

Job opportunities

Discussing possibilities, chances and risks



Teacher's Booklet

JOBS

Jobs Booklet No.

4



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.

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PH Zürich

Job opportunities

Discussing possibilities, chances and risks

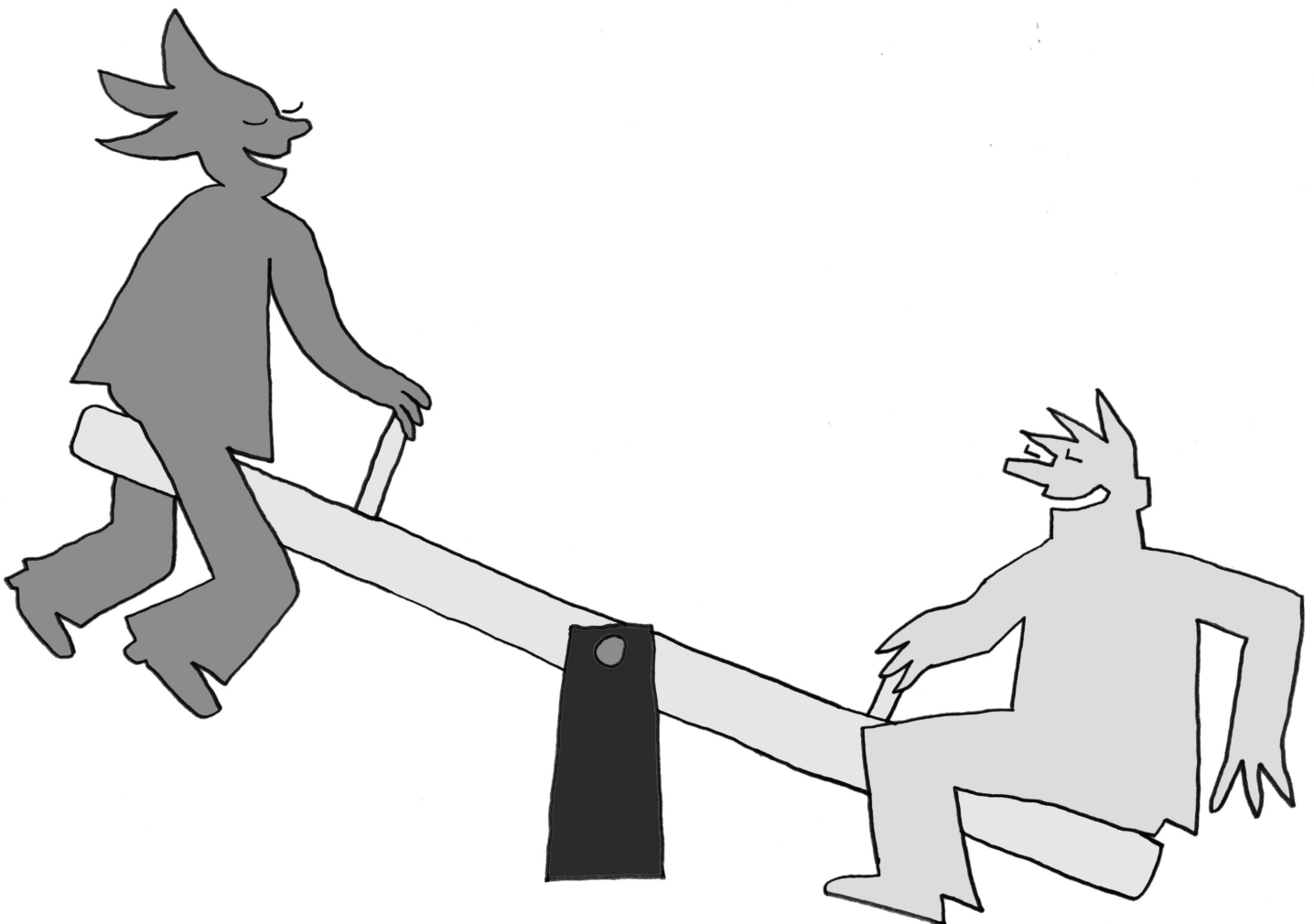
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Booklet 4 – Topic 1: Same qualifications – same opportunities?

***Analysing and discussing inequalities in
the professional world***

Qualification





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





Booklet 4 – Topic 1 – Task 1:

Understanding the differences

	X
	X
	
	45'

The task:

Understand and analyse an article on gender inequality.

Classroom organisation:

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

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

Procedure:

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

Materials:

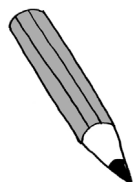
- Booklet 4
- Romanian Constitution (Internet)
- Article: *Equal opportunities for men and women*
- Worksheet: *Questions on the article*

**Teacher's
page**

The general knowledge of learning strategies and the competence to use them is extremely helpful in any learning process. The suggested cognitive learning strategy in this task is creating a structure for input and output. With this type of learning strategy, methods such as underlining, taking notes, highlighting and summarising are notable.

A very useful overview of all learning strategies can be found in Rebecca Oxford's work *Language learning styles and strategies*.

[illegible]



Equal opportunities for men and women?

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

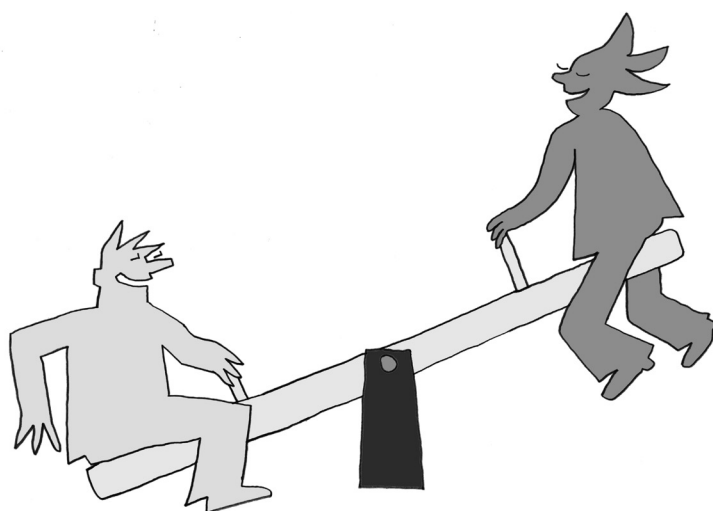
Most governments – including Romania – have signed agreements about the equal treatment of men and women on paper and passed according laws. Nevertheless, worldwide, still 2 out of 3 women are illiterate and 25% of all girls do not go to any school (compared to 16% of all boys). In most countries, women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

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

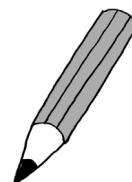
However, the issue of equal opportunities is not limited to the “legal framework”. This framework can contribute to avoiding direct discrimination (like different salaries for equal work volume within the same profession). In practice however, indirect discrimination still frequently occurs, and is not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

