

# *Ready for the job!*

*Preparing for our job exploration*



Teacher's Booklet

JOBS

Jobs Booklet No.

5



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

All rights reserved. No part of this publication may be translated, reproduced or transmitted in any form or by any means, electronic (CD-ROM, Internet etc.) or mechanical, including photocopying, recording or any information storage or retrieval system, without prior permission in writing from the Swiss Agency for Development and Co-operation (SDC), who is the sole owner of the publication. This applies worldwide.

[www.edu.ro](http://www.edu.ro)

[www.phzh.ch/ipe](http://www.phzh.ch/ipe)



MINISTERUL EDUCAȚIEI ȘI  
CERCETĂRII ȘTIINȚIFICE



PH Zürich

# Ready for the job!

## Preparing for our job exploration

| Student's pages  |           | Teacher's pages |           |
|--|-----------|-----------------|-----------|
| <b>Topic 1: Finding a company to explore</b>                         |           |                 |           |
| Task 1: Where are the jobs?  | <b>6</b>  | Practical hints | <b>7</b>  |
| Task 2: Forming a tandem team for the exploration task               | <b>10</b> | Practical hints | <b>11</b> |
| Task 3: Deciding which business to explore                           | <b>14</b> | Practical hints | <b>15</b> |
| Task 4: Selecting the businesses to contact                          | <b>18</b> | Practical hints | <b>19</b> |
| <b>Topic 2: Learning to be explorers</b>                             |           |                 |           |
| Task 1: Feedback: what do we know about the businesses?              | <b>26</b> | Practical hints | <b>27</b> |
| Task 2: Coordinating all the visits                                  | <b>30</b> | Practical hints | <b>31</b> |
| Task 3: The difference between active exploring and passive watching | <b>34</b> | Practical hints | <b>35</b> |
| Task 4: Preparing our exploration tasks                              | <b>38</b> | Practical hints | <b>39</b> |
| <b>Topic 3: Let's be specific!</b>                                   |           |                 |           |
| Task 1: The main information in Booklet 6                            | <b>44</b> | Practical hints | <b>45</b> |
| Task 2: Understanding Booklet 6 better                               | <b>48</b> | Practical hints | <b>49</b> |
| Task 3: Let's make a draft plan for our visits!                      | <b>52</b> | Practical hints | <b>53</b> |
| <b>Topic 4: Planning day by day!</b>                                 |           |                 |           |
| Task 1: Working on details day by day                                | <b>58</b> | Practical hints | <b>59</b> |
| Task 2: Presenting our plan  | <b>64</b> | Practical hints | <b>65</b> |
| Task 3: Evaluation of Booklet 5                                      | <b>66</b> | Practical hints | <b>67</b> |



