

Study or Work. What to Do after Elementary School?

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Recommended year	<i>8th grade, 9th grade.</i>
Time framework	<i>3 – 12 lessons</i>
Thematic block	<i>Career Choice and the Labour Market</i>
Objectives and development of competencies	<p><i>The project aim is to motivate pupils to choose their career and mediate a realistic view on requests for further education and labour market.</i></p> <p><i>The project develops especially the communication key competences (pupils can: express himself verbally and in writing, read with understanding, formulate ideas and opinions), social and personal competences (they can make a picture of themselves, contribute to discussions), study competences (self-motivation and motivating other people, critical evaluation of the results), information (searching and sorting) and civil competences (legal compliance and abiding social standards) and communication competences – they can express graphically.</i></p>
Interdisciplinary (cross-curricular) relations	<p><i>Information and Communication Technologies – processing and using information.</i></p> <p><i>Mathematics – basic mathematic operations, percentage, processing the results graphically.</i></p>

Theoretical introduction

Pupils get interested in their future career especially at the end of schooling when they are not completely ready to take the responsible decision. At this age, they do not have developed the principles of self-evaluation and they are missing experience and a realistic view of the labour world. Their interests are often in all directions and they are looking for their strong and weak points. They often change their decisions and do not consider the other important factors while choosing their future. During this process, they look for an example in their surroundings. Most of information which direct the next steps of pupils come from their family and close friends. [1] On the other hand, information from study environment influences pupils less. According to the research carried out at the Tomas Bata University in Zlín, many of the respondents assess the prestige of their future employment according to income. The importance or necessity of the job is not at the end of their evaluation, however it loses its position due to many insignificant factors. Only about 1/3 of primary school pupils seek for professional consultants when choosing a profession. If they use the consultant, it is usually service of a career and educational guidance. Teachers are, according to the research, on the third place. [2]

Methodical part for teachers

Objectives:

- To motivate pupils in their further studies at high-schools and then at universities.
- To direct pupils in perspective and required fields considering their skills.
- To map skills, abilities and preferences of pupils regarding their further professional growth.
- To create the conditions for individual development of pupils.

Activities Plan Overview:

Activity 1 – How much do they earn in a year? (15 + **20 min.**)

Activity 2 – Employed or self-employed? (10 min.)

Activity 3 – Occupation and where to study it. (10 min. + **10 min.**)

Activity 4 – What career is right for me? (20 + **20 min.**)

Activity 5 – What are my characters to further studies? (10 min.)

Activity 6 – Tools and materials. (10 min)

Activity 7 – Who does what? Job characteristics (15 min)

Activity 8 – Excursion to the company I would like to work for. (20 min + **½ day**)

Activity 9 – Opening day at school I have chosen. (20 min + ½ day)

Information – There is a time orientation at each activity in the activity plan overview. The bold version presents more difficult alternative variants of the task, when you need more tools and space equipment (computers, excursions ...). The number of the activity does not decide the order of the activities in the project.

You can implement the project introduction together with motivating pupils in a classroom in a 5 – 10 min discussion on the topic of further studies, labour market, employment.

Suitable questions to discuss may be e.g.: “What do you expect from your future job?” (pupils usually comment money, only seldom they mention self-satisfaction, self-fulfilment ...) “Can you remember any interesting or non-traditional job?” and so on. Observe the activity of individual pupils and evaluate it positively.

Bulb– Motivational games are also suitable. You can succeed with games when a pupil makes a job by a **pantomime, drawing on a board or verbal description**. All the class guesses or divide them into 2-3 teams, dependent on the class dispositions.

The project consists of individual activities which are suitably linked by additional information for pupils and include extra tasks. For each activity, it is important to introduce it, make sure that pupils understood and together with the pupils evaluate the results.

Activity 1 – How much do they earn in a year? (15 + 20 min.)