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

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



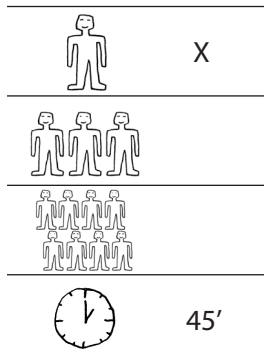
Questions on the article



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



Booklet 4 – Topic 1 – Task 2: **Differences in figures**



The task:

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

Classroom organisation:

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

Procedure:

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

Materials:

- Booklet 2 – Topic 2 – Task 2 The diagram of interests
- Calculator
- Worksheet: *Inequalities between salaries in Romania*
- Worksheet: *My diagram on differences in income*

Practical hints:

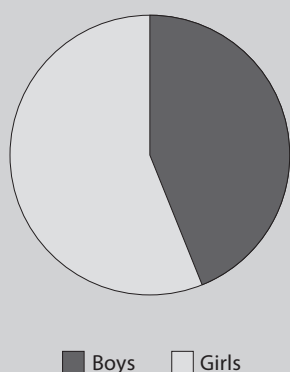
Teacher's
page

You can use the information below in order to choose the appropriate diagram in case students are not yet familiar with these different forms of diagrams. Different forms of diagrams can be used depending on the result that the students want to display.

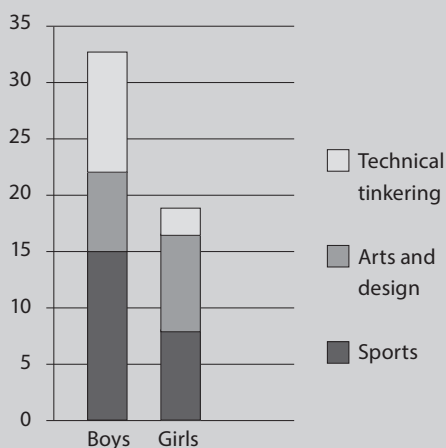
The collection below shows some of these forms:

Pie chart

Working with people

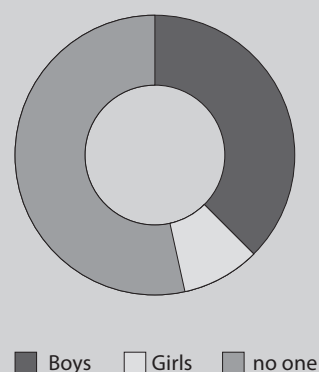


Bar graph

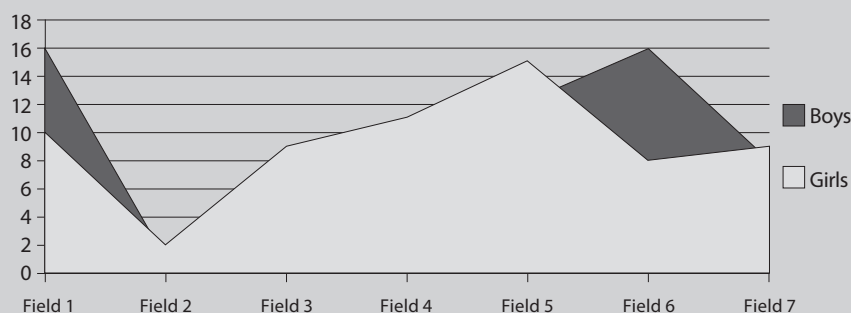


Ring chart

Collecting things



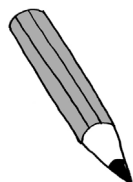
Area graph



Line graph



Teacher's preparation notes



Inequalities between salaries in Romania

An example of inequality between men and women can also be seen if you look at the table below which shows the average salaries men and women receive in various jobs. The same table is shown here as in Booklet 3.

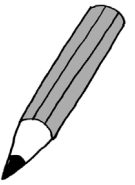
Take a calculator and calculate the differences in percentage. Fill in the numbers and prepare a diagram. This way you show the difference in a graphical way.

Draw the diagram on the next page the way you learnt it in *Booklet 2*.

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

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





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





Booklet 4 – Topic 1 – Task 3:

Class discussion: men and women

	
	X
	X
	45'

The task:

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

Classroom organisation:

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

Make sure there aren't too many team members.

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

Procedure:

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

Materials:

- Booklet 4
- Worksheet: *Preparation for the class discussion*

Practical hints:

Teacher's
page

Leading a class discussion

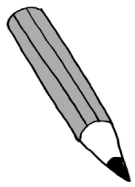
A classroom discussion functions best when students talk to students. Indeed, the goal is to get as many students as possible involved in talking to one another and for the teacher to fade into the background. Students are well-practiced in talking and listening to teachers, in addressing and looking to authority figures for answers. However they are often not prepared to talk and listen to each other, to negotiate and discuss issues of serious consequence and work toward answers among equals.

Discussions that amount to nothing more than a perversion of the Socratic method, in other words two-person exchanges in which the teacher asks a question and an individual student answers the teacher, locking the other students into the role of passive observers, should be avoided. As many students as possible should be as attentive and involved and engaged as possible (see Barton et.al.: Fostering effective classroom discussions. Online under <http://www.mhhe.com/socscience/english/tc/discussion.htm> [30.04.2013]).

The following aspects might be helpful for leading effective discussions (ibid.):

1. Set clear expectations for student participation in discussion sessions.
Let them know that participation in discussions also contributes to the assessment.
2. Break the ice with informal talk outside of class.
This might not be necessary if you are very familiar with the class.
3. Control and use classroom space strategically.
Move tables and chairs in a way that leaves enough space for an open discussion (circle, half-circle, etc.)
4. Use eye contact purposefully and strategically.
5. Avoid open questions; call on individual students.
Open questions help strong students to dominate the room; try to create an atmosphere where everybody stays attentive.
6. Ask good questions
Avoid yes/no questions, rhetorical questions, guessing questions, leading questions, etc.