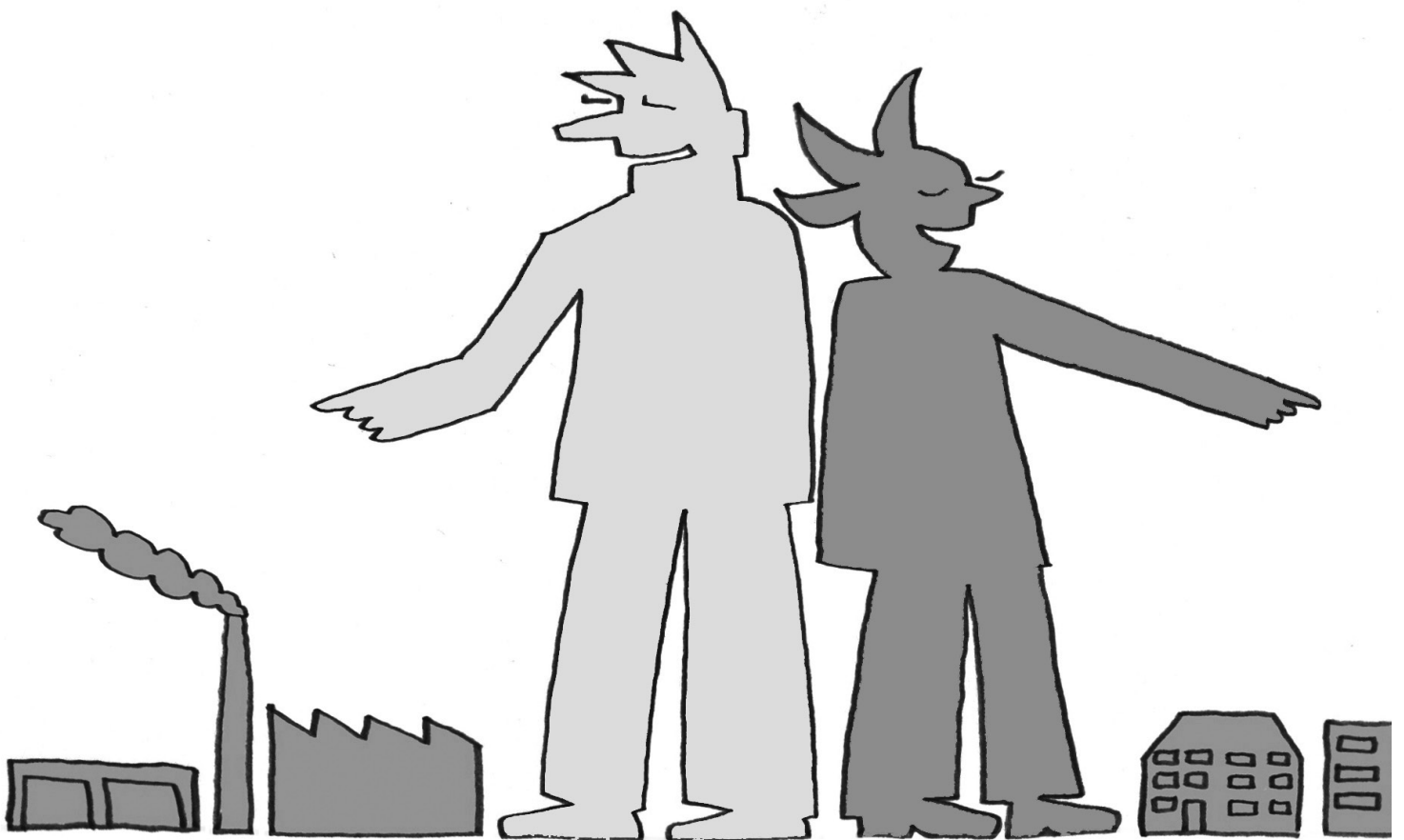
# ***Booklet 5 – Topic 1:***

## ***Finding a company to explore***

***Taking important steps together with a working partner***

### **Business**





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





# Booklet 5 – Topic 1 – Task 1:

## Where are the jobs?

|   |     |
|---|-----|
|  | X   |
|  | (X) |
|  | X   |
|  | 60' |

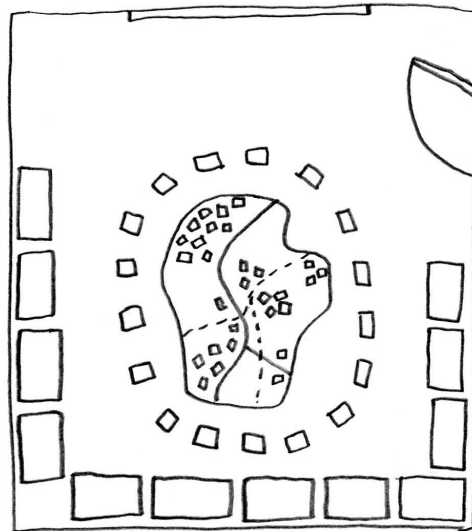
### The task:

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

### Classroom organisation:

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

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



### Procedure:

- 1) Bring all the information you collected about work places and mark it on the map (this information was collected at the end of Booklet 4).
- 2) Help each other to find the roads and places where all the businesses are located.
- 3) Discuss the results in class (see next page).

### Materials:

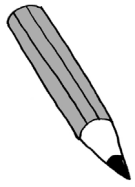
- The results of your preparation task from the last topic of *Booklet 4*
- Some sheets of flip chart paper or something similar to draw the map of your city
- Markers for sketching your village/town/district/city
- Worksheet: *Discussion in class*

**Teacher's  
page**

Preparing the map is a task you need to think of. Maybe you prepare it together with a group of students. This would give them an additional opportunity to get involved in the activity. This would also help to make use of those who are faster than others or are more skilled. It might already be a step towards finding specific competences.

It may be that in a remote area there are not so many opportunities to explore different places. Or the students could be very reluctant to approach business owners. This could be an opportunity to organise a well-prepared joint business visit in the form of a joint exploration. This is only a solution if there really is no other possibility. Finding a place to do an exploration is often not so easy. So the reluctance of students is normal. There are also many jobs in school that could be explored. There are many men and women working in the public sector. All these professions offer possibilities for visits.

## 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.



## ***Discussion in class***

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

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

Can you define other classifications?

### **Discuss the results.**

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











## ***Booklet 5 – Topic 1 – Task 2:***

### ***Forming a tandem team***

### ***for the exploration task***

|   |     |
|---|-----|
|  | X   |
|  | X   |
|  | X   |
|  | 45' |

#### **The task:**

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

#### **Classroom organisation:**

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

#### **Procedure:**

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

#### **Materials:**

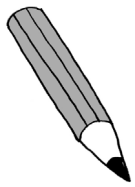
- Booklet 5

**Teacher's  
page**

If you help them when making a decision, it is not a bad idea to bring stronger students together, and weaker students with equals. Why? The stronger ones might get slowed down or end up doing all the work and the weaker ones could feel incompetent or just cling to their partner. In order to help students understand the importance of cooperation, we suggest having a short plenary discussion first about cooperation and possible supporting elements. Very important: the best friend might not be the best partner! The roles between them might already be divided and they are used to spending leisure time together rather than productive work time.

Charles Darwin

[illegible]



