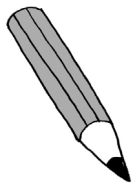
**Teacher's  
page**

For topics that deal with a lot of complex information that the students have to acquire, it is especially important that the teacher has a lot of knowledge about the topic himself/herself.

This does not mean that a teacher has to read thousands of books about economy or other related sciences. Relevant information about the topic presented can also be gathered on the Internet.

### Teacher's preparation notes

[illegible]



## **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)

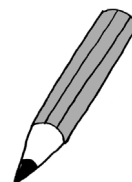
The amount that a person earns at the end of the month is written in a contract. This contract is signed by both the employer and the employee.

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
<b>Basic salary</b>	23 days (184 hours)	<b>995</b>	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%
<b>Gross salary</b>		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%
<b>Unemployment insurance</b>	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
<b>Taxes</b>	16%	- 116	= (Gross salary – Health insurance – Social insurance – Unemployment insurance – Personal deduction) * 16%
<b>Net salary</b>		<b>990</b>	= 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?

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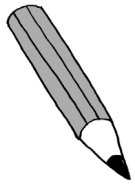
Why is there a social (retirement pension) insurance?

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Why is there health insurance?

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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.

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

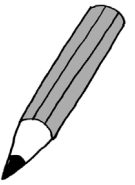
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Can you explain the differences between taxes and the above-mentioned deductions?

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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.

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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.

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



# ***Booklet 3 – Topic 4:***

## ***How expensive is life?***

### ***Understanding and discussing standards of living***

#### **What is the standard of living?**

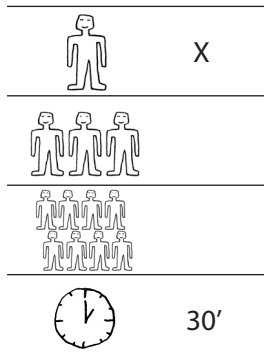
The standard of living is generally measured by standards such as real income (i.e. inflation adjusted) per person and poverty rate. Other measures, such as access to and quality of health care, income growth, inequality, educational standards, access to certain goods (i.e. number of refrigerators per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

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





## **Booklet 3 – Topic 4 – Task 1:** **My bulletin board!**



### **The task:**

Clarify what you think about the topic of money.

