

# *Ready for the job!*

*Preparing for our job exploration*



**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

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PH Zürich

# ***Ready for the job!***

## ***Preparing for our job exploration***

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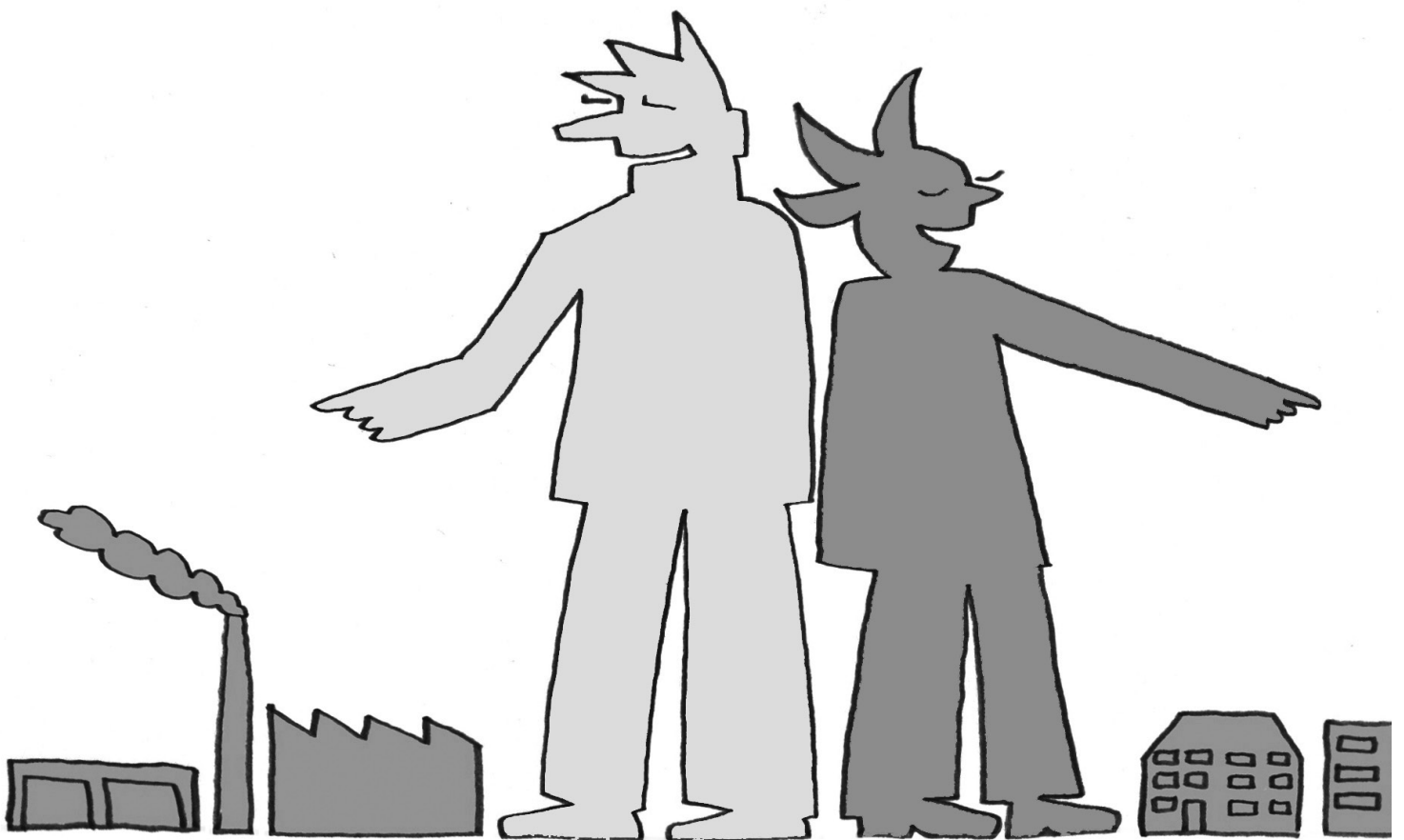
# ***Booklet 5 – Topic 1:***

## ***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'

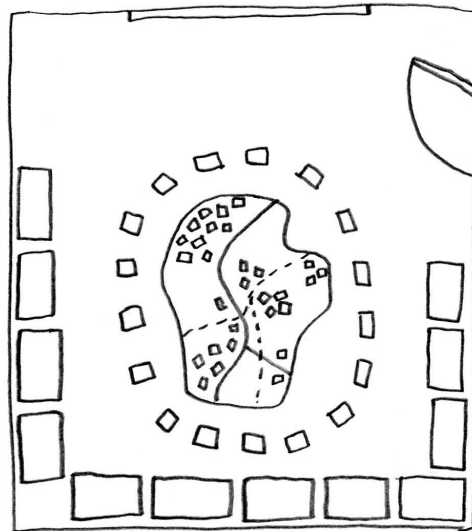
### The task:

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.