## Criteria for forming a team

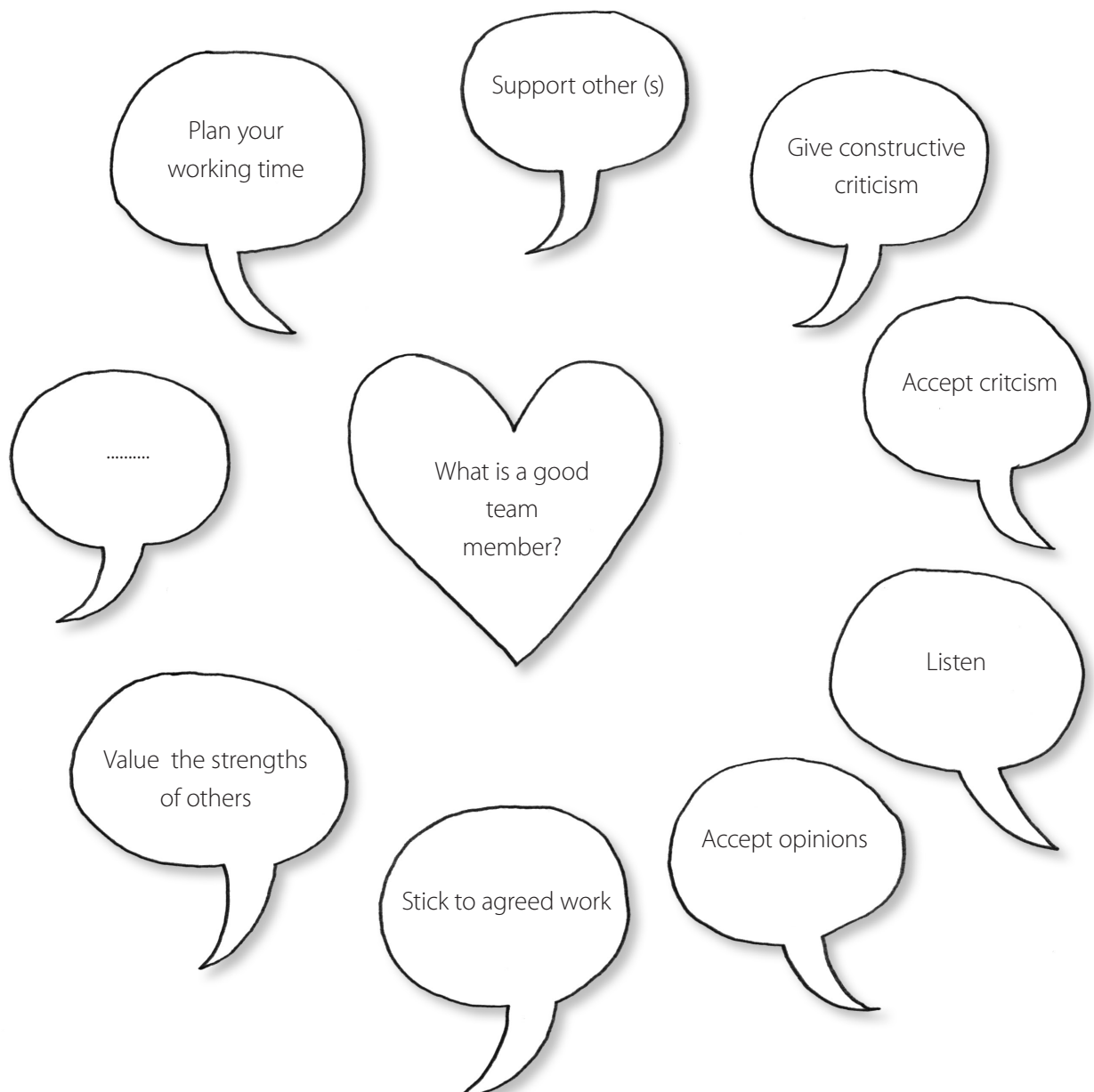
The tandem team you are creating will work together for two months.

You will:

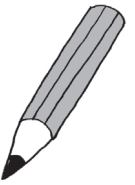
- prepare the job exploration;
- conduct the job exploration itself;
- prepare the exhibition of your results.

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

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



## ***Our Team:***



---

Team members:

---

The motto for our collaboration:

---

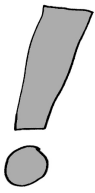
A symbol for our team:

---

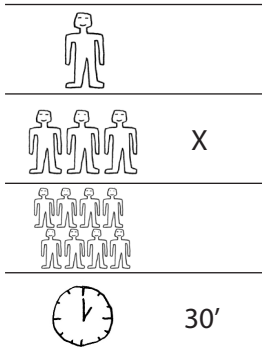
We all agree with this team.

---

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



## **Booklet 5 – Topic 1 – Task 3:** **Deciding which business to explore**



### **The task:**

Decide on a selection of businesses you want to explore.

### **Classroom organisation:**

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

### **Procedure:**

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

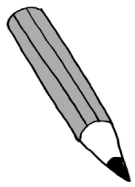
### **Materials:**

- Information on the map
- Additional lists of possible businesses to explore from the teacher
- *Booklet 5*
- Worksheet: *Criteria for selecting a job*

**Teacher's  
page**

The students should understand that this is not about a dream job. This might not be easy to cope with. But it could be easier to sit next to a shoemaker or visit a bakery where real products are made and sold than in a huge company where it might be difficult to understand the procedures. The additional list of possible businesses from the teacher's pages should only be handed out if students don't manage to build their own list.

## 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.



## ***Criteria for selecting a job:***

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

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

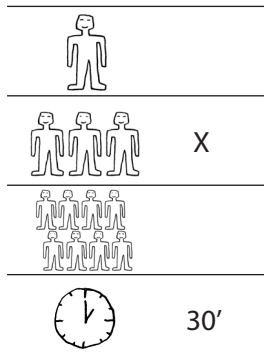
| Name of the company | What they produce/deliver/do |
|---------------------|------------------------------|
|                     |                              |
|                     |                              |
|                     |                              |
|                     |  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







## **Booklet 5 – Topic 1 – Task 4:** **Selecting the businesses to contact**



### **The task:**

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

### **Classroom organisation:**

Work in the newly formed tandems.

### **Procedure:**

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

### **Materials:**

- Letter of interest
- Letter of permission from school
- Individual list of preferred businesses from *Task 2*
- Worksheet: *Our list of preferences*

## Practical hints:

Teacher's  
page

### Showing interest

Here you decide as a teacher whether you really want to invest time in developing the competences of the students. If your answer is positive then:

They need to decide.  
They need to discuss.  
They need to write their letter of interest.  
They need TIME!!!  
And not all of them are capable of doing it right away.

You are the guide.  
You support them.  
You empower them.

But you do not do it for them!

There are some hints on how to write a draft letter of interest. Every team has to develop their own letter. This is very important! Students must find out more about the business and the letter has to show this.

Maybe you can write an example of a letter to a fictional business together with them on the blackboard, flip chart or on the computer using the projector to give them a model. Alternatively, let them present their first drafts. Some businesses only accept handwritten letters; others want to see it in a computer layout.

Usually businesses want to know if this is an official school plan. So your school should prepare a letter signed by you or even the principal that gives a short explanation of the programme. You will find a draft of such a letter on the JOBS webpage.

### Teacher's preparation notes

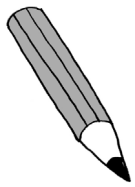
---

---

---

---

---



## ***Our list of preferences:***

The business we want to explore:

Name of business

1

2

3

(4)

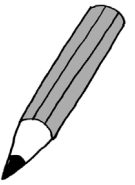
Who will deliver (or send) the letter?