### **Classroom organisation:**

Individual work

### **Procedure:**

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

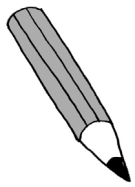
### **Materials:**

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



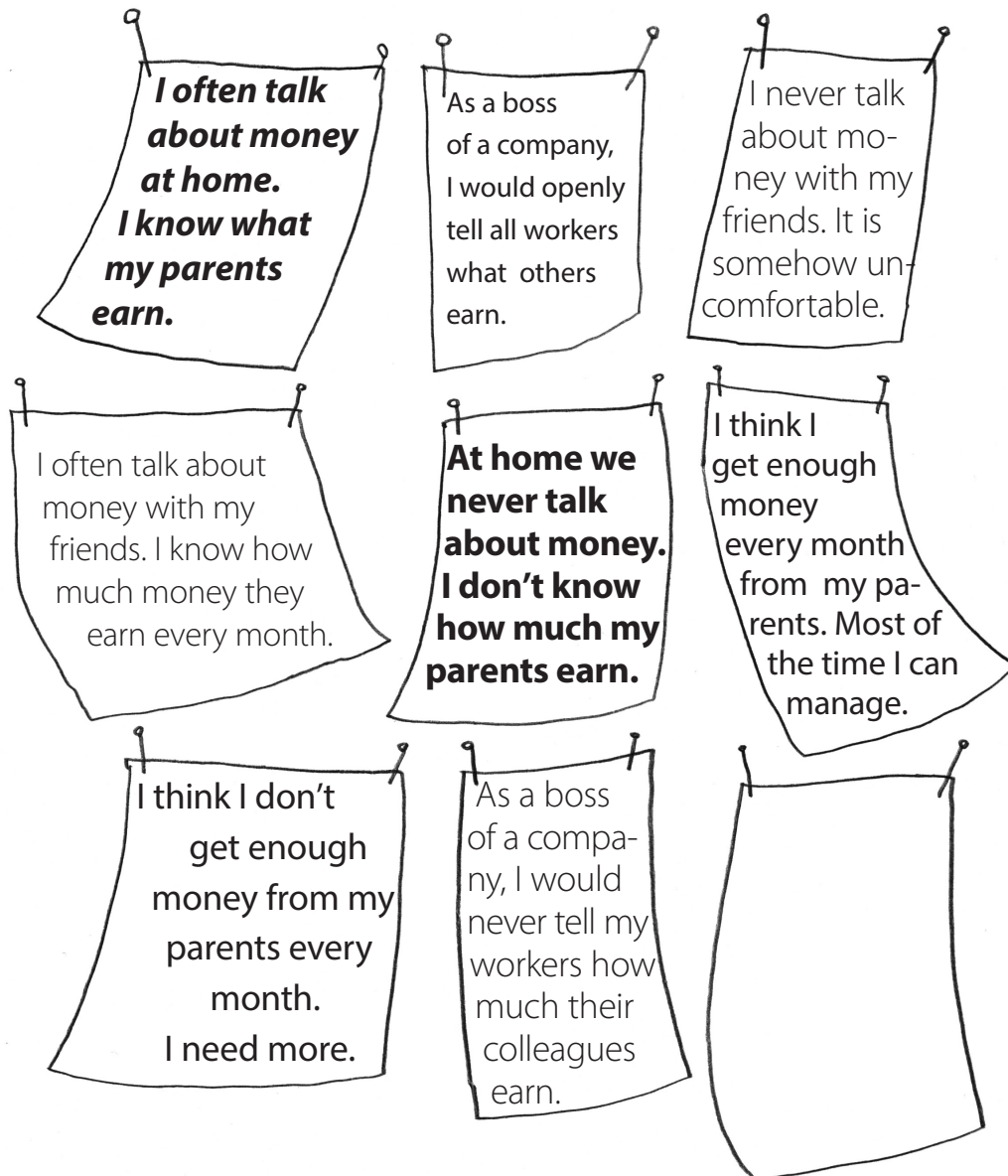
**Teacher's  
page**

### Teacher's preparation notes

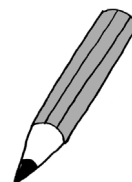


## Bulletin board on opinions about money

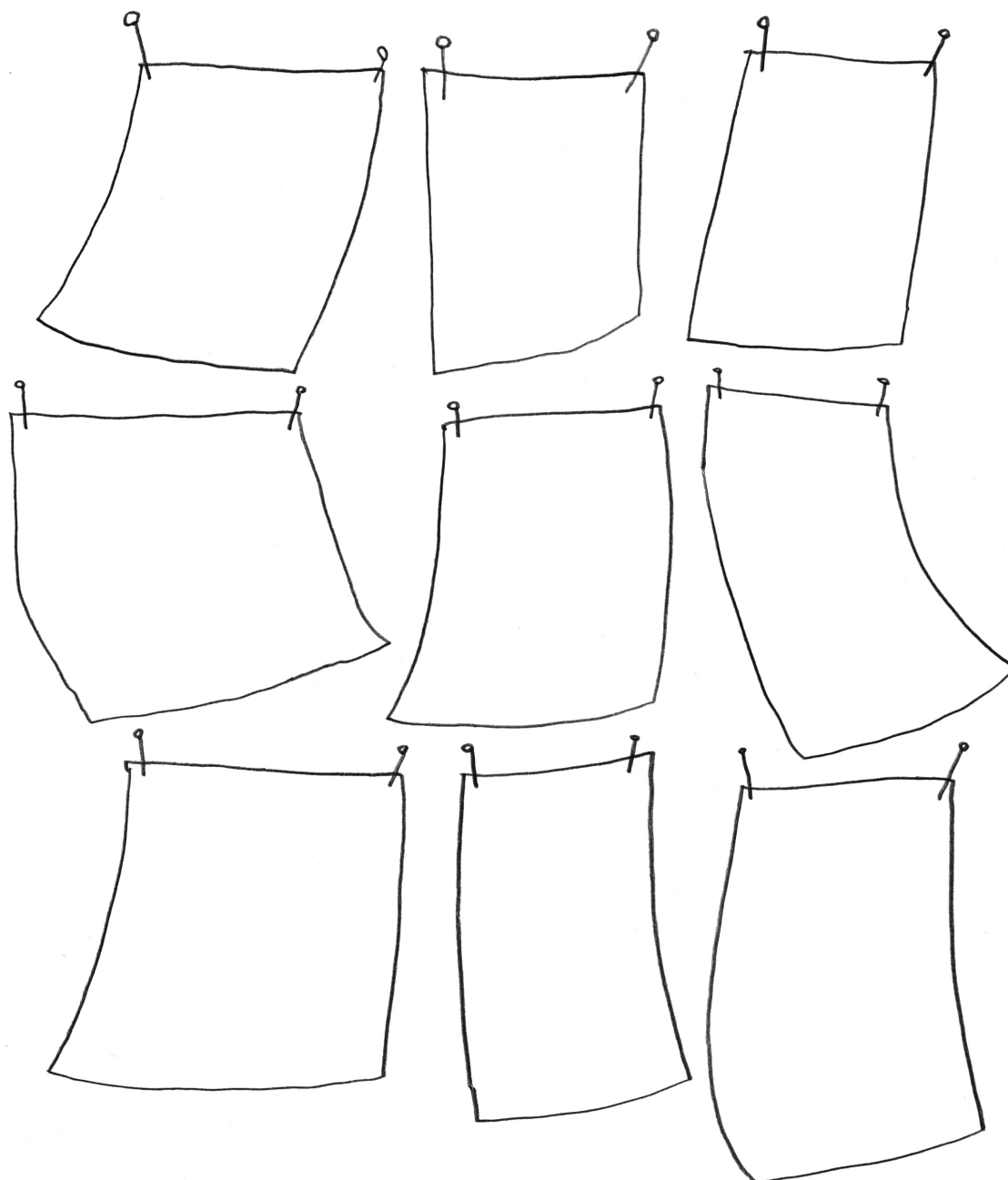
Look at the following bulletin board. You can see a lot of different slips representing different opinions about money. Which ones would you pick and stick on your own bulletin board? Copy them and write them on the empty clipboard on the next page.



## ***My own Bulletin board***

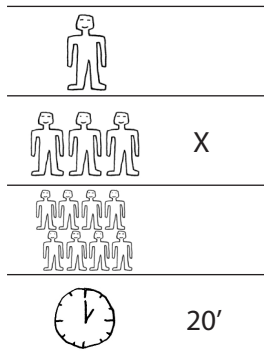


Create your own bulletin board and also indicate why you chose the different post-it notes. You also have space to choose your own statement to write on a post-it note. If you have real post-it notes, use those. If you don't, please use this template:





## ***Booklet 3 – Topic 4 – Task 2:*** **Income can differ highly!**



### **The task:**

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

### **Classroom organisation:**

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

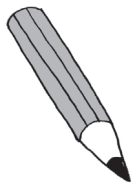
### **Procedure:**

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

### **Materials:**

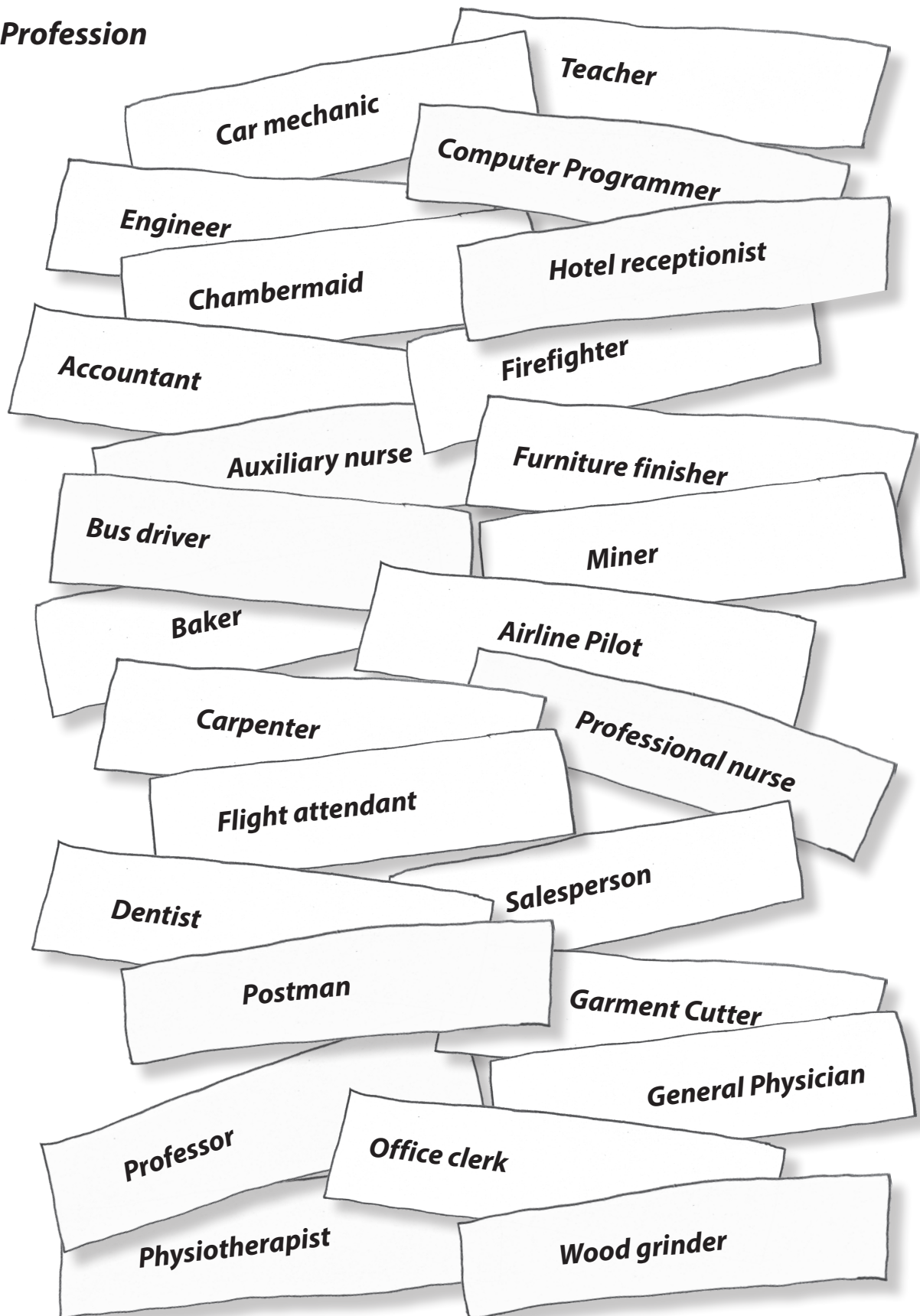
- Worksheet: *Who earns most, who earns least?*
- (one-sided used) sheets of paper
- Scissors if possible



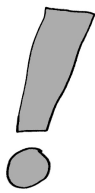


## Who earns most, who earns least?

### Profession

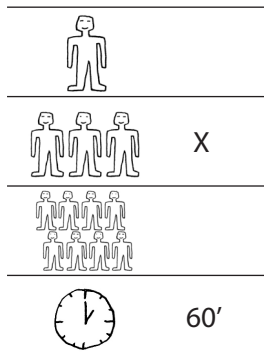






## **Booklet 3 – Topic 4 – Task 3:**

### **Differences in income: how just are they?**



#### **The task:**

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

#### **Classroom organisation:**

Keep working in groups.

#### **Procedure:**

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

#### **Materials:**

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

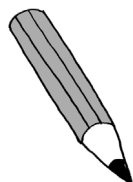


**Teacher's  
page**

The numbers presented in this task have been taken from an Internet resource that covers world salaries. However, data from the Internet quickly becomes out-of-date. Therefore, whenever dealing with numbers or data taken from online resources, we recommend running a quick check to see whether the numbers or the data in general are still valid. Income, salaries or percentages will change in the course of the economic growth of a country.