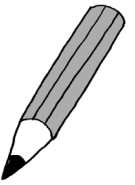
### Procedure:

- 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*

## ***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:**

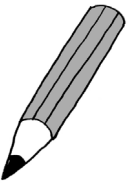
- 1) First, discuss about the teamwork ahead in the class plenary.
- 2) Then choose a partner to work with for the next few weeks.
- 3) Your best friend is not always the best partner for the work ahead!  
Do your competences match? Does he/she have competences you don't have and you need?
- 4) Think 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



## Criteria for forming a team



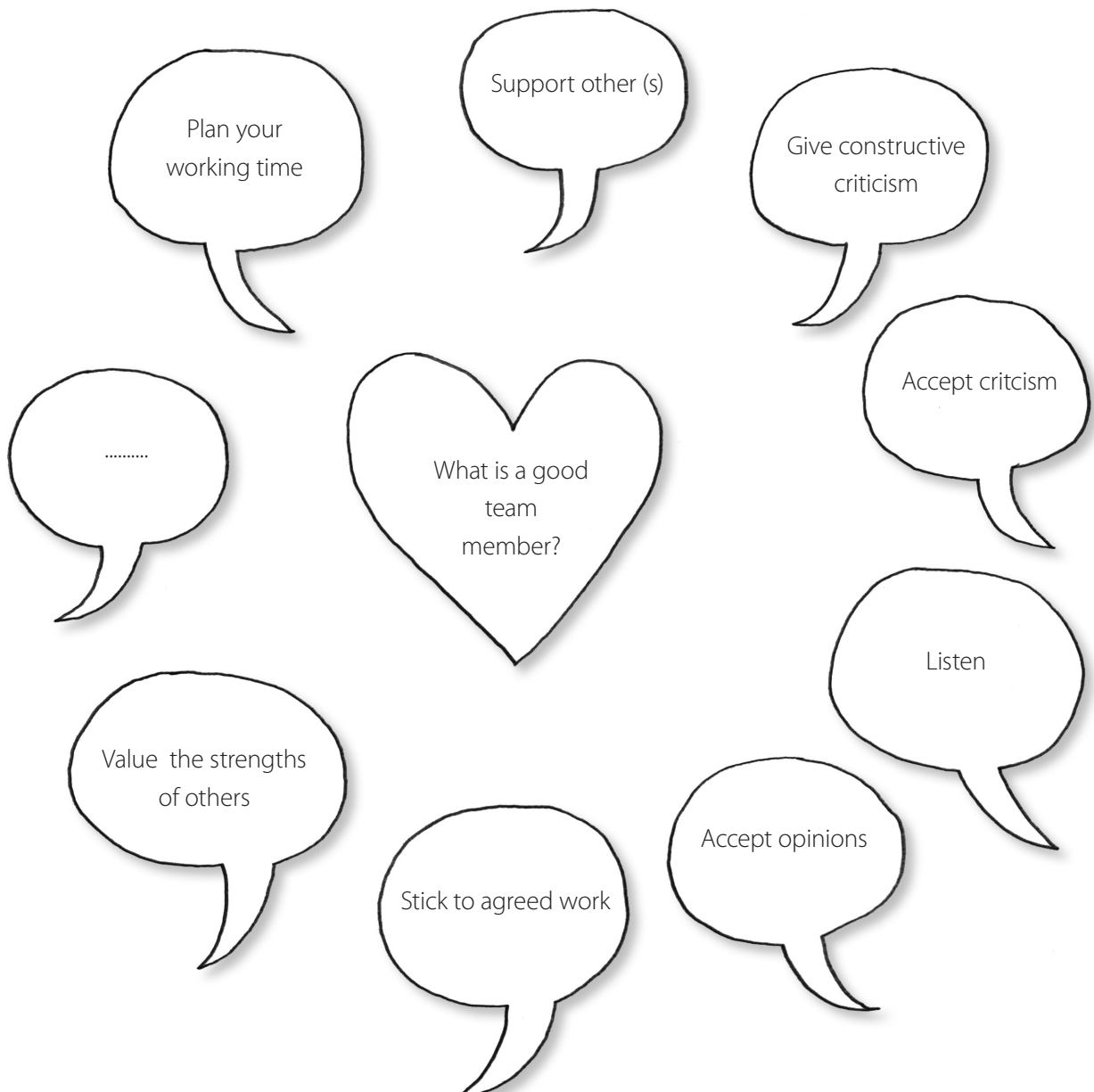
The tandem team you are creating will work together for two months.

