

The world of jobs

Exploring a box full of surprises



JOBS

JOBS Booklet No.

3



PROGRAMUL DE COOPERARE ELVEȚIANO-ROMÂN
SWISS-ROMANIAN COOPERATION PROGRAMME

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

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

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

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PH Zürich

The world of JOBS

Exploring a box full of surprises

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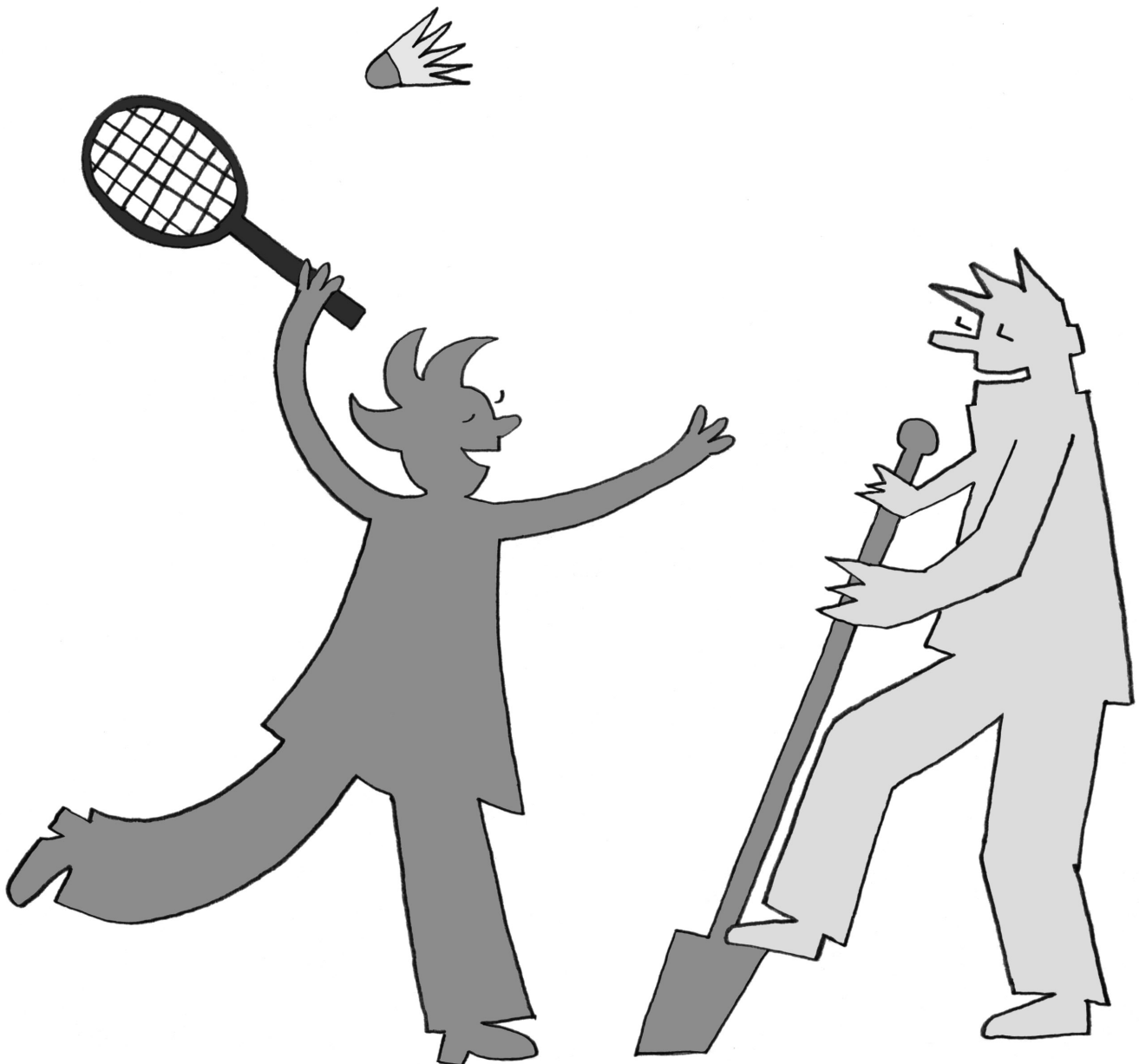
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Booklet 3 – Topic 1: ***What is work?***

Analysing and reflecting on what “work” means


Free time / leisure / spare time


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







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

	X
---	---

	X
---	---

	
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	25'
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The task:

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

Classroom organisation:

Individual work and pair work.

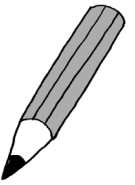
Procedure:

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

Materials:

- Worksheet: *Work or spare time?*

Introduction

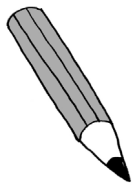


You are acquainted with school life and you know your family life.

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

A lot of young people in many countries have to work in order to support their families and to secure a living. From childhood onwards, they are involved in economical processes and often have got few chances to receive good training and education.

The pictures you choose shall help you think about your own point of view: What do you see as spare time activity? When does serious work start?



Work or spare time?



Picture 1

My title:

Work

1 2 3 4 5 6 7 8 9 10

Spare time

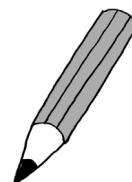
Nouns

Verbs

Adjectives

My comment:

Work or spare time?



Picture 2

My title:

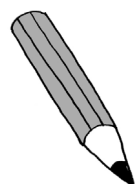
Work 1 2 3 4 5 6 7 8 9 10 Spare time

Nouns

Verbs

Adjectives

My comment:



Work or spare time?



Picture 3

My title:

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

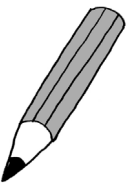
Nouns

Verbs

Adjectives

My comment:

Work or spare time?



Picture 4

My title:

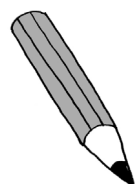
Work 1 2 3 4 5 6 7 8 9 10 Spare time

Nouns

Verbs

Adjectives

My comment:



Work or spare time?



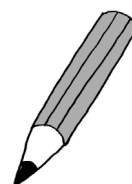
Picture 5

My title:

Work	1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____	9 ____ 10 ____ Spare time
Nouns	Verbs	Adjectives

My comment:

Work or spare time?