Teacher's preparation notes

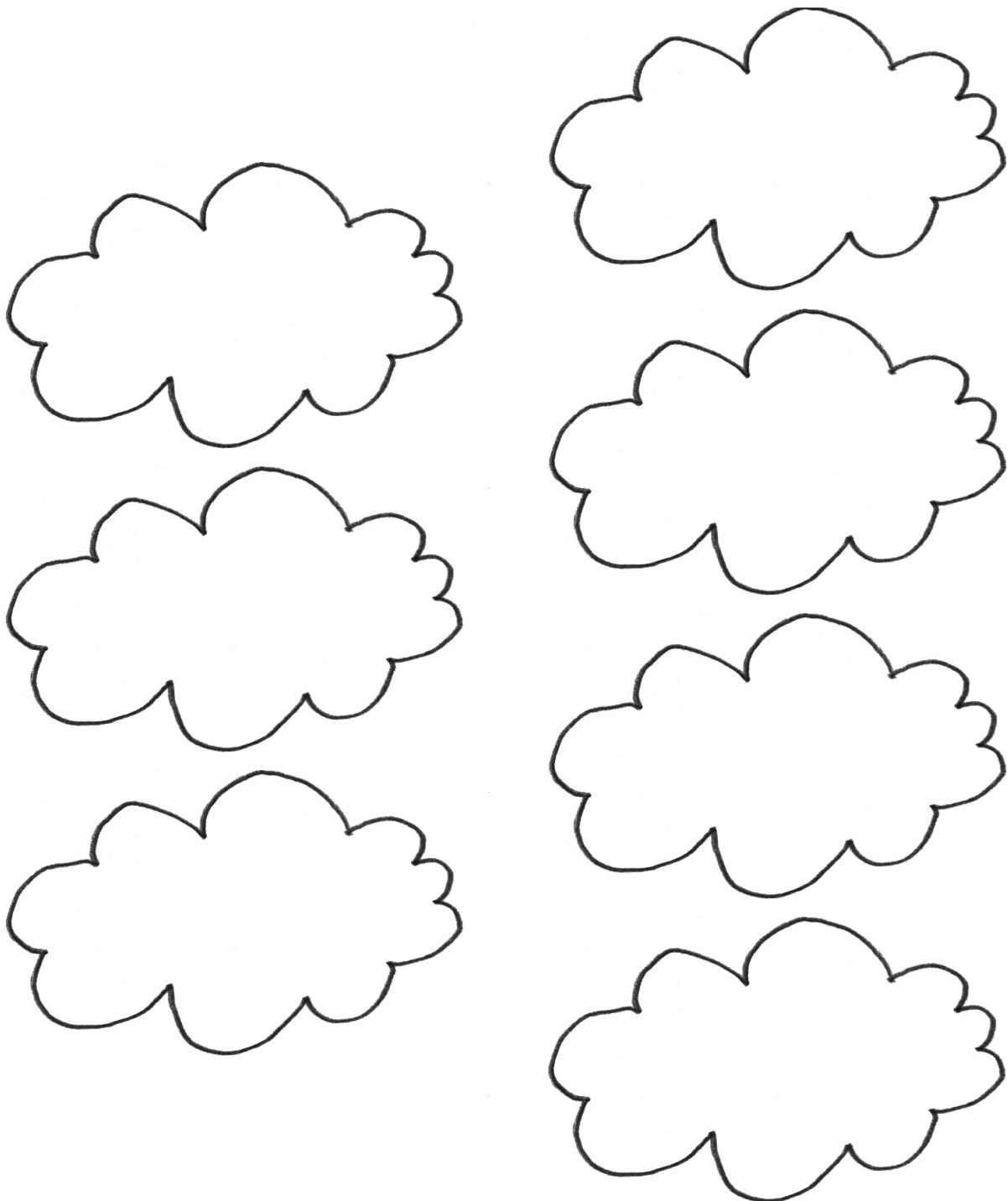


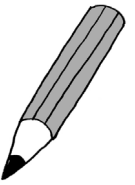
Preparation for the class discussion:

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

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

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





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

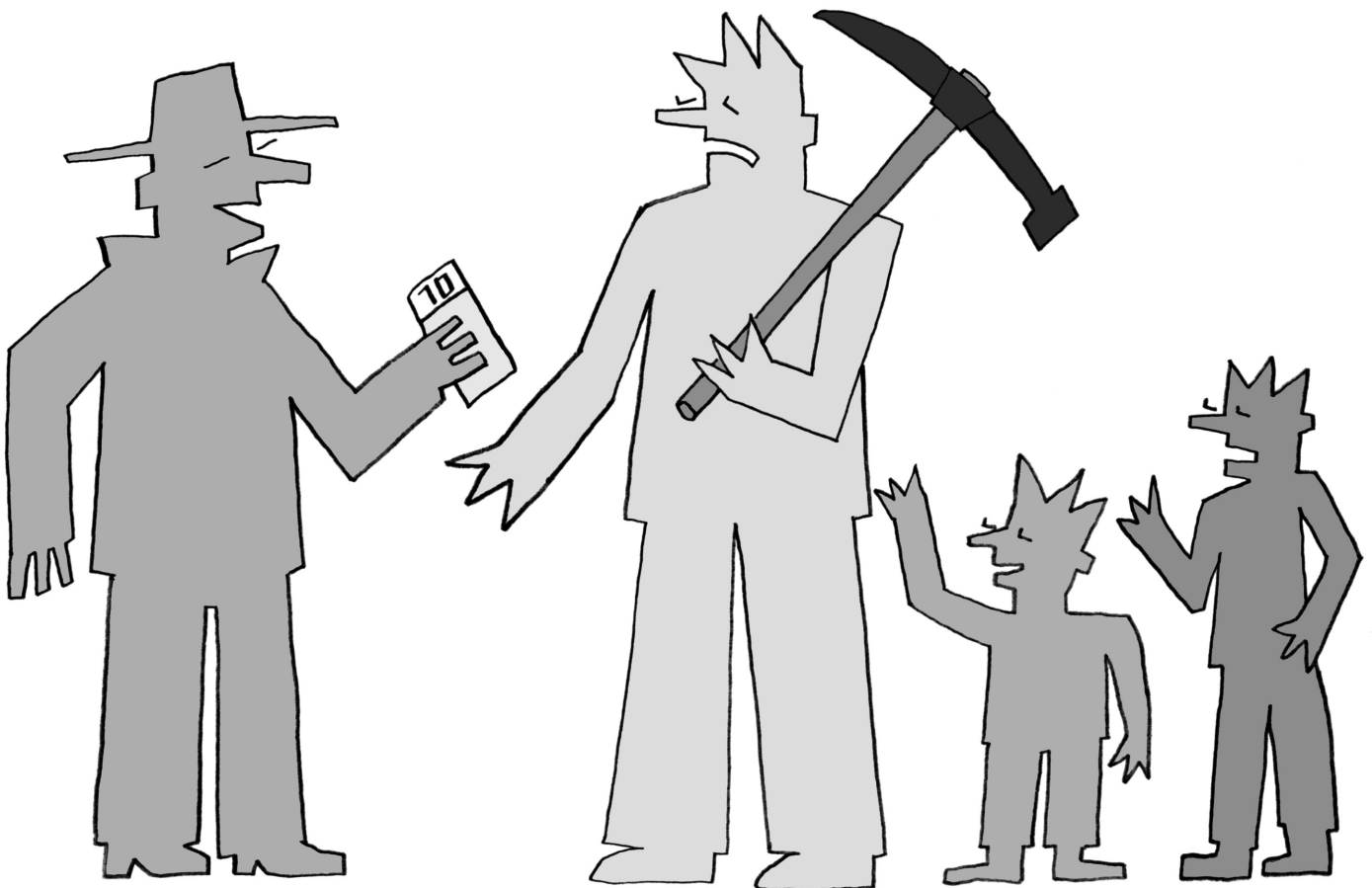
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Booklet 4 – Topic 2: Working full-time for almost nothing?