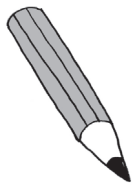
You will:

- 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:***

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Team members:

---

The motto for our collaboration:

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A symbol for our team:

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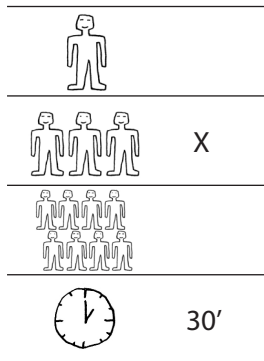
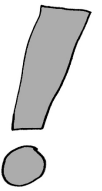
We all agree with this team.

---

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:**

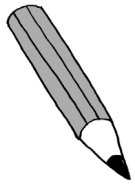
Sit in a circle around the large job map in your classroom.  
Work in pairs.

### **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*



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

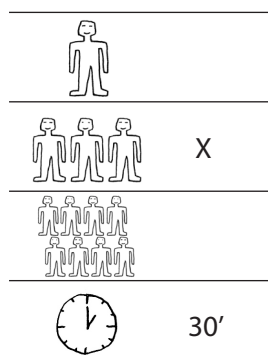
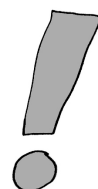
- How far away is it from my home?
- Are they producing, selling, delivering etc. so I can see something, explore something, describe something?
- Will there be an opportunity for me to experience some work myself?
- Would my parents allow me to go there?
- Can I do any exploring work when visiting this 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:

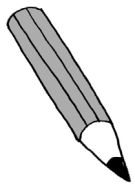
Work in the newly formed tandems.

### 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*



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

The business we want to explore:

Name of business

1

2

3

(4)

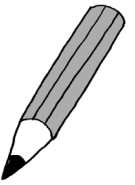
Who will deliver (or send) the letter?

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.