When do we deliver the letter?

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

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

## ***The structure of a letter of interest:***



Your address

The address of the receiver

Place and date

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

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

1st paragraph:

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

2nd paragraph

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

3rd paragraph

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

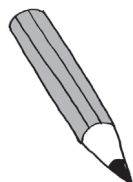
4th paragraph

What you expect from the business exploration: your aims.

5th paragraph

Your suggestions, possible meeting dates and concluding sentence.

Letter closing and signature



## ***A model for the letter of interest***

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

Name  
Address  
City of a company

Brasov, 16th March 20XX

### **Application for a business exploration visit**

Dear Mrs XXX,

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

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

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

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

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







# ***Booklet 5 – Topic 2:***

## ***Learning to be explorers***

### ***Understanding the difference between active and passive visits***

#### **Active Learning**

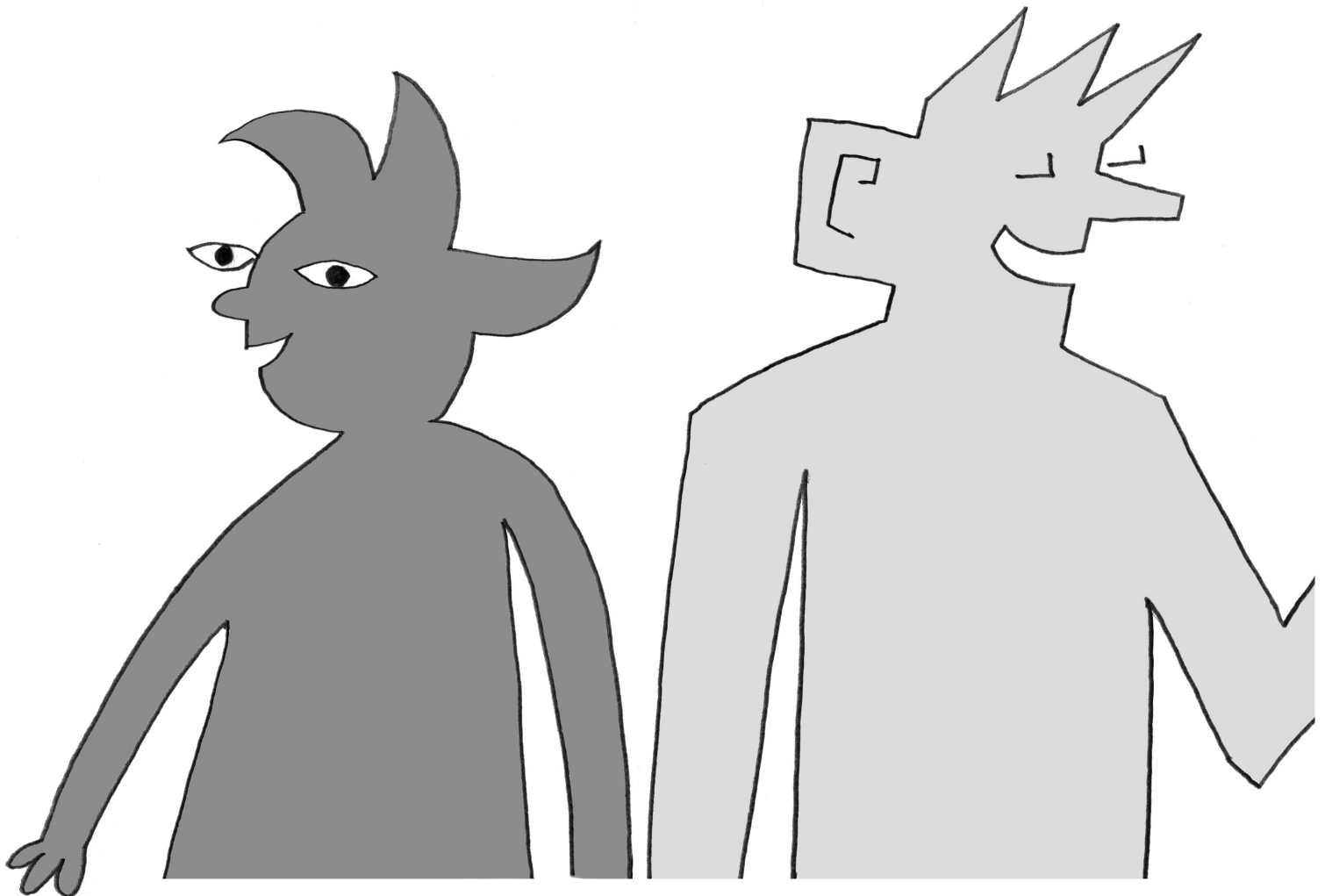
When I learn actively, I learn because I am interested.

I want to know.

I want to see.

I want to listen.

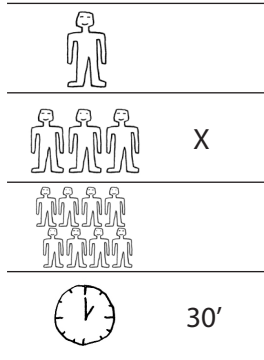
And this is all for my own future.





## ***Booklet 5 – Topic 2 – Task 1:***

### ***Feedback: what do we know about the businesses?***



#### **The task:**

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

#### **Classroom organisation:**

Work in pairs.

#### **Procedure:**

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

#### **Materials:**

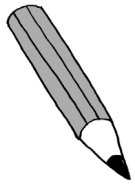
- Personal notes from the information visit
- *Checklist*

**Teacher's  
page**

Learning life skills means students need to rethink, before they go on with next steps. We recommend that you give them a few questions to discuss in small teams, maybe in tandems. You decide:

- Be very attentive during the discussions in the small groups. Go quietly from group to group and support them if needed. You might also tell some teams to get help from others that were successful. Peer learning needs to be supported by YOU!!