***Knowing more about the working poor phenomenon and
about its causes***

Working Poor





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





Booklet 4 – Topic 2 – Task 1:

Understanding the perspective of others

	X
	
	X
	30'

The task:

Read the short story about Catalin. Understand his point of view.

Classroom organisation:

Start working on your own.

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

Procedure:

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

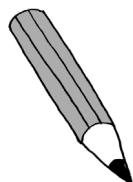
Materials:

- Booklet 4
- Info material: *Catalin's story*
- Worksheet: *Catalin's story*

**Teacher's
page**

Cooperative learning can help weak students to improve their product quality. However, this only makes sense when clear roles and tasks are assigned to these students and when they can actively work together with the stronger students. Being passively part of a group will not automatically lead to any kind of improvement. The key to effective cooperative learning is bilateral or multilateral dialogue with each other.

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.



Povestea lui Cătălin:

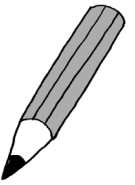
It is very important in our society to have a job. But not every job means realising your dreams. A great number of people are forced to earn money in order to make a living. They cannot spend too much time asking whether they like their job or not.

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

Catalin's story

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

Catalin's story:



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

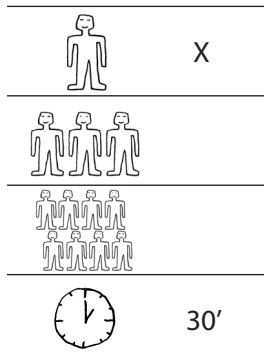
Catalin seems to be in a good job. Still he has not enough work. Why?

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

How could Catalin's life be improved?



Booklet 4 – Topic 2 – Task 2: **Understanding information** **about the working poor**



The task:

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

Classroom organisation:

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

Procedure:

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

Materials:

- Booklet 4
- Marker
- Ruler
- Worksheet: *The working poor – a new phenomenon?*

Practical hints:

Teacher's
page

Reading strategies as one way of improving understanding

Often, these reading strategies are called “scaffolding” techniques because they help struggling readers build their way up to comprehension, in the same way that a scaffold helps a construction worker to build upward from the ground. One such scaffolding skill that the teacher can implement is annotating a text. This means, quite simply, that the reader marks sections of text, either with a highlighter or by underlining, and makes notes in the margin in his/her own words, to ensure understanding.

Annotation helps build three key reading skills. When annotating a text, the reader:

1. formulates questions in response to what he/she is reading;
2. analyses and interprets elements of the text;
3. draws conclusions and makes inferences based on explicit and implicit meaning.

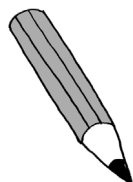
In order for this to be effective, it is essential to show how to highlight and annotate a text.

Otherwise, the student may lapse into highlighting almost every word, which doesn't help him/her to identify key concepts. As the highlighting progresses, it's important for students to make notes in the margins, such as:

- questions the student needs to ask you;
- predictions about what will happen as the narrative progresses;
- identifying figurative language, such as similes, metaphors, symbols, or other literary devices;
- noting unfamiliar vocabulary (the definition can later be written in the margin).

As these strategies are used, it is important to discuss the purpose of highlighting with the students. Each student will have a different purpose for highlighting parts of a text, depending on their own skill set and reading struggles.

Teacher's preparation notes



The working poor – a new phenomenon?

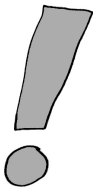
The term *working poor* comes from the United States of America, but defines a group of people that is also becoming larger and larger in Europe. Working poor people work a minimum of 30 hours per week and earn a salary that is under the minimum wage of Romania. This is currently at about €140 per month.

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

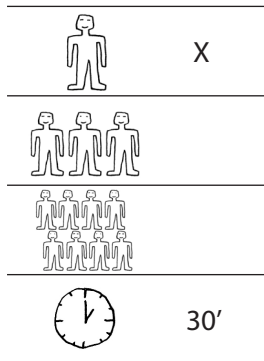
In some countries, the unions have started to ask for fairer minimum wages for their workers. According to them, a minimum wage has to be realistic enough that the person who works full-time can afford his/her costs of living and is not dependent on any kind of social welfare.

Keywords out of the article:

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



Booklet 4 – Topic 2 – Task 3: **Analysing the causes** **of the working poor phenomenon**



The task:

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

Classroom organisation:

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

Procedure:

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

Materials:

- Booklet 4
- Worksheet: *Working poor*

Working poor

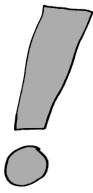
There might be several reasons why a person earns only very little money and is on the verge of not surviving on his/her income. It is a given fact that some groups in society are more likely to be among the working poor than others.

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





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

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

[illegible]



Booklet 4 – Topic 2 – Task 4: **A short essay about success in work**

	X
	
	X
	45'

The task:

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

Classroom organisation:

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

Procedure:

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

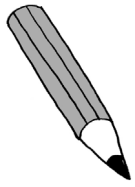
Materials:

- Booklet 4
- Worksheet: *Newspaper headlines*
- Worksheet: *My essay*

**Teacher's
page**

If your class is trained in giving feedback and if they are also used to receiving feedback from their colleagues, you could also introduce a structured element of feedback in lessons like this: after one student has read out his/her essay, other students give constructive feedback directly to him/her.

[illegible]



Newspaper headlines

In newspapers you could find headlines like the following:

***WINNING THE LOTTERY
IS FOR LOSERS – I TRUST IN
GOODTRAINING***

Quit school,
get a job!

**How I will climb
the career ladder**

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

My headline:

[illegible]