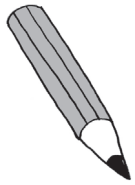
4th paragraph

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**

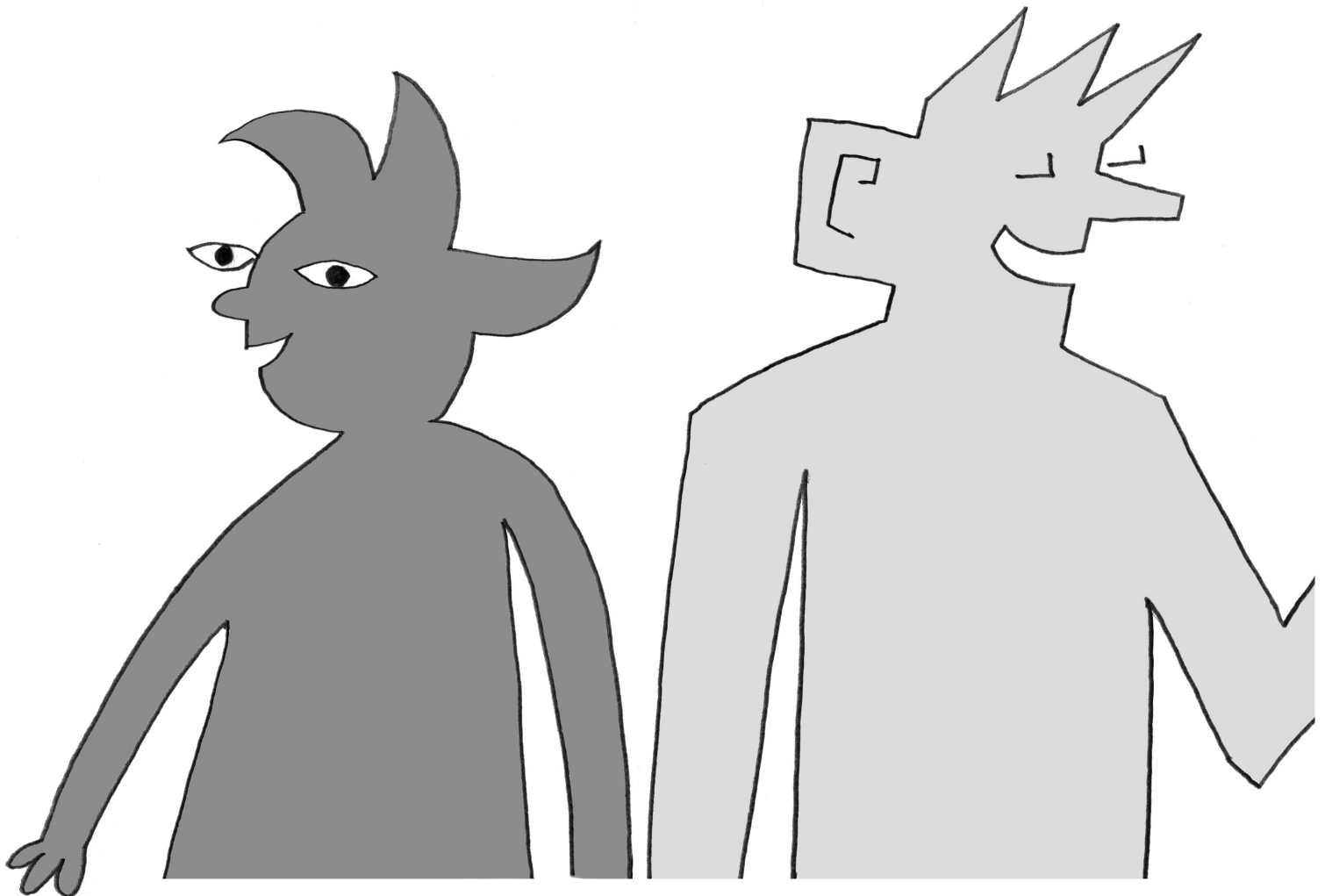
When I learn actively, I learn because I am interested.

I want to know.

I want to see.

I want to listen.

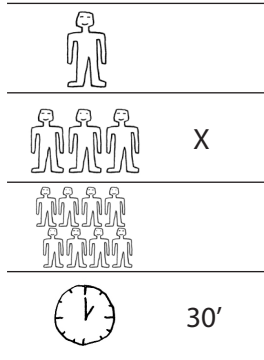
And this is all for my own future.





## ***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.

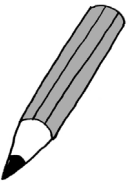
#### **Procedure:**

- 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*

# Checklist



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

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What were the reactions?

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What kind of help do you need now?

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What were you afraid of?

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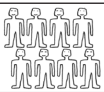

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## ***Booklet 5 – Topic 2 – Task 2:*** **Coordinating all the visits**

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	X
	X
	20'

---

### **The task:**

Find out who is visiting whom. Coordinate!

