

My job exploration!



Teacher's Booklet

JOBS

Jobs Booklet No.

6

Supporting students while they explore their businesses in the tandems

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The students are now prepared for their explorations. They will work with their *Booklet 6: My Job Exploration*.

During *Booklet 5*, the students prepared their business exploration. So, everything should be ready by now. The students will soon come back to the JOBS lessons with their notes, impressions, pictures and objects from the business they have visited in their tandem teams

Learning not only in the classroom!

You, as teachers, must think about the reasons why working outside of the classroom is important for the students. Behind this approach there is also the idea that the world around you can become your classroom. Learning can – and should – happen everywhere! Field trips, excursions and explorations have been a part of education for thousands of years. However, valuable learning experiences outside the classroom are not trivial to plan, execute, and follow up on. Therefore we took a whole month to prepare it carefully.

A carefully planned and integrated exploration offers tremendous learning potential for all students.

How does your field trip support the curriculum?

If you can't answer this question, then don't expect much understanding or support from your colleagues or the parents. Take the time to identify the following instructional elements in a document you can share with colleagues, parents and with your students:

- Curriculum content that will be covered by the exploration
- Learning outcomes for the exploration
- Essential concepts underlying the content and structure of the exploration
- Key vocabulary that will be a part of the exploration

Preparing yourself for the time when students are in the businesses:

- Conduct a pre-visit to some of the businesses. Show your interest. Be aware of specific places. Learn more each year about the jobs in your region.
- Develop a participant checklist. Have a checklist with everyone's name. Who is in which business and when? Be sure to have all the contact data.
- Get your colleagues interested. Consider inviting another school member to see some of the students' business places.
- Visit some of your students. It can be very supportive and gives a positive signal if you visit some of your students during their exploration. In half a day you might visit two or three, but be sure to inform them first. It should not be a control but a friendly positive moment of interest and admiration

Preparing students.

This phase generally has been completed. Research has shown that students who are given pre-trip instructions learn and retain more from any out-of-school activity than those who go badly prepared. The following suggestions will make a difference during the JOBS exploration:

- Introduce the trip as a part of school learning.
- Stimulate students' interest for the exploration, also the ones that might find it difficult or boring.
- Discuss your expectations for learning and behaviour.
- Make sure that students are ready with the following materials:
 - a hard surface like a clipboard for note-taking or sketching;
 - bags, boxes for collecting objects;
 - pens, pencils, crayons, markers, paper, handheld devices, laptops; cameras, video cameras or digital cameras and a tape recorder.

Be ready for questions and problems:

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Students need to know that they can ask you questions, call you or contact you. They might have formal questions or questions concerning contact; they might have personal problems or the tandem team might not work well...

You will see: being there for your students in this phase of JOBS will bring you many additional personal and professional rewards.

Table of content of the students' *Booklet 6*:

- My data
- A short presentation of the business I explore
- Tips for conduct in the business I visit
- Plans and reports (four days)
- Safe on my mission part 1
- Safe on my mission part 2
- Profession 1
- Profession 2
- Requirements for one of the jobs
- Empty pages for notes, interviews, sketches etc.
- Evaluation of Booklet 6