## 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.



## Checklist

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

---

---

---

---

---

---

What were the reactions?

---

---

---

---

---

---

What kind of help do you need now?

---

---

---

---

---

---

What were you afraid of?

---

---

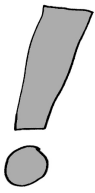
---

---

---



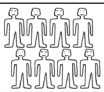

---





## ***Booklet 5 – Topic 2 – Task 2:*** **Coordinating all the visits**

---

|   |     |
|---|-----|
|  |     |
|  | X   |
|  | X   |
|  | 20' |

---

### **The task:**

Find out who is visiting whom. Coordinate!

### **Classroom organisation:**

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

### **Procedure:**

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

### **Materials:**

- Empty poster paper

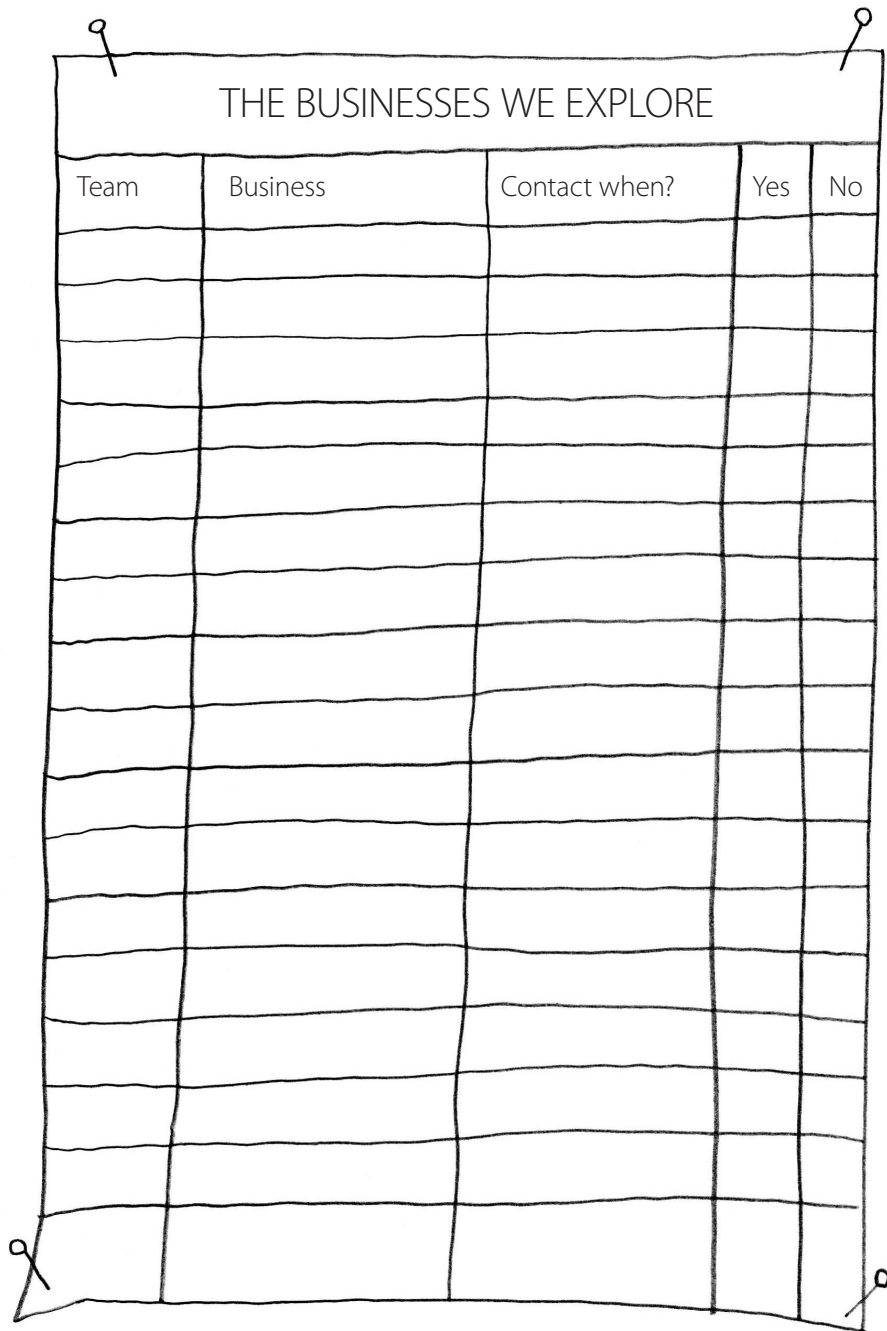
**Teacher's  
page**

*“Chalk and talk”* – this is an English expression that criticises a teaching technique that is often used: the teacher stands next to the blackboard and is the only one to talk. One way of overcoming this is by collecting answers, ideas and comments in a participatory way. Here your students will work with a list on flip chart paper (or on the board). When done on a flip chart or poster paper, it can be put up the classroom wall.

You might even discuss different types of lists and students could come up with new ideas.

## 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.



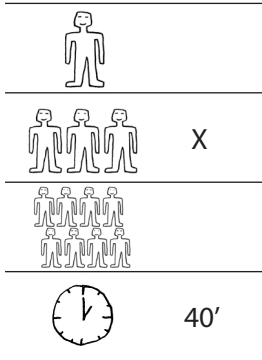
Having such a list also helps not to interfere with each other.







## ***Booklet 5 – Topic 2 – Task 3:*** **The difference between active exploring** **and passive watching**



### **The task:**

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

### **Classroom organisation:**

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

### **Procedure:**

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

### **Materials:**

- Worksheet: *Different ways of approaching the world*
- Maybe journals, colours, scissors, drawing paper

## Practical hints:

Teacher's  
page

### The students will be active explorers

Some students will be shy when it comes to exploring the business.

They will have to learn to be curious and to be interested;

to look, not to be shown;

to listen, not to be told;

to be interested, not just to receive information.