Picture 6

My title:

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

Nouns





Verbs

Adjectives

My comment:



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

	X
	X
	
	25'

The task:

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

Classroom organisation:

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

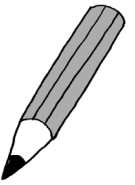
Procedure:

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

Materials:

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

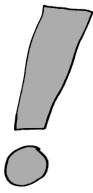
My definition of work:







(A possible beginning of my definition: Work is when... Work means that... Having work to do means...)

Our group definition:

Members of my group:



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

	
	X
	X
	40'

The task:

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

Classroom organisation:

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

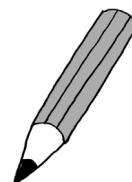
Procedure:

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

Materials:

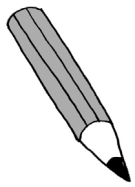
- *Booklet 2*
- Worksheet: *Fields of interest* (repetition of *Booklet 2 – Topic 1 – Homework Task*)
- Worksheet: *My favourite 3 activities*

Fields of interests (repetition of booklet 2)



Nine fields of interests (write on blackboard)

1 Nature	2 Sports	3 Household, cooking
4 Arts and design	5 Decorating, repairing, producing	6 Technical tinkering, experimenting
7 Buying, selling, collecting things	8 Reading, getting informed	9 Working with people



My favourite activities

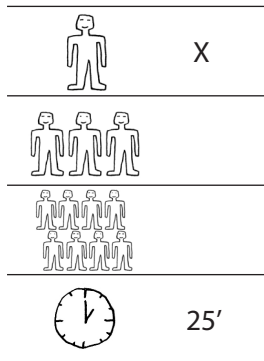
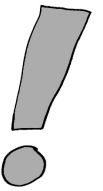
Find at least 3 activities for yourself and make small sketches of them. Fill in this table.

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

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

Booklet 3 – Topic 1 – Task 4:

What I am told to do, what I like to do



The task:

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

Classroom organisation:

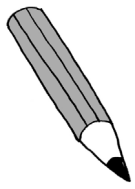
Work individually.

Procedure:

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

Materials:

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



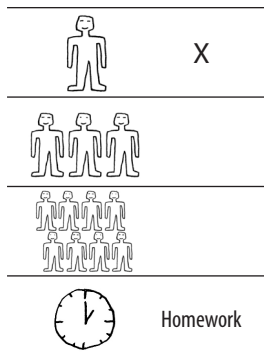
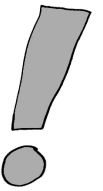
***What family members,
teachers etc. ask me to do:***

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

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

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

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



The task:

Write a protocol of one working day in your week.

Classroom organisation:

Individual work

Procedure:

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

Materials:

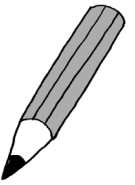
- Slips of paper (keep it environmentally friendly and use scraps of paper e.g. the back of old photocopies, etc.)
- Worksheet: *A working day in my week*



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

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

Individual notes:



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

2) What do you do during this free time?

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

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

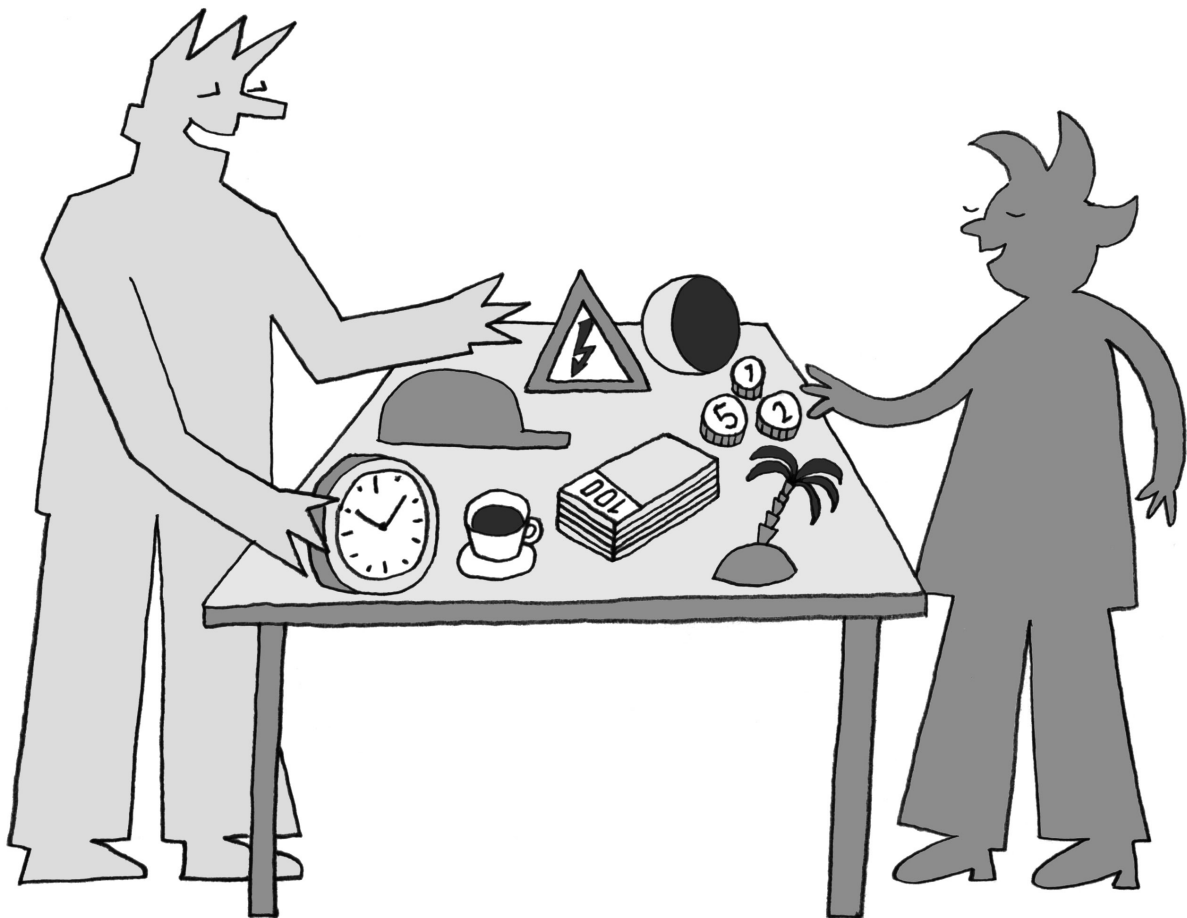
Booklet 3 – Topic 2:

What is work like?