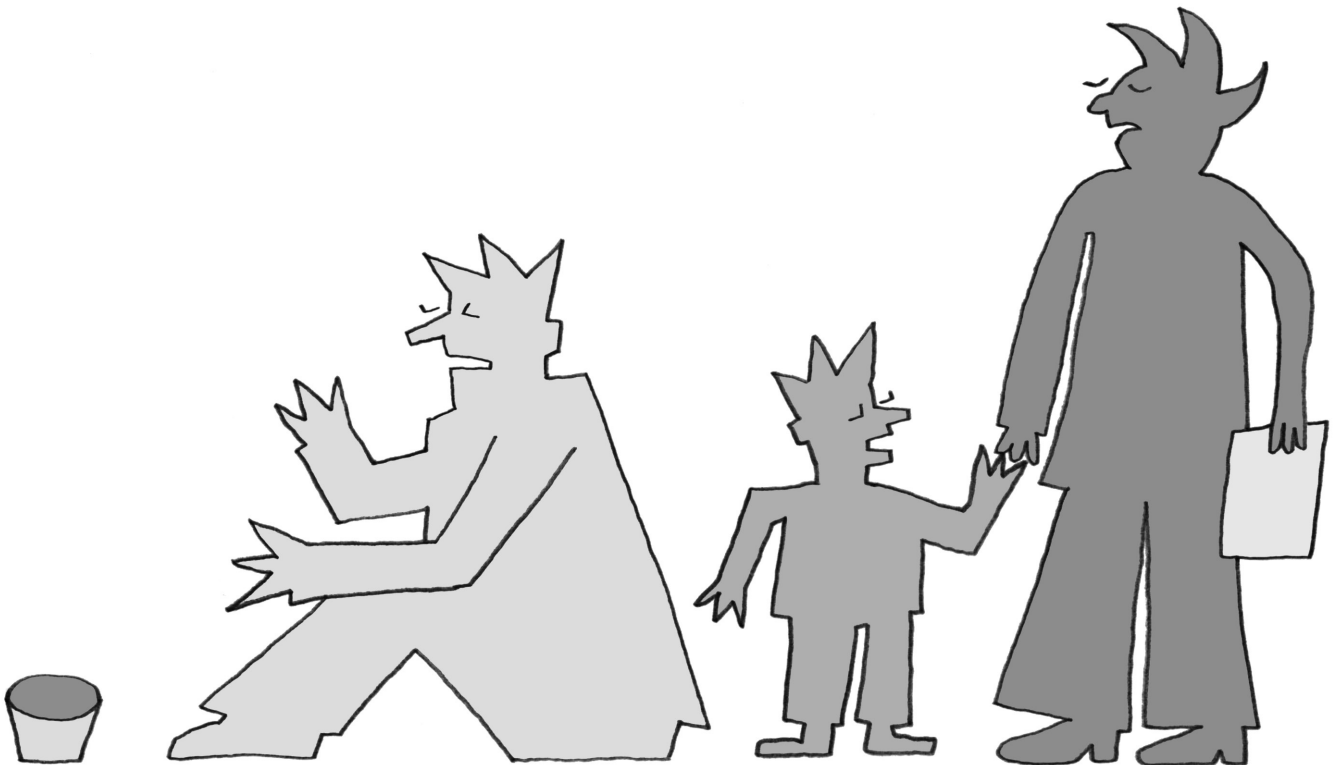
Booklet 4 – Topic 3:

Not everybody has a job

Analysing the situation of unemployment

The vicious circle





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





Booklet 4 – Topic 3 – Task 1:

Human rights as a basis for employment

	X
	X
	
	30'

The task:

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

Classroom organisation:

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

Procedure:

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

Materials:

- Booklet 4
- Worksheet: *A third without a job*

Practical hints:

Teacher's
page

Acquiring background knowledge as a teacher

When teaching lessons like the one suggested in this task, it is important for you as the teacher to have the necessary background knowledge before teaching the lesson.

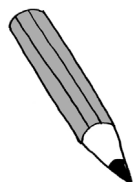
In this case, it is some knowledge about the development of the *Declaration of Human Rights*, which can be best found on the United Nations' website: <http://www.un.org/en/documents/udhr/>

An overview of the UN Declaration of Human Rights can also be found on Wikipedia under: http://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights.

For dealing with the topic of unemployment, we recommend always using sources that talk about the phenomenon from the country's point of view. The *indexmundi* is one source that could be used under http://www.indexmundi.com/romania/unemployment_rate.html or *Country Economy* under <http://countryeconomy.com/unemployment/romania>.

However, it is necessary that you are prepared for questions that could come from the students, which does not mean you have to become an expert in economics, but an expert in gathering resources about a topic. When a student asks a question about the topic, he/she could also be told to go and find the answer himself/herself by researching on the Internet. So be prepared to provide the necessary links or hints.

Teacher's preparation notes



A third without a job

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

A right to work!

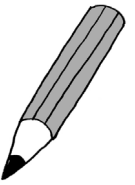
This is a bad situation even though almost all countries of the world have agreed on a right that every person should have: the right to work! This is written in the so-called *Universal Declaration of Human Rights* – a document that was agreed on and signed in 1948 by the United Nations - almost all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

“Universal Declaration of Human Rights” Article 23

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

Questions

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

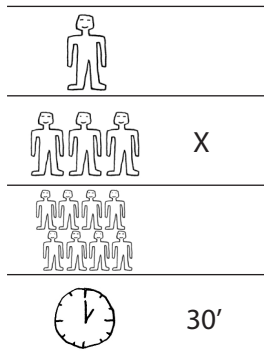


My notes:

[illegible]



Booklet 4 – Topic 3 – Task 2: **Create T-shirt slogans!**



The task:

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

Classroom organisation:

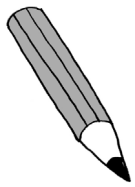
If the teacher does not say otherwise, stay in the same group as before.

Procedure:

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

Materials:

- Booklet 4
- Worksheet: *Which statement would you rather carry on a T-shirt?*



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

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

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

I choose number ... because...

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

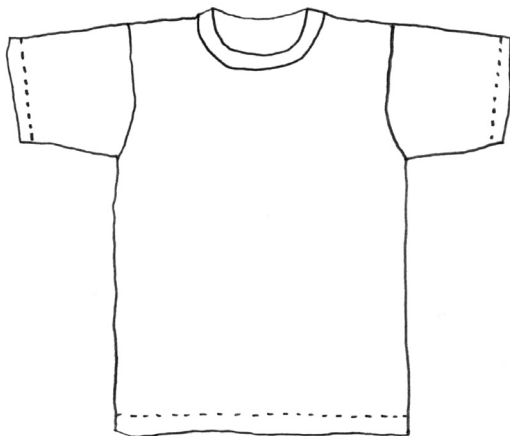
Examples:

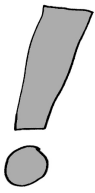
I work therefore I am.

Work is good (for the others)!!!

My work is my castle.





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





Booklet 4 – Topic 3 – Task 3:

Causes of unemployment

	(X)
	X
	
	40'

The task:

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

Classroom organisation:

Work in pairs and then join another pair.

Procedure:

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

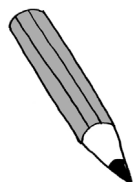
Materials:

- Booklet 4
- Posters (flip chart paper)
- Photos from journals
- Scissors, glue, pens
- Worksheet: *Unemployment: reasons and possibilities for a change*

**Teacher's
page**

The same accounts for tasks like this, where the students have to find reasons for unemployment that might vary from place to place. The reasons might depend on the specific local context of a privileged or underprivileged region. Also, in finding ways to change unemployment, the personal opinions and attitudes of the students is asked for. It is the task of the teacher to value the results produced but also to shed light on them and evaluate them in terms of reality. It is the teacher's task to explain why a certain suggestion for changing unemployment would not work etc. On the other hand, the teacher's task is also to encourage innovative approaches to this problem and support free-thinking amongst the students. A useful balance has to be found, which can sometimes be a challenge.