By completing this task, the students will learn to distinguish the differences.

In the discussion they will also have to think about being polite and careful. It is not the safe school environment where mistakes will – at worst – only have the effect of bad grades.

In this case, it is about real products, processes of production, selling or service.

As much as is possible, help them use different ways to express themselves. Art is a wonderful method of expression. You might even want to model the process yourself first or together with your students. It is NOT a waste of time!

*Learning Through Art* (LTA) is an approach that cultivates student creativity by designing sustained, process-oriented art projects. They support learning across the curriculum. The programme works either through a collaboration between an artist and teachers, art teachers and regular teachers or teachers themselves. The goal is to develop and facilitate art projects integrated into the school curriculum (see: [www.guggenheim.org/new-york/education/school-educator-programs/learning-through-art](http://www.guggenheim.org/new-york/education/school-educator-programs/learning-through-art)).

### Teacher's preparation notes

---

---

---

---

---

---

---

---

---

---

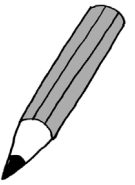


Try to figure out the differences between these two approaches:

Give a short definition from your point of view.

[illegible]

## ***Additional task for interested students:***



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

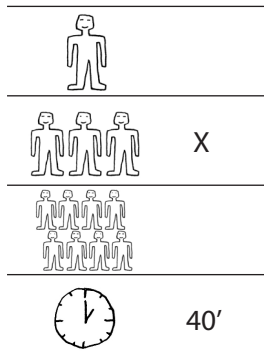
Look for pictures that could stand for activeness or passiveness. You might go on with pictures of animals or you might want to use 'passive' or 'active' colours, landscapes, faces, etc. Don't forget:

This is YOUR interpretation. So decide yourself!





## **Booklet 5 – Topic 2 – Task 4:** **Preparing our exploration tasks**



### **The task:**

Plan and prepare your days in the businesses.

### **Classroom organisation:**

Work in your tandem group.

### **Procedure:**

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

### **Materials:**

- Worksheet: *The four approaches to explore businesses*

## Practical hints:

Teacher's  
page

### What can students do during the exploration?

- a) observe
- b) communicate
- c) collect
- d) collaborate

In *Booklet 6*, all these tasks will be carried out during the exploration. This needs to be prepared and trained.

The fact that students will not merely be shown the workplace by a member of the company might also be something new for you.

This approach is really different. Experience shows that students are much more interested and learn more in the long run when they actively explore. They need to be well prepared for this. One cannot walk in a business, store or factory and immediately know how to explore. Therefore, it is helpful to distinguish between four approaches: observation, communication, collecting objects and collaborating wherever possible.

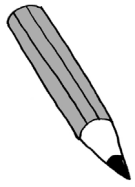
### Alternative

As mentioned in *Topic 1 – Task 1*, there might be the need for an alternative approach. You might work in a very remote area or in a specific situation where individual exploration visits by the student tandems are not possible. In this case, you might have to come up with an alternative scenario.

**Again: it might be difficult for students to find an exploration placement, but not impossible.** Support the students as intensively as possible to find businesses. By overcoming reluctance and difficulties, they will learn more than you can imagine.

If there is really no other possibility, you might have to organise a joint visit in a company, business or workplace. Make sure that the students are prepared to observe, communicate and maybe even collect things (information materials, etc.) for these visits. If they are well prepared, they will be ready to ask questions, once they have the opportunity. For this, they need information, they need to prepare in small groups and they need to take paper and pencils along.

Please avoid the alternative in which your students are just brought into a company as an unprepared group of tourists with no clue what is going on.



## ***The four approaches***

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

### **To observe:**

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

### **To communicate:**

- individual interviews
- interviews about specific topics
- .....

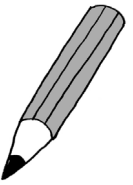
### **To collect:**

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

### **To collaborate:**

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





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



# ***Booklet 5 – Topic 3: Let's be specific!***

## ***Getting to know your exploration tool: Booklet 6***





### **From plan to action**

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





## ***Booklet 5 – Topic 3 – Task 1:*** **The main information in Booklet 6**

|   |     |
|---|-----|
|  | X   |
|  | X   |
|  |     |
|  | 45' |

### **The task:**

Discuss how *Booklet 6* is written and what you can do with it.

### **Classroom organisation:**

Sit in a big circle together with all the other students and with your teacher. You must have *Booklet 6* with you.

### **Procedure:**

- 1) Go through *Booklet 6* silently for approx. 20 minutes to have a first impression. The worksheet *My JOB Exploration – Booklet 6* on the following page will help you prepare for the discussion!
- 2) The following points need to be discussed in the plenary:
  - a. You will take the booklet along with you to the exploration.  
How will you use it there?
  - b. What makes the booklet interesting, special, new?
  - c. Go through it together page by page: What questions do you have?

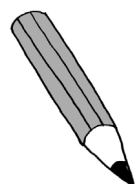
### **Materials:**

- *Booklet 6*
- Worksheet: *My job exploration*

**Teacher's  
page**

If you have prepared the alternative joint business visits, make sure you think ahead about which pages can be used when your students explore as a group.

## 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.



## ***My Job Exploration – Booklet 6***

Read *Booklet 6* and take your personal notes. This way you are prepared to share your ideas with your exploration partner and with the other students in the plenary discussion.

1. What makes *Booklet 6* interesting, special or new?

---

---

---

---

---

---

---

2. Go through it together page by page: what questions do you have?

| Page | Comment or question |
|------|---------------------|
|      |                     |
|      |                     |
|      |                     |
|      |                     |
|      |                     |
|      |                     |
|      |                     |
|      |                     |
|      |                     |
|      |                     |

### 3) Individual work

What is important to **me** in *Booklet 6*?