### Teacher's preparation notes

[illegible]



## 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.

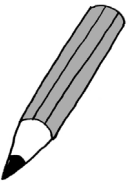
Here you can find the average salaries of people in different jobs in Romania. How does it match your own guesses? What surprises you? From your point of view, what makes the differences so large? Choose two examples, one from the top part of the list, one from the lower part. What makes the differences 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, "Repertoriul salariaților pe grupe de salarii realizate în luna octombrie 2012" (issued in May 2013) – selection from table 10, p.140-202.

## ***Romanian salaries in comparison***



<b>Key questions</b>	<b>Job 1</b>	<b>Job 2</b>
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:**

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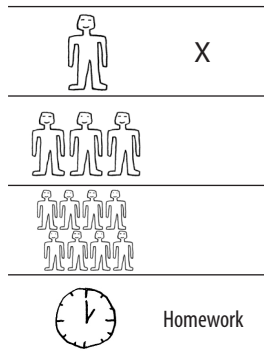
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## **Booklet 3 – Topic 4 – Homework: How expensive is life?**



### **The task:**

Estimate and research what the basic costs of living are.

### **Classroom organisation:**

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

### **Procedure:**

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

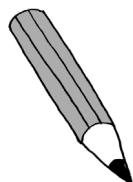
### **Materials:**

- Tool no. 4: Researching in libraries
- Tool no. 5: Researching on the Internet
- Worksheet: *Matrix A – Estimate*
- Worksheet: *Matrix B – Real costs*
- Internet
- Newspapers

**Teacher's  
page**

The given task takes this into account. First, it aims to get an estimation from the students, in order for them to voice individual ideas and visions. However, it also takes into account real life situations and circumstances of living. It is important that the students really try to get information from outside their home, be it in shops, information offices, Internet resources, etc. It is important that they go through this learning process themselves and that the answers aren't presented to them by their parents, relatives or their teachers. They have to find out themselves how much life costs. Only by taking these steps they can go through the necessary process of task-based learning.

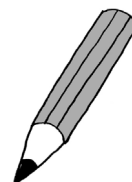
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## Matrix A: Estimate

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





## Matrix B: Real costs



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



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

	X
	
	X
	30'

### **The task:**

Reflect on your work from the past month.

### **Classroom organisation:**

During the first phase, sit at your desk.

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

### **Procedure:**

- 1) You are at the end of *Booklet 3* and it is time to look back.
- 2) The worksheet, 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 as specific as possible.
- 3) After you have finished the questionnaire, put your chairs in a circle. Talk about your findings in class and discuss various points. Your teacher will chair the discussion.
- 4) At the end, your teacher will collect all your questionnaires to get a better impression of how the work with Booklet 3 went.

### **Materials:**

- The whole of *Booklet 3*
- Notes in your notebook
- Cards for the presentation
- Worksheet: *Questions for the evaluation*



# Practical hints:

Teacher's  
page

## The idea of sharing

After the students have written individually, there comes the phase of sharing the experiences and reflections in class. "Sharing" means to be interested in others, knowing what they did, how they did it, what they think, what their reasons are – as well as explaining oneself, one's actions and reasons, opinions and experiences.

## Chairing a discussion, or a "sharing"

You have already practised this competence at the end of prior booklets, and now you have this chance again. These criteria of a good 'chairing' will probably help you with this task:

- The students speak more than you do.
- The students also ask questions, not only you.
- When you ask a question or give a prompt, more than one or two students answer.
- The students start questions and answers among themselves at least once.
- The sharing stays focussed: You (or a student) compare, summarize, bring the sharing back to the point, ...
- Personal, lively: You (or a student) ask for the opposite, for a personal opinion from several students, for a specific example, what they would do outside school, ...
- You take and give enough time so only three or four themes are covered within a 15-minute sequence.

## Writing feedback

Remember to react primarily to the points you are interested in: what the student did well, where she/he surprised you, what their main point was in your opinion. Then you can 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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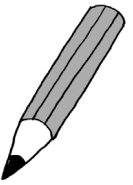
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- content-wise, **what** you learnt, and
- as a student, **how** you learnt.

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

- [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?

[illegible]

**Teacher's feedback:**

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Date and teacher's signature:

**JOBS**