[illegible]



Unemployment: reasons and possibilities for a change

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

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

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

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

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

Just remember that it should represent the reasons for unemployment.





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

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

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



Booklet 4 – Topic 3 – Task 4: **The vicious circle of unemployment**

	X
	
	X
	30'

The task:

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

Classroom organisation:

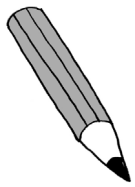
First work on your own and then actively discuss your ideas in the class plenary.

Procedure:

- 1) Bring the five steps in order and understand them well.
- 2) Be able to cite them by heart.
- 3) Answer the questions written underneath the circle.
- 4) Be an active member of the class discussion!

Materials:

- Booklet 4
- Worksheet: *What is a vicious circle?*

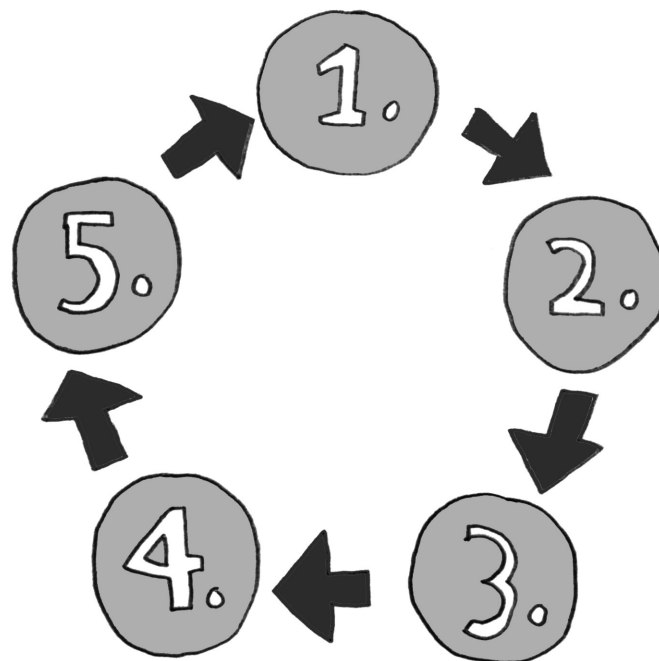


What is a vicious circle?

Go to the definition from Topic 3 in your booklet (vicious circle) and read it carefully. The phenomenon of unemployment shows a vicious circle similar to the example of poverty in the text.

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

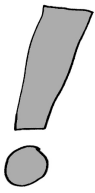
- ☐ Being unemployed often means not having enough money to afford one's living.
- ☐ People are unemployed because they often don't have sufficient training or the necessary qualifications.
- ☐ Having no money means not being able to afford the necessary training.
- ☐ People come from families who cannot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







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

The teacher will organise a class discussion.

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



Booklet 4 – Topic 3 – Homework: How to break the vicious circle.

	X
	(X)
	
	homework

The task:

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

Classroom organisation:

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

Procedure:

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

Materials:

- *Booklet 4*
- Newspapers
- Tool no. 8: *Creating mind maps*
- Worksheet: *How can the vicious circle of unemployment be broken?*

Practical hints:

Teacher's
page

Giving homework and correcting it

Homework has always produced pros and cons among teachers and educationalists. Here we quote an experienced teacher about the “reinvention” of homework. It might be helpful:

“Do your homework before giving homework to your students. Assigning the right kind and the right amount of homework is important. Homework should be based on the application of the concepts learned in the classroom. Teachers should assign work that presents students with a challenge while also engaging them in age- and skill-appropriate activities.

Provide goal-oriented homework. “Study without thought is vain; thought without study is dangerous,” said Confucius. Be clear about the goal you want students to achieve through the homework assignment. Is it improving reading or analytical abilities, is it writing practice, or is it preparing students for the forthcoming test?

Be sure to discuss the homework. I usually set aside 10 minutes of the instructional period to discuss the homework or the concepts needed for doing the homework before I assign it. Giving pointers and clues makes homework achievable for all the students and helps tremendously in reducing the error rate.

Allow for collaboration in homework. Technology has changed the traditional ways of giving and doing homework. Instead of insisting on individual work, provide opportunities for students to engage in group work that allows them to use technology. Lots of peer teaching and learning takes place online, and it helps to build personal relationships between the students.

Devise various strategies to give feedback on students’ work. In my experience, a positive note from their teacher motivates a student to do well. I write a small note in the assignment book of each of my students, giving some personal comments about their work, an observation I made about them in class, a note about improvement shown or needed, and so forth. And believe me, it works so well with teenagers. They look forward to their checked assignment books just to read those personalised comments about their work and about themselves.

I also keep the homework record chart on the notice board of the class and paste coloured stickers next to students’ names. The symbols are orange to indicate excellent work, yellow for mediocre work, and red for incomplete or missing work. Students strive hard to have more orange than red stickers in front of their names.

Teacher’s preparation notes

Practical hints:

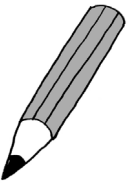
In my opinion, we do not need to abolish homework; we just need to reinvent it to better suit the needs of today's generation."

(Bijal Damani is an 11th and 12th grade commerce and business studies teacher in the Galaxy Education System in Rajkot, India, and has received numerous honours. Online under [www.http://www.ascd.org/publications/newsletters/education-update/dec10/vol52/num12/Homework%E2%80%94To-Give-or-Not-to-Give.aspx](http://www.ascd.org/publications/newsletters/education-update/dec10/vol52/num12/Homework%E2%80%94To-Give-or-Not-to-Give.aspx) [02.05.2013]).