### **Classroom organisation:**

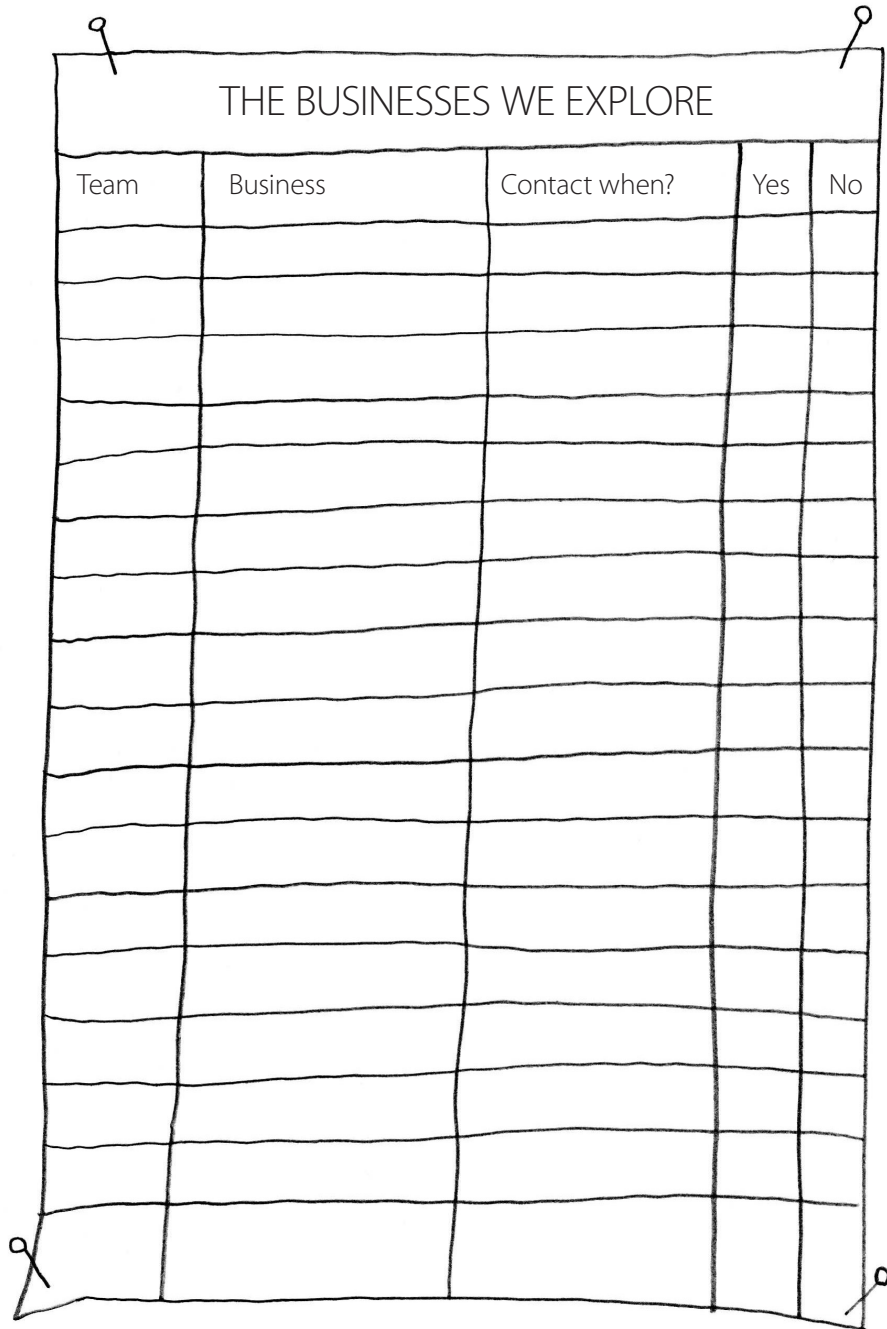
On the wall of the classroom, there is a list. You will work in pairs and in the plenary.

### **Procedure:**

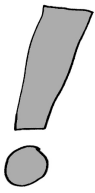
- 1) The teacher gives some of you the task of preparing a list with all the companies your class will be visiting, or maybe even your school if more than one class is working on the JOBS project.
- 2) Each group notes down the companies they have asked and makes a mark if the company has given them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

### **Materials:**

- Empty poster paper

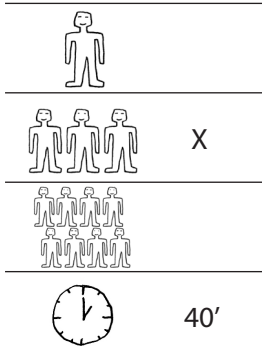


Having such a list also helps not to interfere with each other.



## ***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

## ***Different ways of approaching the world***

An explorer is not a passive consumer listening to somebody presenting something. An active explorer wants to know, wants to see and wants to be informed.

Try to figure out the differences between these two approaches:

	Passive watching	Active exploring
Which <b>animal</b> represents which approach best? Draw an animal or look for a picture in a magazine, cut it out and glue it in here. Name the animal.		
Find at least three <b>verbs</b> that describe the two approaches.		
In your point of view, which colours represent the two approaches?		
Think of characters in movies who are active explorers or passive consumers.		

Give a short definition from your point of view.

An active explorer is a person who...

[illegible]



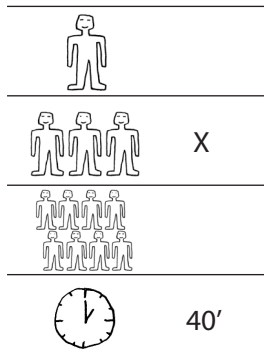
Look for pictures that could stand for activeness or passiveness. You might go on with pictures of animals or you might want to use 'passive' or 'active' colours, landscapes, faces, etc. Don't forget: This is YOUR interpretation. So decide yourself!