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


### 4. Joint work: What is important for **us** in *Booklet 6*?

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




## ***Booklet 5 – Topic 3 – Task 2:*** **Understanding Booklet 6 better**


---

|   |   |
|---|---|
|  | X |
|---|---|


---

|   |   |
|---|---|
|  | X |
|---|---|

---

|   |  |
|---|--|
|  |  |
|---|--|

---

|   |     |
|---|-----|
|  | 45' |
|---|-----|

---

### **The task:**

Analyse *Booklet 6* together with your tandem partner.

### **Classroom organisation:**

Sit at your desk together with your tandem partner.

### **Procedure:**

- 1) Go through the booklet in your tandems supported by the work sheet.
- 2) Make sure you really understand the tasks and match them with the first ideas you already had for your exploration.

### **Materials:**

- *Booklet 6*
- Worksheet: *My job exploration: what is important to us?*



## Practical hints:

Teacher's  
page

### Students need their peers as supporters

By now, your students should be trained in organising the classroom quietly and quickly into different working arrangements. Remember: there are different movie clips available on the project website on how to arrange the rooms. You might want to have a look at these together with the students.

Experience shows: the seating arrangement has a big impact on learning. Once your students are skilled, it will not disturb your classes at all anymore to go from a circle to groups or to a seating arrangement in rows.

After the discussion with you, the students will read Booklet 6 again in tandems at their desks. By doing so, they try to think ahead and try to imagine what they will have to do when they are in the businesses for their exploration.

Some might have difficulties with the comments. Important: they can be very personal.

Here are some examples:

In order to take pictures I will have to ask my mother for her camera and I will have to learn how to use it well.

*Will I do this interview with a tape recorder? Should I use my cell phone for it?*

*I am really afraid of talking to these people. I will need some help.*

In addition to the examples in the students' booklet, you might write a few examples of comments on the blackboard to support the students

### Teacher's preparation notes

---

---

---

---

---

---

---

---

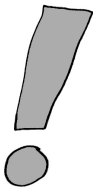


| Page | Short comment   |
|------|---|
| Xy   | If we want to conduct an interview, we might have difficulties with the noise in the big factory hall. We might need to see if we can sit in an extra room or office for this.            |
| Xxy  | We will need to try out the camera well to know how to use it, so we will have good quality pictures. We need to discuss, which camera we will use and how we can print out the pictures. |

What looks interesting in Booklet 6? What would we like to do?



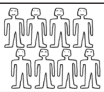

[illegible]





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

### **Let's make a draft plan for our visits!**

|   |            |
|---|------------|
|  |            |
|  | X<br>(45') |
|  | X<br>(45') |
|  | 90'        |

#### **The task:**

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

#### **Classroom organisation:**

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

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

#### **Procedure:**

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

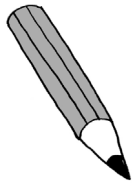
#### **Materials:**

- Worksheet: *First draft of the visiting plan*

**Teacher's  
page**

Interviewing somebody takes time. Taking good pictures is a big task (etc.) and if they want to or are able to collaborate, then it will take half a day for sure. After a first brainstorming session, help them to become realistic

## 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 is no text or other markings on the paper.



## ***First draft of the visiting plan***

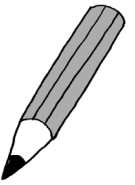
Now you will really start planning your four visits. This is very important. You cannot just walk in and look around. You need to have a clear plan of what you want to accomplish each day.

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

Think again about your possible tasks and fill in the template on the next page.

Use *Booklet 6*!

## ***Template for our first visiting plan***



Visiting business/company

---

Day 1

Date:

---

Day 2

Date:

---

Day 3

Date:

---

Day 4

Date:





# ***Booklet 5 – Topic 4:***

## ***Preparation day by day!***

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

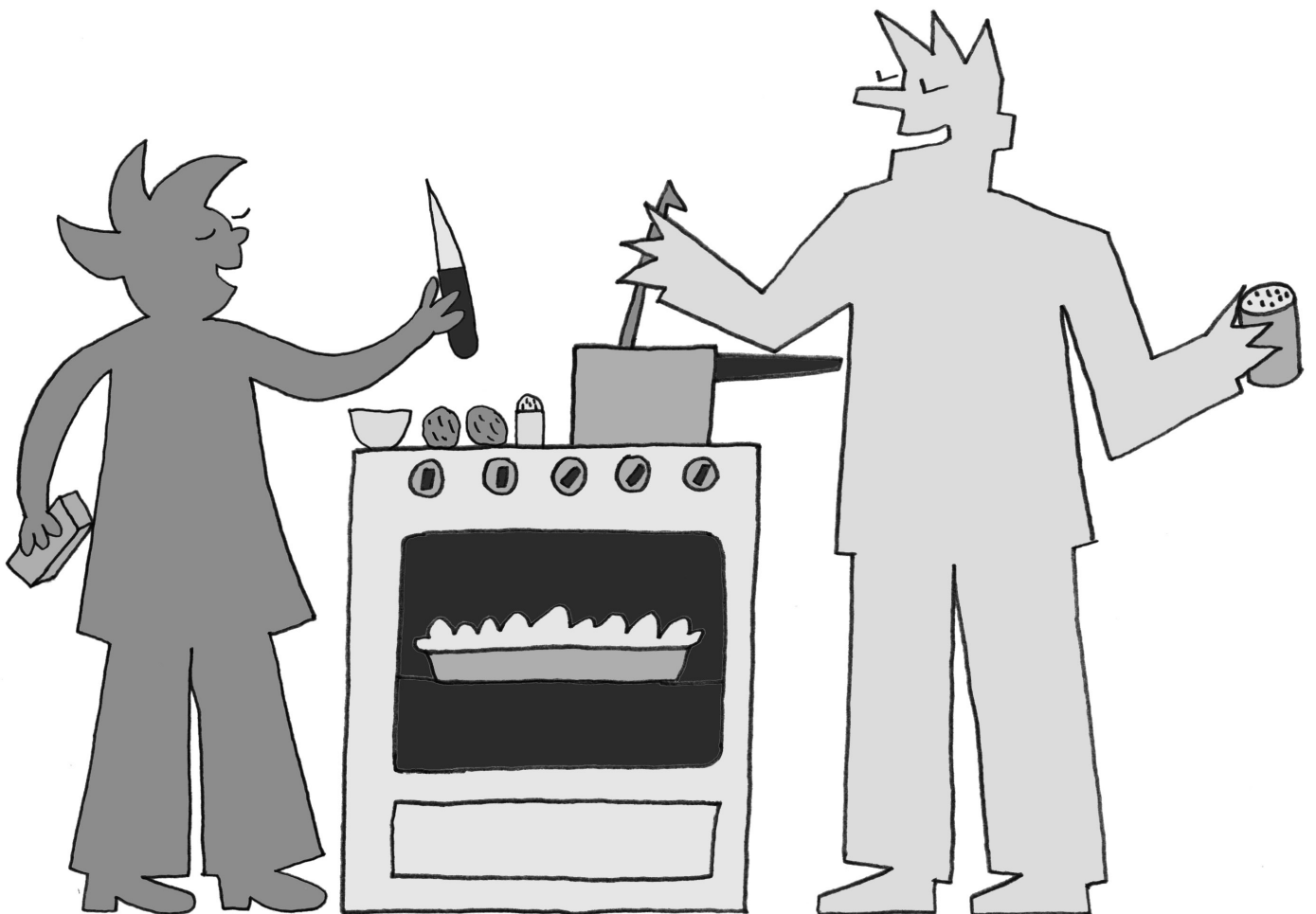
### **Preparation/planning**

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

What could happen? What might I need?

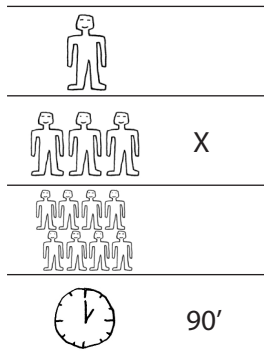
When you plan to go for a hike, you think about the food you might need or about the possibility of rain. What type of shoes would be suitable?

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





## ***Booklet 5 – Topic 4 – Task 1:*** **Working on details day by day**



### **The task:**

Go into details for planning each day.

### **Classroom organisation:**

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

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

### **Procedure:**

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

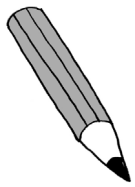
### **Materials:**

- Notes from the last worksheet
- Worksheet with the visit days (1-4)

**Teacher's  
page**

You know your students well. You know which ones will need some extra support to be careful and patient. This cannot just be done in a few minutes. It might even take some homework time. Encourage the students to find out more about the business they visit. As described in the procedures for the students, they might have to learn more or visit once more just to know. This is work - and that's ok!

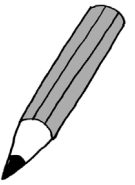
[illegible]



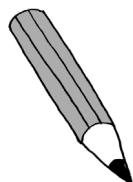
## ***Visit 1 (Day 1)***

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

## Visit 2 (Day 2)



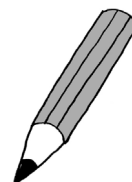
| Title of our task (what we will do) | What do we have to prepare, what do we have to take along, with whom do we have to speak beforehand...? | How much time could this take? |
|-------------------------------------|---|--------------------------------|
|                                     |   | 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



## ***Visit 1 (Day 1)***

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





## Visit 2 (Day 2)



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



## **Booklet 5 – Topic 4 – Task 2:** **Presenting our plan**

|   |     |
|---|-----|
|  |     |
|  | X   |
|  | X   |
|  | 45' |

### **The task:**

Present your plan for your business exploration.

### **Classroom organisation:**

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

Work in your tandem and in the plenary.

### **Procedure:**

- 1) Arrange your desk with all the material and planning forms as if it were a market. Present your planning to other tandem teams and to your teacher.
- 2) Visit each other, explain and learn once more (see also *Booklet 1, Topic 4, Task 2, Procedure step 2: "One stay, one stray"*).

### **Materials:**

- *Booklet 5* and *Booklet 6*
- Cameras, tape recorders, drawing materials, etc.







**Teacher's  
page**

A “market place” it says in the procedures for students. This can be a nice way of sharing ideas. As always: the way in which the classroom is arranged is often important for the result. For such a “market”, it might be good to arrange the desks in such a way that everybody can visit everybody else and take part in discussions about the work. Arranging this is not a loss of time! It is an investment in good learning! (See *Booklet 1 – Topic 4 – Task 2, Procedure step 2: One stay, one stray.*)

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



## **Booklet 5 – Topic 4 – Task 3:** **Evaluation of Booklet 5**

|   |     |
|---|-----|
|  | X   |
|  |     |
|  | X   |
|  | 30' |

### **The task:**

Reflect on 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:**

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

### **Materials:**

- *Booklet 5*
- Notes in your notebook and workbook
- Additional written material
- Worksheet: *Questions for the evaluation*

**Teacher's  
page**

For complex forms of learning, feedback maintains learner motivation by keeping him/her on task. One aspect of feedback that has been examined is the time delay between the learner's response and the formative/informative feedback. Correct learning should be immediately followed by feedback; immediate knowledge of results helps the learner distinguish between the right and the wrong responses and prevents the wrong associations from being unintentionally reinforced.

If these feedback pages from the teacher stay empty, then we cannot expect anything from the students either!

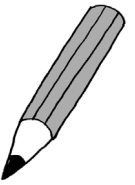
## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.



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

**Content: “Ready for the JOB”**

- [illegible]



### **You as a learner**

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

---

---

---

---

---

---

---

---

---

---

---

---

### **Teacher's feedback**

---

---

---

---

---

---

---

---

Date and teacher's signature:

I have read and understood my teacher's feedback.

Date, my signature:





JOBS