Teacher's preparation notes

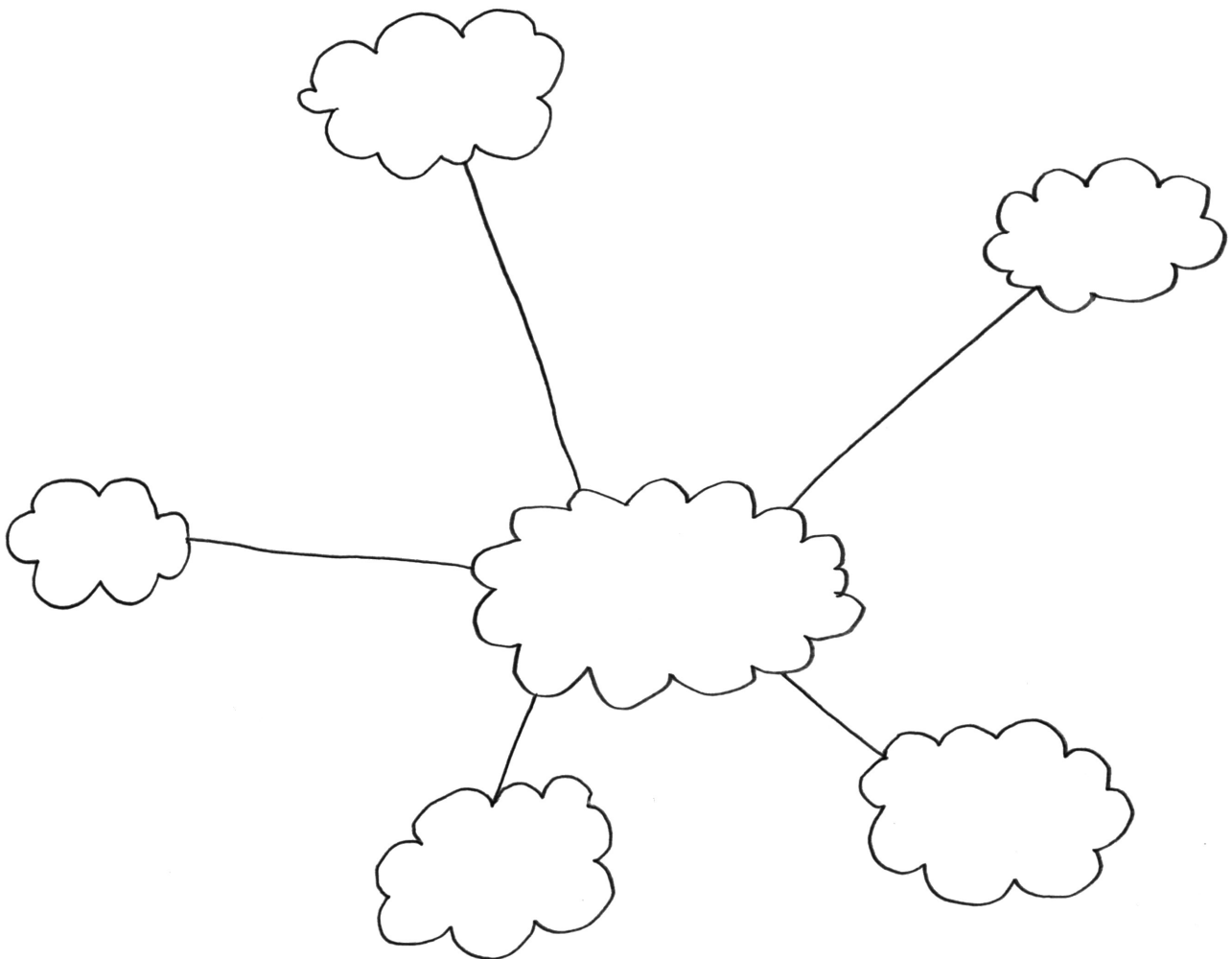
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

How can the vicious circle of unemployment be broken?



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

My mind map to prepare my newspaper article:



Booklet 4 – Topic 4:

Poor country – rich country

Analysing the economic situation of my country and region

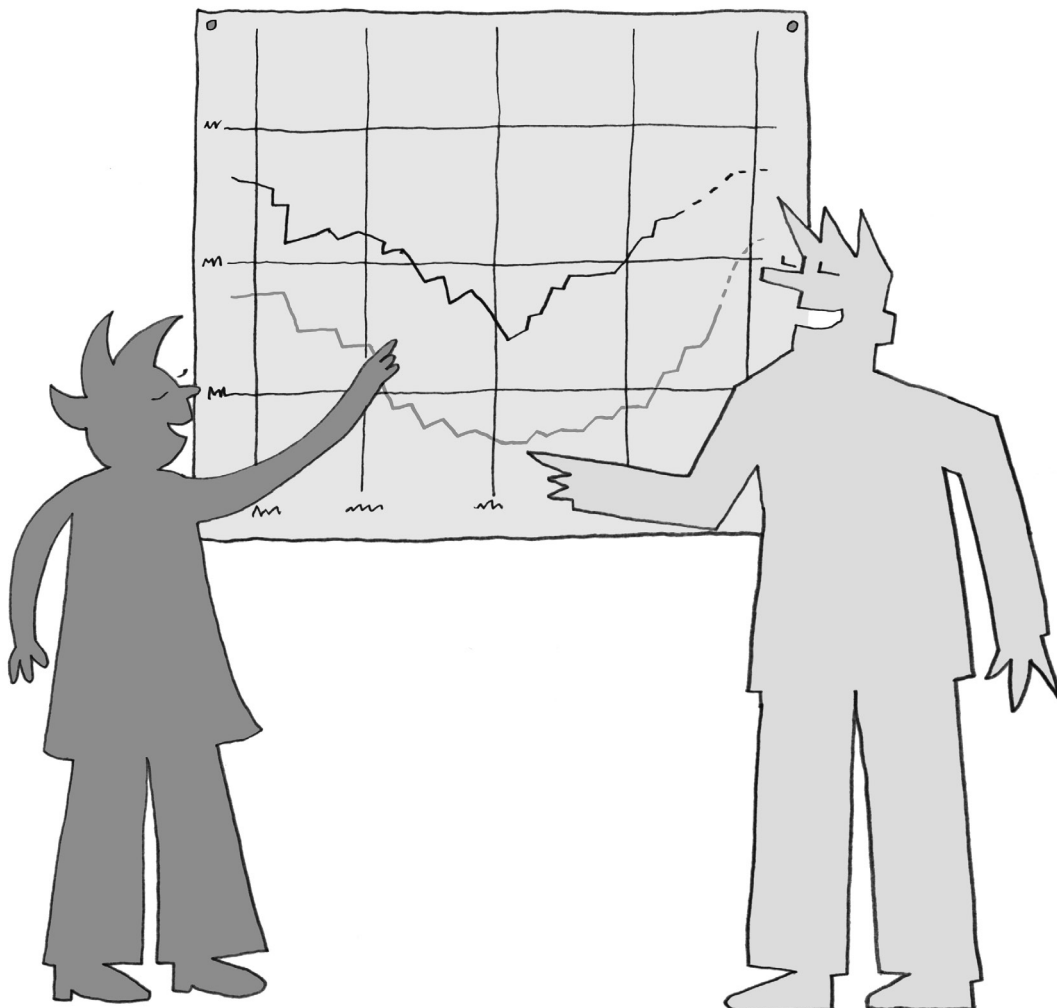
Economic boom

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

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





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

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





Booklet 4 – Topic 4 – Task 1: **Understanding the phases of** **economic movement**

	X
	(X)
	
	30'

The task:

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

Classroom organisation:

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

Procedure:

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

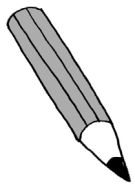
Materials:

- Booklet 4
- Internet
- Info Material: *Understanding the important economic terms*
- Worksheet: *My explanation of the economic phases*

**Teacher's
page**

One of these methods could also be reciprocal learning. Through this strategy, students explain their learning to other students and essentially take turns being the teacher while the real teacher is acting as a facilitator to assist the student-teacher in clarifying their ideas and activities. This process forces the student to put their ideas into words. Reciprocal learning also improves meta-cognition, which is the process of reflecting on how knowledge is acquired. To get further details about how to teach reciprocal learning, please consult the following practical hint!