# **Booklet 5 – Topic 2 – Task 4:**

## **Preparing our exploration tasks**



### **The task:**

Plan and prepare your days in the businesses.

### **Classroom organisation:**

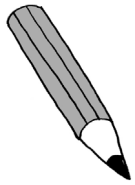
Work in your tandem group.

### **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*



## ***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:**

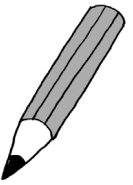
- individual interviews
- interviews about specific topics
- .....

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



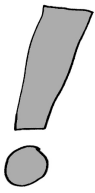
# ***Booklet 5 – Topic 3: Let's be specific!***

## ***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.

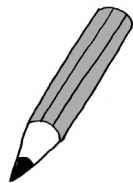
### **Procedure:**

- 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*

# 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?

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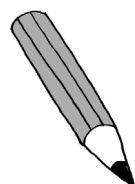
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2. Go through it together page by page: what questions do you have?

Page	Comment or question



### 3) Individual work

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

Page	Short comment

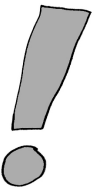
### 4. Joint work: What is important for **us** in *Booklet 6*?





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?*



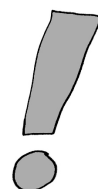
Page	Short comment
Xy	If we want to conduct an interview, we might have difficulties with the noise in the big factory hall. We might need to see if we can sit in an extra room or office for this.
Xxy	We will need to try out the camera well to know how to use it, so we will have good quality pictures. 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 (45')
	X (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.

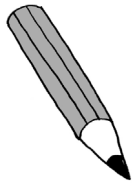
Your teacher will decide on the seating arrangement for the presentation in class.

### 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*



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

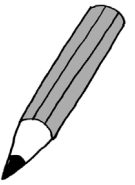
Now you will really start planning your four visits. This is very important. You cannot just walk in and look around. You need to have a clear plan of what you want to accomplish each day.

- 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

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Day 1

Date:

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Day 2

Date:

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Day 3

Date:

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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***