Analysing and discussing different working conditions





Working conditions

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





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

	
	X
	X
	15'

The task:

Compare the different definitions of work.

Classroom organisation:

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

Procedure:

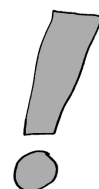
- 1) Write your group's definition of work (last week's *Topic 1 – Task 2*) on a slip of paper and stick it to the board next to the others' definitions.
- 2) Read all the definitions and discuss the differences in front of the board.
 - a. Are there elements you find in many definitions? Which ones?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





Materials:

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

Booklet 3 – Topic 2 – Task 2:

Share your homework



	
	X
	X
	30'

The task:

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

Classroom organisation:

Work in the last weeks' groups.

Procedure:

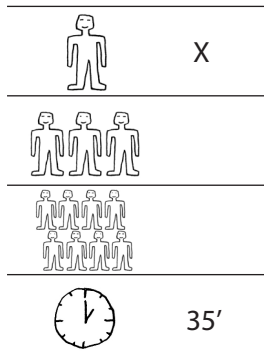
- 1) In your group, present your homework, *A working day in my week*, to each other
- 2) Points to be discussed:
 - a. Which elements could be seen more as work and which more as hobbies or leisure activities?
 - b. What is surprising to you when you hear the others' day description?
- 3) Prepare a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

Materials:

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



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



The task:

Think about aspects that make different professions comparable.

Classroom organisation:

Individual work and group work

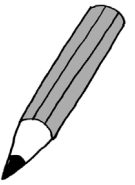
Procedure:

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

Materials:

- Worksheet: *Aspects of jobs*

Aspects of jobs



Do you know these terms?

Employment:

Self-employment:

Job position:

Full-time work:

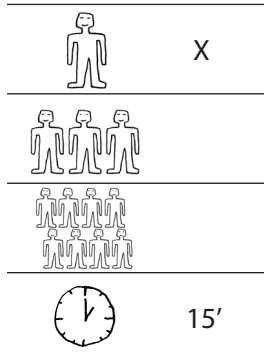
Part-time work:

Reputation:

Status:



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



The task:

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

Classroom organisation:

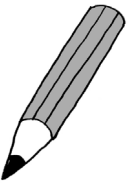
Individual work.

Procedure:

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

Materials:

- Worksheet: *Aspects of jobs*



Aspects of jobs:

A job is characterised by a number of things.
Find examples of jobs and professions!

a) Employment or self-employment:

Do you work for a company or do you own your own business?

Employment	Self-employment

b) Job position: Do you carry out tasks as a worker or do you delegate tasks to other people? Are you responsible for a certain field? Are you somebody's boss?

Rather a boss which delegates	Rather a worker who carries out tasks

c) Working hours: Do you work full-time or less? Do you work only in winter/only in summer?
Do you work in shifts?

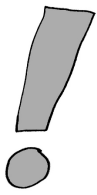
Full-time	Part-time

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





Rather high salary	Rather modest salary

e) Reputation and status: Are you proud that you have this job? Do people in this job get a "good" reputation for it? Is this job of high status in society?

Rather a high status	Rather a low status



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

	
	X
	X
	45'

The task:

Explain professional fields and assign jobs to these fields

Classroom organisation:

Work in pairs and in the class plenary

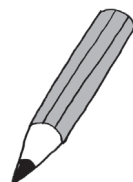
Procedure:

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

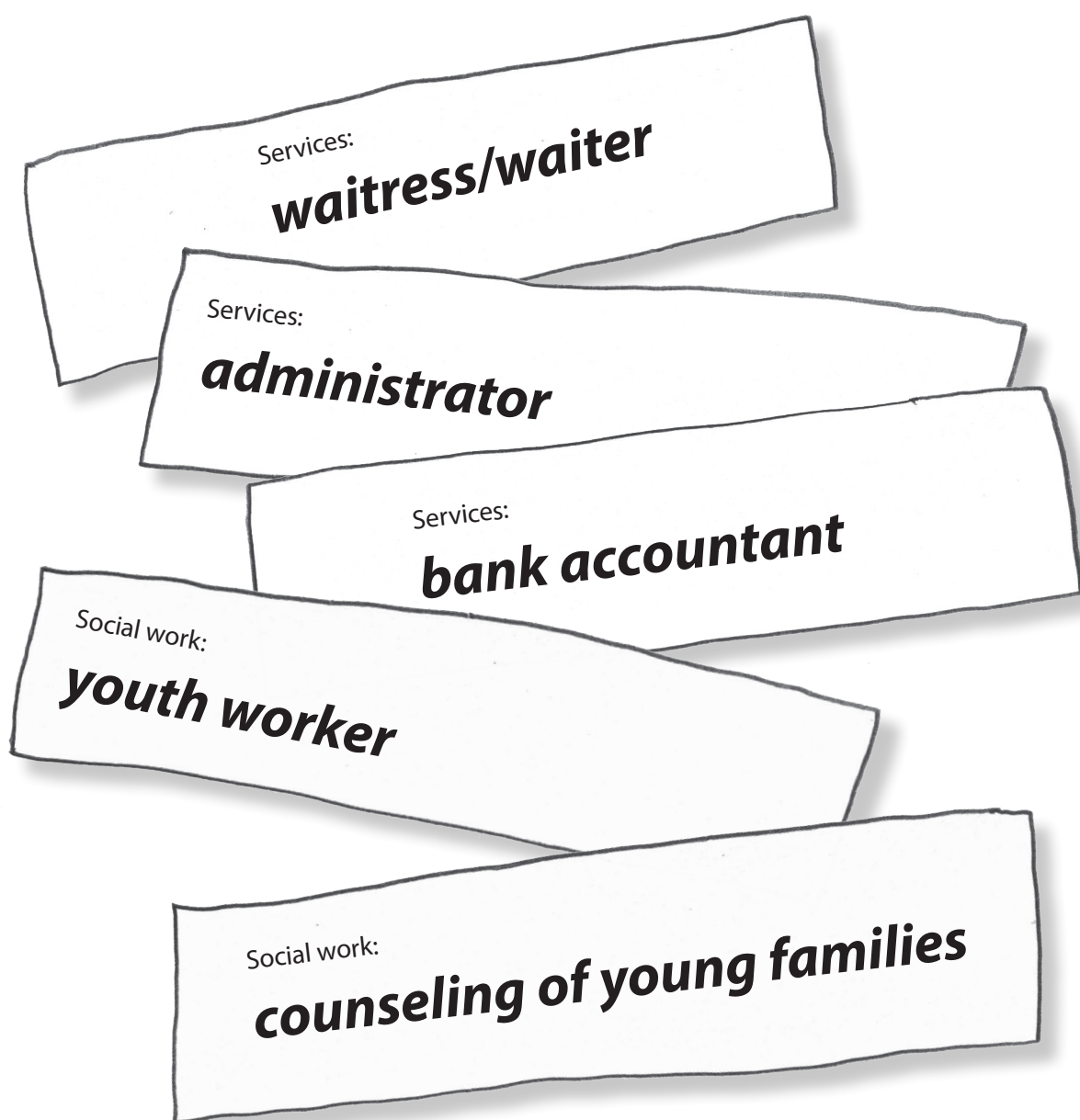
Materials:

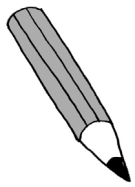
- Slips of paper
- Worksheets: *Different jobs*, *Professional fields*

Different jobs



Example:





Professional fields

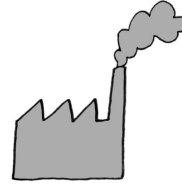
Often, a job is described by looking at the work itself.

The following list gives a rough overview of seven professional fields. This is not the only classification system, but it is one that can be easily understood.



Services

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



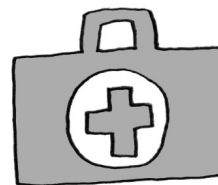
Industry

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



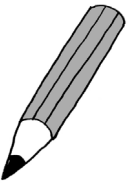
Education

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



Health

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



Crafts

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



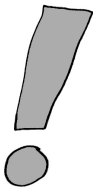
Public management

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

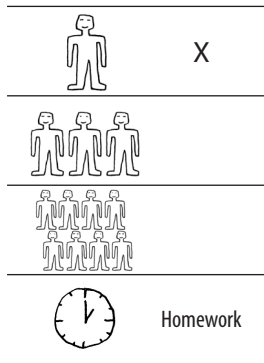


Social work

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



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



The task:

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

Classroom organisation:

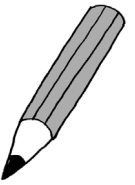
Individual work: start in class and finish the task as homework (research work).

Procedure:

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

Materials:

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



Ideas on why young people want to earn money

A lot of young people earn money in the afternoons or evenings or take up temporary jobs during holidays. You might have this experience yourself. There are several reasons why young people want to earn money.

Think about the reasons why young people want to earn money, even if they still go to school. First, brainstorm your ideas. Pay attention to every idea. Use the space below for a collection of keywords, for a drawing, sketch or comic.

Why do young people/students want to earn money?

[illegible]

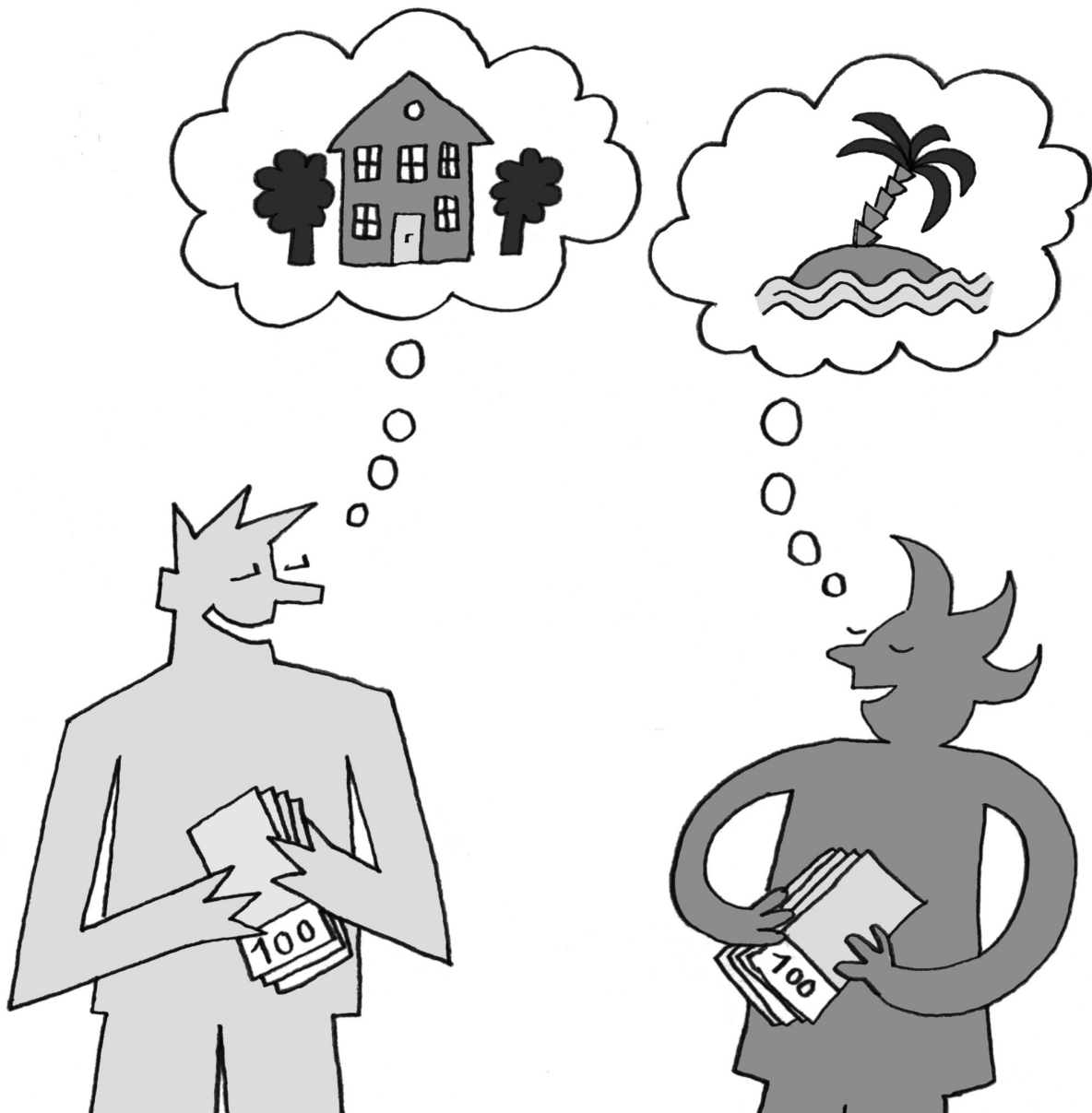
Booklet 3 – Topic 3:

Earning money for our future

Discussing the term salary

What is a salary?

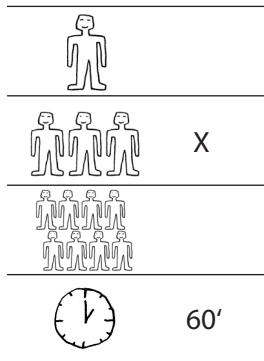
A salary is a form of periodic payment from an employer to an employee. A salary may be specified in an employment contract. A salary is different from other payment forms, such as piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis.





Booklet 3 – Topic 3 – Task 1:

The survey



The task:

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

Classroom organisation:

Work in small groups of three, maximum four.

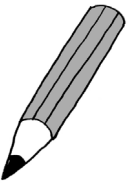
Procedure:

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

Materials:

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

Description of a survey



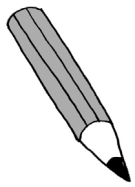
Make a small qualitative survey in your school. Take notes (you can add them to the folder afterwards).

Conduct short interviews with at least five schoolmates.

- 1) When do you earn money?
- 2) How do you do it and for which job?
- 3) When did you start doing it and who helped you to find the job?
- 4) What do you use the money for?
- 5) Maybe some additional question/s

Overview of all different answers to the first question: When do you earn money?

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



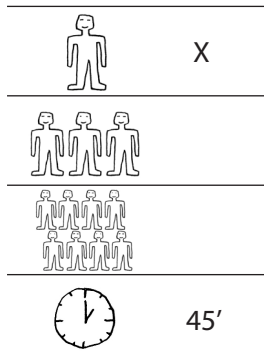
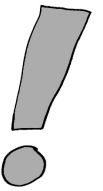
Overview of all different answers to the third question: When did you start doing it? Who helped you to find the job?

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

Overview of all different answers to additional questions:

Booklet 3 – Topic 3 – Task 2:

What would I use money for?



The task:

Think about your own way of spending money.

Classroom organisation:

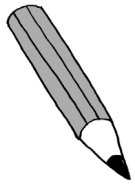
Work on your own.

Procedure:

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

Materials:

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



My description of why I want to earn money

Think about your present situation. Why do you want to earn money now? Whether you have a job in the afternoons, evenings or holidays, or you don't have one: what would you use your money for? Take a sheet of paper and entitle it:





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

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

Booklet 3 – Topic 3 – Task 3:

What is a salary made of?



	X
	X
	X
	60'

The task:

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

Classroom organisation:

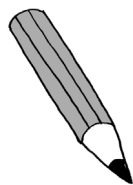
First work by yourself, then with a colleague and finally share your results in a discussion moderated by the teacher.

Procedure:

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

Materials:

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



Information: **What a salary contains**

If you earn money, you receive a salary. Normally, people who work receive a salary at the end of each month. In certain professional fields, it is common to pay people for the amount of hours they have worked.

Other forms of payment are:

- To pay people for the number of pieces they have produced (piece rate wages)
- To pay people additionally for the profit the company makes in case the company is well off (commission)
- To pay people in natural goods instead of money (wages in kind)

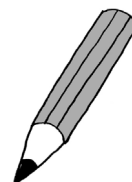
The amount that a person earns at the end of the month is written in a contract. This contract is signed by both the employer and the employee.

But: At the end of the month, when the person receives his/her salary, it is less than in the contract. Why?

You will find out about payslips in the following exercise.



Basic elements of a payslip



On a payslip you normally find the following terms:

Payroll accounting (2013)*:

	Calculation elements	Ron	Comments
Basic salary	23 days (184 hours)	995	Salary/hour = 995 Ron /184 hour= 5,4 Ron/hour
Seniority wage	10%	+ 100	It is granted according to the work contract
Night work allowance (25%)	32 hours night work	+ 230	= Salary/hour * No. of night work hours * 25%
Gross salary		1325	= basic salary + additional wage
Contributions for insurances			These are deducted from the gross salary
CASS – Health insurance	5,5%	- 73	= gross salary * 5,5%
CAS – Social insurance (pension)	10,5%	- 139	= gross salary * 10,5%
Unemployment insurance	0,5%	- 7	= basic salary * 0,5%
Personal deduction	2 children	- 380	A personal deduction is made from the salary before taxes, and depends on the number of dependents
Taxes	16%	- 116	= (Gross salary – Health insurance – Social insurance – Unemployment insurance – Personal deduction) * 16%
Net salary		990	= Gross salary – Health insurance – Social insurance – Unemployment insurance – Pension taxes

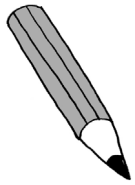
* The contributions and the taxes are according to the legal regulations valid in 2013.

What is the personal deduction mentioned in the payslip?

Why is there a social (retirement pension) insurance?

Why is there health insurance?

Why is there unemployment insurance?



Why taxes:

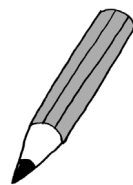
“The citizens have the obligation to contribute, through taxes and levies, to the public expenses” (Romanian Constitution, Art. 56). The general expenses of the state and the public services of general interest are financed from these taxes and levies.