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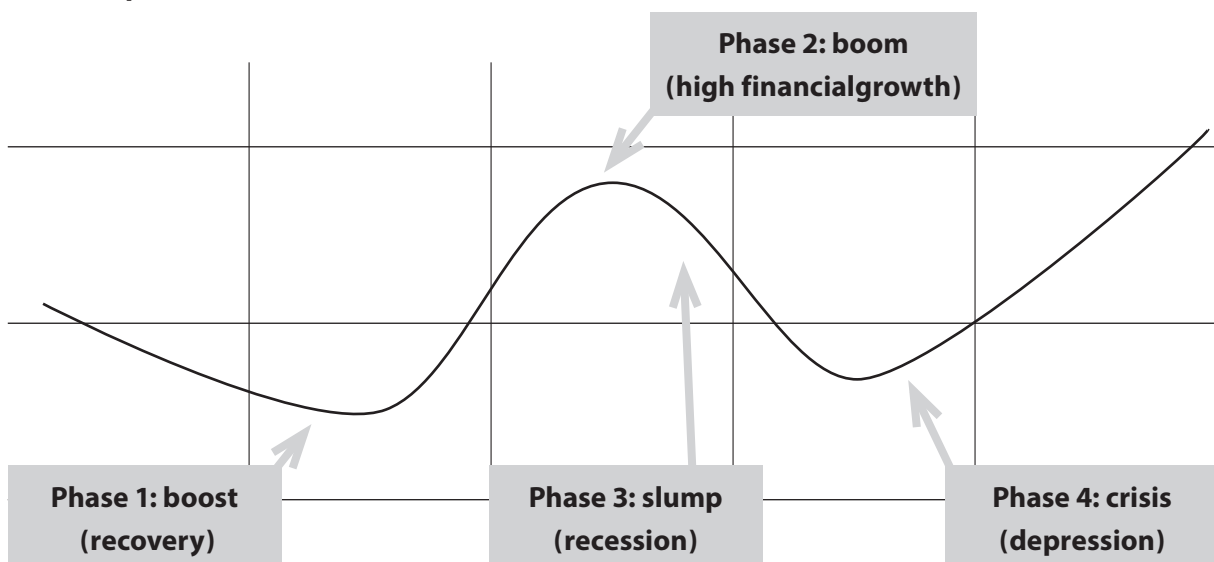
Understanding the important economic terms

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

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

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

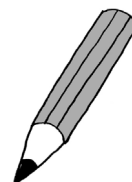
The four phases of economic movement



In reality, this is a lot more complex:

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

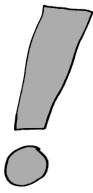
My explanation of the economic phases







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

Work in pairs.

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



Booklet 4 – Topic 4 – Task 2: **Knowing basic economic terms**

	X
	X
	
	30'

The task:

Explain the economic terms.

Classroom organisation:

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

Procedure:

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

Materials:

- Booklet 4
- Worksheet: *Boom and crisis – what happens?*

Practical hints:

Teacher's
page

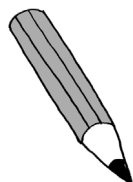
Acquiring background knowledge as a teacher

Before reciprocal teaching can be used successfully by your students, they need to be taught and have time to practice the four strategies that are used in reciprocal teaching (summarising, questioning, predicting, clarifying). One way to get students prepared to use reciprocal teaching:

- 1) Put students in groups of four.
- 2) Distribute one note card to each member of the group identifying each person's unique role:
 - Summariser
 - Questioner
 - Clarifier
 - Predictor
- 3) Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
- 4) At the given stopping point, the Summariser will highlight the key ideas up to this point in the reading.
- 5) The Questioner will then pose only questions which can be answered with the text.
- 6) The Clarifier will address questions which could not be answered:
 - Unclear parts
 - Puzzling information
 - Connections to other concepts already learned.
- 7) The Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
- 8) The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.
- 9) Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill.

(from Donna Dyer of the North West Regional Education Service Agency in North Carolina,
http://www.readingrockets.org/strategies/reciprocal_teaching/ [06.05.2013]).

Teacher's preparation notes



Boom and crisis – what happens?

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

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

Terms:

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





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



Booklet 4 – Topic 4 – Task 3:

Economy in Romania –

Internet research

	X
	X
	X
	45'

The task:

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

Classroom organisation:

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

Procedure:

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

Materials:

- Booklet 4
- Internet
- Tool no. 5: *Researching on the Internet*
- Info material and worksheet: *Romania's economic situation*
- Worksheet: *Links I have found and comments about the information*

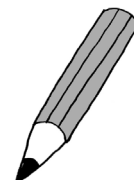
**Teacher's
page**

Also, make sure that the students do not print out something that you do not approve of. It is also advisable to limit the number of printouts for each student or – as for this task – only advise them to copy down the link and write a comment themselves.

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.



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



Link
Comment

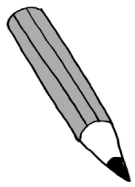
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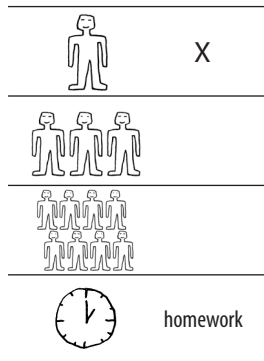
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Booklet 4 – Topic 4 – Homework: ***Preparation for Booklet 5:*** ***Ready for the JOB!***



The task:

In the beginning of *Unit 5*, present a drawing of your way to school with all the businesses you can find added to those you know in your town or quarter.

Procedure:

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

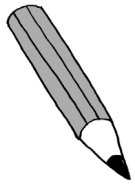
Materials:

- *Booklet 4*
- *Worksheet: A sketch of my way to school*
- *Worksheet: List of businesses*

**Teacher's
page**

If there are matches, then it will be easy to establish contact with the businesses. If you discover that a student has got great interest to visit a business that is not on the *JOBS pool* list, then you have to discuss with him/her how or whether contact can be established by telephone or letter. This might take up more time and work but if the student is especially and truly interested in going there, it might be worth it and it might add another business to the *JOBS pool*.

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.







A sketch of my way to school.

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

[illegible]



Booklet 4 – Topic 4 - Evaluation of Booklet 4:

	X
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	30'

The task:

Analyse what you have worked on in the past month.

Classroom organisation:

During the first phase, sit at your desk.

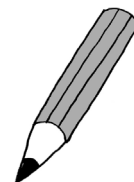
During the second phase, the whole class sits in a circle.

Procedure:

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

Materials:

- *Booklet 4*
- All your notes
- *Worksheet: Questions for the evaluation*



Questions for the evaluation

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

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

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

Content: "The world of work"

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

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.

JOBS