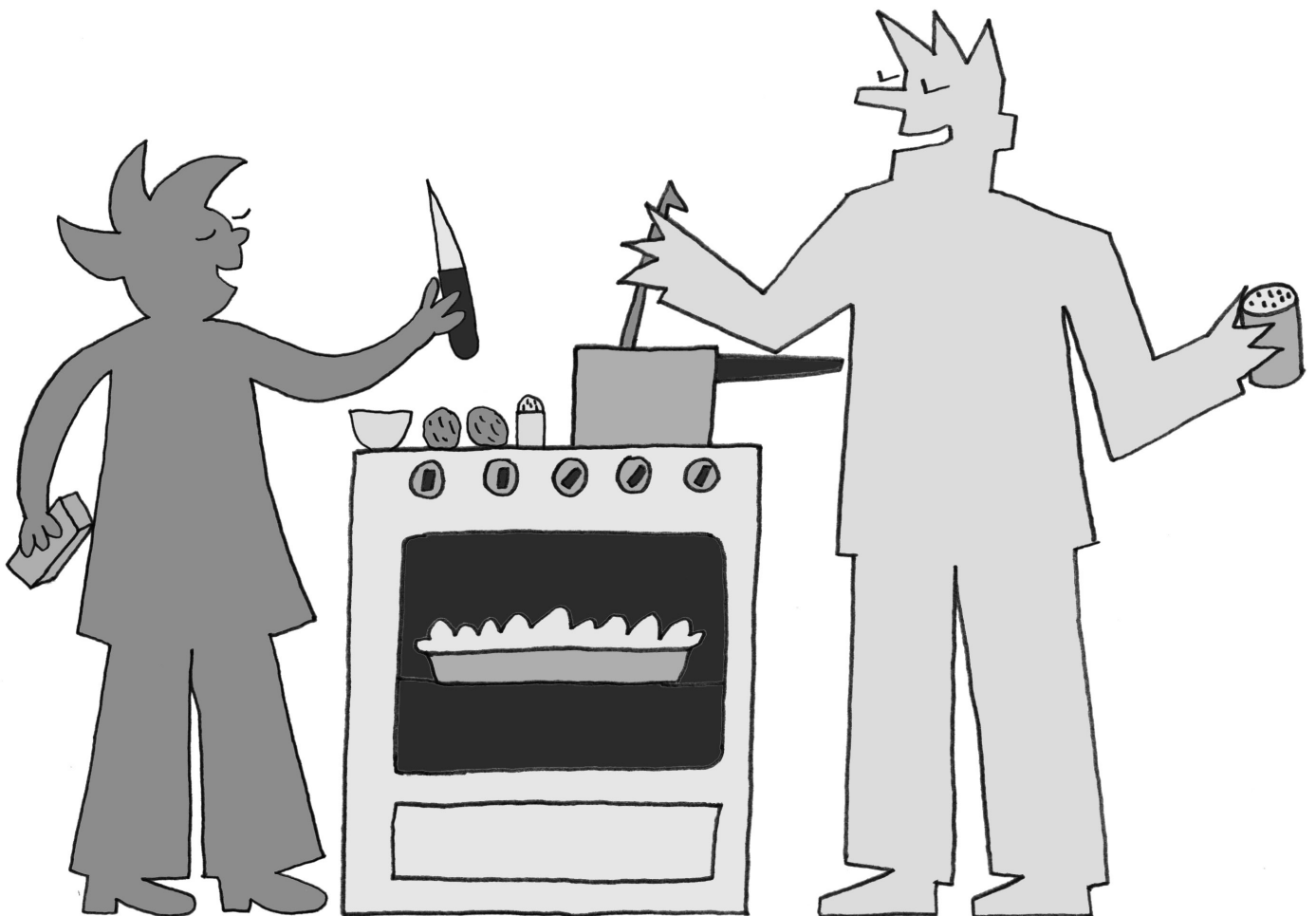
### **Preparation/planning**

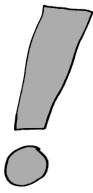
*Preparation* is a way of carefully thinking ahead. What needs to be ready?

What could happen? What might I need?

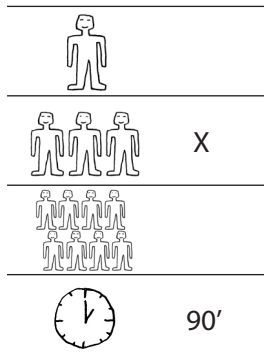
When you plan to go for a hike, you think about the food you might need or about the possibility of rain. What type of shoes would be suitable?

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:**

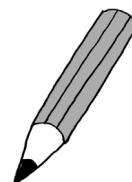
- 1) With the notes you made during the last task and the feedback you got from your classmates, you now have more details and you can plan day by day.
- 2) Maybe there is time and space for two, three or even four tasks during one day in your company.
- 3) Use all four approaches: observe, communicate, 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:**

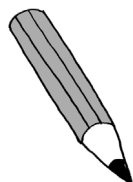
- Notes from the last worksheet
- Worksheet with the visit days (1-4)



## Visit 1 (Day 1)



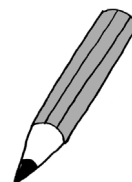
Title of our task (what we will do)	What do we have to prepare, what do we have to take along, with whom do we have to speak beforehand...?	How much time could this take?



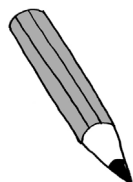
## **Visit 2 (Day 2)**

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?

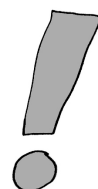






## **Visit 2 (Day 2)**

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).

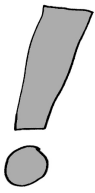
Work in your tandem and in the plenary.

### 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.




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


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	X
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	30'
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### **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*

## Questions for the evaluation

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

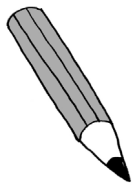
- a) **What** you learnt in terms of content, and  
b) you as a student, **how** you learnt.

You find a series of questions, but you don't have to answer them all! You might want to make a list or jot down some notes first before starting to write here?

**Content: “Ready for the JOB”**

- What have you learnt about yourself, your strengths, interests and competences?
- Which aspect impressed you most? Why?
- Which feedback impressed you most? Why?
- Write a statement about what has become important to you.
- What has surprised you?
- What are you happy about?
- Where do you see problems?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.



### **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?

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### **Teacher's feedback**

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Date and teacher's signature:

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I have read and understood my teacher's feedback.

Date, my signature:

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JOBS