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

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

Differences the way I understand it

Undeclared employment (moonlighting)



The salary of an employee is calculated as described above, by deducting from the gross salary the contributions for health insurance, pension fund, social security fund, and taxes. Besides the taxes paid by the employee, the employers are also obliged to a series of contributions (health funds, pension, social security, the fund covering risk of work accidents and professional diseases etc.) Certain employers (companies, firms) manage to persuade or compel the employees not to sign an official work contract, in order to avoid paying taxes to the state, arguing that both parties gain from this decision. Employment without a legal work contract, known as undeclared employment or moonlighting is illegal, yet common in Romania. The employees compelled to work without a legal contract may report this as abuse to the authorities. In this case, the employers are liable to pay fees or go to jail.

What are the consequences of undeclared employment for the employee? What are the consequences of undeclared employment for the society? Analyse and compare what you gain and what you lose by working illegally.

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

Booklet 3 – Topic 4:

How expensive is life?

Understanding and discussing standards of living

What is the standard of living?

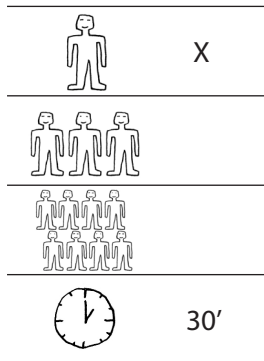
The standard of living is generally measured by standards such as real income (i.e. inflation adjusted) per person and poverty rate. Other measures, such as access to and quality of health care, income growth, inequality, educational standards, access to certain goods (i.e. number of refrigerators per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

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





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



The task:

Clarify what you think about the topic of money.

Classroom organisation:

Individual work

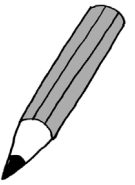
Procedure:

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

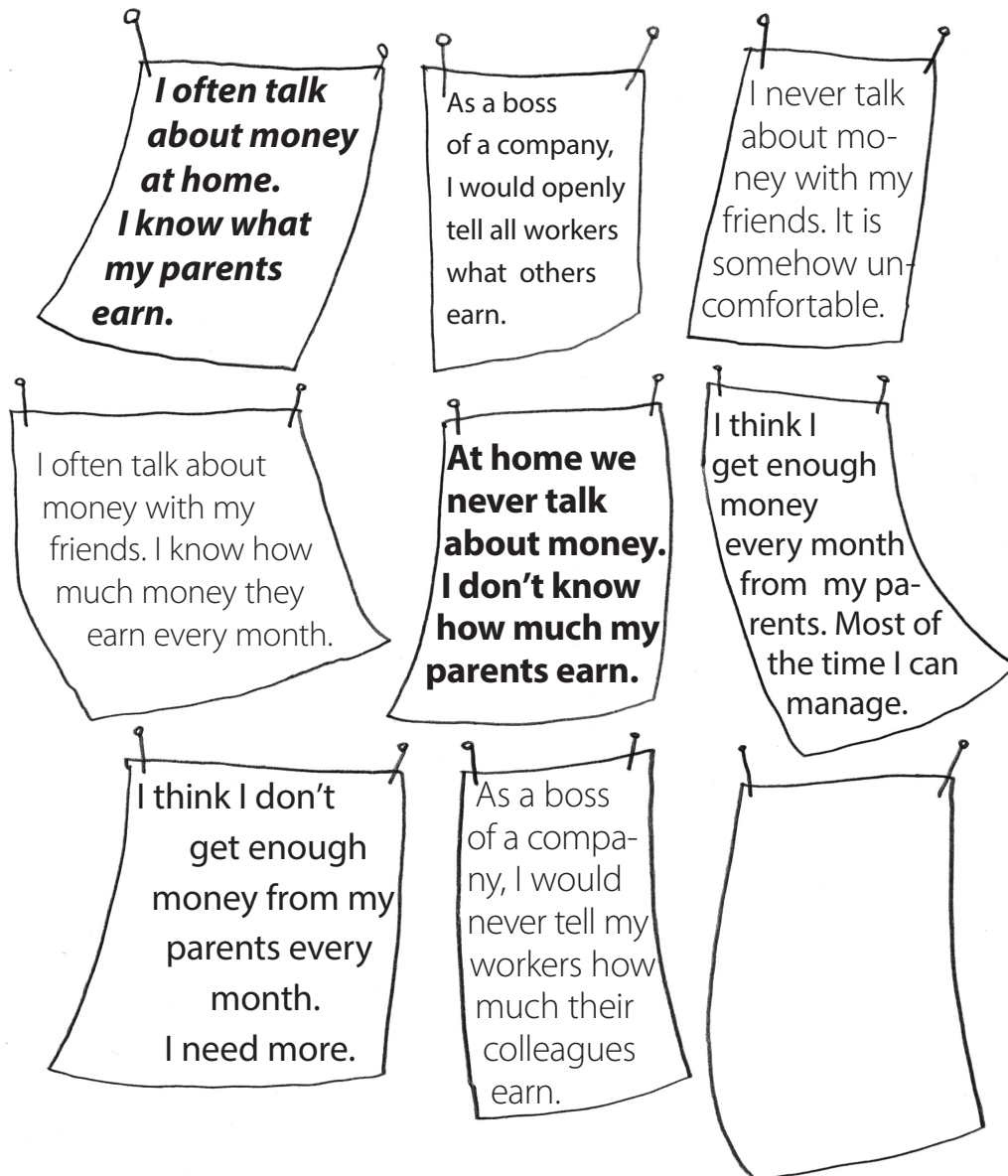
Materials:

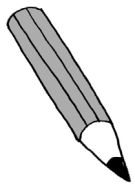
- Worksheet: *Bulletin board on opinion about money*
- Worksheet: *My own bulletin board*

Bulletin board on opinions about money



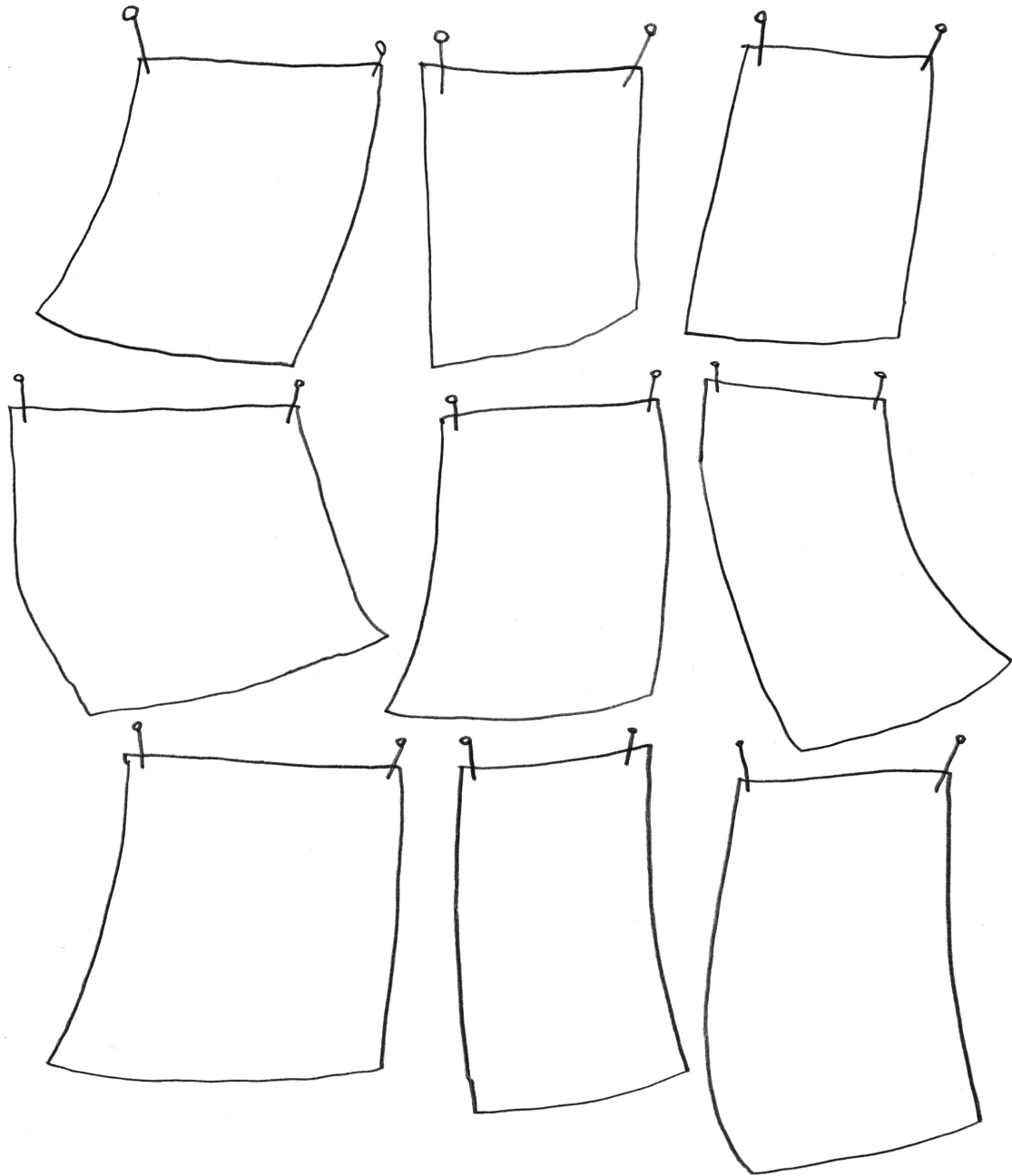
Look at the following bulletin board. You can see a lot of different slips representing different opinions about money. Which ones would you pick and stick on your own bulletin board? Copy them and write them on the empty clipboard on the next page.





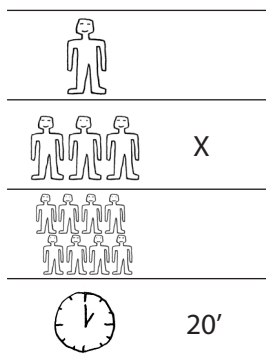
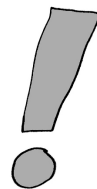
My own Bulletin board

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



Booklet 3 – Topic 4 – Task 2:

Income can differ highly!



The task:

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

Classroom organisation:

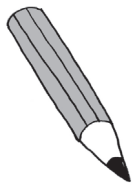
Set up the room for group work (tables of four).

Procedure:

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

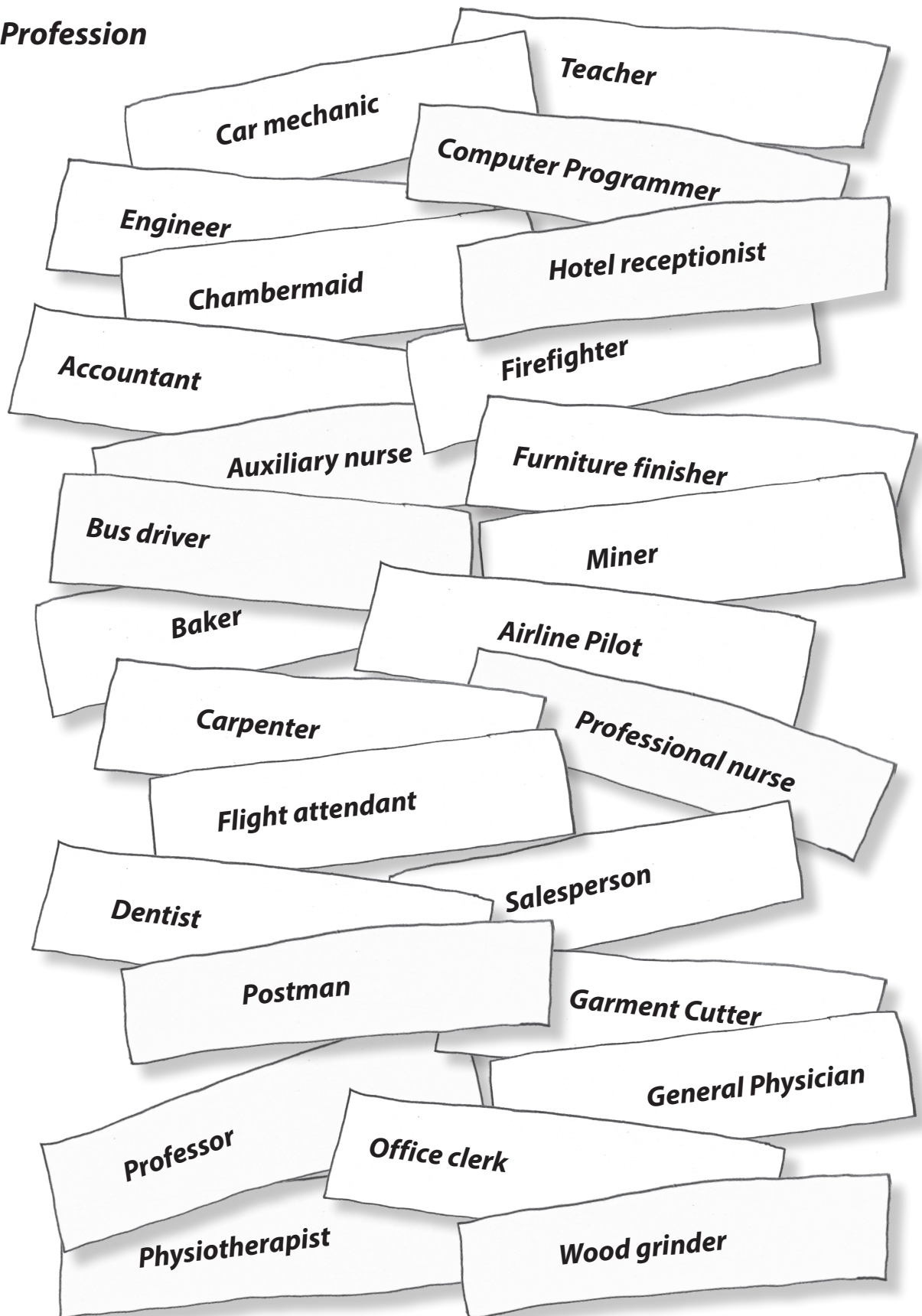
Materials:

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



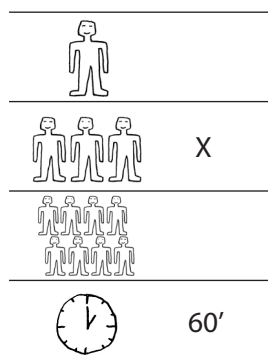
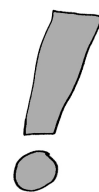
Who earns most, who earns least?

Profession



Booklet 3 – Topic 4 – Task 3:

Differences in income: how just are they?



The task:

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

Classroom organisation:

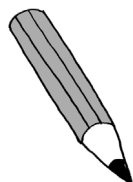
Keep working in groups.

Procedure:

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

Materials:

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



Romanian salaries in comparison

A profession is the work carried out according to a qualification obtained after certain studies. An occupation is the position or job a person has and which is paid regularly. For instance, a person whose profession is mechanical engineer can have the position of a mechanical engineer (in which case, the name of the job corresponds with the profession) or he/she can have other positions, such as chief engineer, director, teacher, school inspector, etc. in various fields of activity.

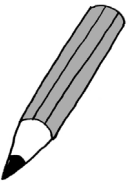
Here you can find the average salaries of people in different jobs in Romania. How does it match your own guesses? What surprises you? From your point of view, what makes the differences so large? Choose two examples, one from the top part of the list, one from the lower part. What makes the differences so great? How can this be explained? Is it justified? Is it just?

Attention! This is not a question of "right" or "wrong". There can be many different positions and opinions! Stand up for your opinion, but listen to the others! You might think your position through once more.

No.	Job	Average monthly Gross salary (Lei)
1.	Magistrates	8203
2.	IT designers	5767
3.	Miners	3489
4.	Specialised physicians	3404
5.	Civil engineers	3041
6.	Pharmacists	3013
7.	Accountants	2582
8.	Medical assistants	2408
9.	Bus and tram drivers	2092
10.	Pharmacist assistants	2064
11.	Secondary school teachers	1927
12.	Nurses	1789
13.	Primary school teachers	1709
14.	Clarks	1702
15.	Firemen	1701
16.	Car mechanics	1683
17.	Pre-school teachers	1602
18.	Carpenters	1330
19.	Health care staff	1305
20.	Forestry workers	1287
21.	Hotel receptionists	1215
22.	Farmers	1200
23.	Chefs	1140
24.	Salesmen	1102
25.	Bakers, cake boss	995
26.	Hair dressers	706

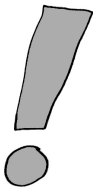
Source: National Institute for Statistics, "Repertoriul salariaților pe grupe de salarii realizate în luna octombrie 2012" (issued in May 2013) – selection from table 10, p.140-202.

Romanian salaries in comparison

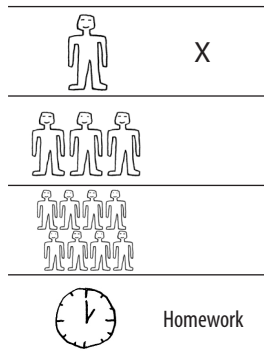


Key questions	Job 1	Job 2
Describe the importance of this job for society. What would happen without it?		
What is the education needed to do this job?		
Describe the status this job has in your society.		
As far as you know: is it rather a male or a female job?		
Take the higher income as 100% and calculate how many percent less the second job earns.		

Give your personal opinion:



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



The task:

Estimate and research what the basic costs of living are.

Classroom organisation:

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

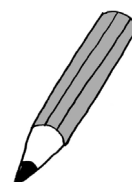
Procedure:

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

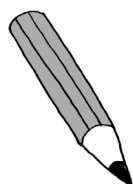
Materials:

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

Matrix A: Estimate



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

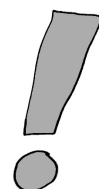






Matrix B: Real costs

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

Booklet 3 – Topic 4 – Task 4:

Evaluation of Booklet 3



	X
	
	X
	30'

The task:

Reflect on your work from the past month.

Classroom organisation:

During the first phase, sit at your desk.

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

Procedure:

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

Materials:

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



- content-wise, **what** you learnt, and
- as a student, **how** you learnt.

Content: "The world of work"

- [illegible]

JOBS