Pupils understand the terms and relations between the terms like salary, money, labour, part time job etc. They do realize that every occupation has different social and financial evaluation. Pupils rarely realize how much can a man earn in a year or during all his life. For this activity there are available 5 occupations with a pre-defined income. The task is to make calculations and fill in the gaps, see the example of a programmer. The basic mathematical operations like multiplication, addition and subtraction are practised. The sum for the positions of a clerk and an electrician is similar for all the life, although the electrician achieves it with lower monthly salaries. It is recommended to discuss this example further and look for the reasons (the clerk had to study the university so there was no income for 4 years,

on the contrary, the electrician was earning all that time) – the important principle for the selection between a work or studies.

An alternative variant of this task is to calculate with the use of computer technology. There is a special request for computers equipment to include a tabular processor (Excel, Calc, Google tables etc.)

Information – There are google tables for smart phones too and they are for free (e.g. offers of the online shop Google Play). Nevertheless, it is necessary to have the access to Wi-Fi in the classroom and the pupils need to set up their Google accounts (free)

Bulb – You can keep motivating pupils by changing their activity with simpler activities or with their alterations (suitable for the activities 5, 6, 3 etc.) “**What is it?**“ could be an interesting game. Pupils must discover the usage or the principle of working of the object, which they do not know. Use several tools for the game (such as various pliers, machine parts or others)

Activity 2 – Employed or self-employed? (10 min.)

There are 19 statements and pupils should decide whether it was stated by an employed or self-employed person. Pupils learn about the advantages and disadvantages of both in a non-violent way. Evaluation is done through a discussion of the individual items. Assess the successful choices. Pupils learn about the terms such as: levies for social and health insurance, taxes. The text explains the terms to pupils (see the attachment).

Activity 3 – Occupation and where to study it. (10 min.)

Pupils should match a job with a degree in education. They find out that the jobs which can be done with primary education only are not **high-prestigious or lucrative**. Some professions have no demands on the official formal education, but it takes training or a professional course (a diver, a pilot). Some professions can be studied at high-schools or at universities too (a nurse, a project architect). Primarily, evaluate the accuracy of making the right choice. There is an extra task as an **alternative** which is feasible only with the access to the internet (searching information). Evaluate the complexity and amount of information gained by the pupils.

Bulb– You can carry out this activity by writing the occupations in the columns or you can cut the job names and put them into the columns. The exercise is suitable for an interactive board too.

Activity 4 – What career is right for me? (20 + 20 min.)

There are 36 statements prepared and pupils should express the level of their dis/agreement. There are six specific questions per each study field (groups of study areas). The questionnaire is only indicative. Pupils fill the questionnaire in and evaluate it to realize their strong and weak points. The evaluation is carried out individually, each pupil expresses it in graphics. The study fields with the best ranking **may** present a possibility of the pupil's next steps. **The alternative** to the task processes the results by through a table processor, see the activity 1. Primarily, evaluate the accuracy of mathematical and graphic processing of the results (the sum of each category is max. 6 x 5 points = 30 points). Pupils can send the results via e-mail. It is necessary to explain the questionnaires principle (a scale) to the pupils and make sure they understood! (e.g. like black-white and grey in between)

Information – The test does **not replace** the pedagogical-psychological diagnoses and it is not standardized.

Activity 5 – What are my characters for further studies? (10 min.)

This is an extra activity which helps pupils to realize their qualities and to think about them. Pupils evaluate whether they possess the “feature” , what is their level and whether the other pupils possess it too. Ideally, pupils work in pairs and evaluate each other. When they finish, make a **comparison**. The pupils will find out whether they had evaluated themselves the same like they stand in the eyes of their friends.

Activity 6 – Tools and materials. (10 min)

The activity focuses on the associations of the terms from the area of materials, tools and raw materials with the popular professions. Pupils may learn new terminology, they will unify the meanings and they will be able to use the further. At the same time, the activity is easy regarding its evaluation and it is motivating. Even the weaker pupils can shine here. The activity can be given as homework too. Evaluate especially the right choice and presence of the right solution of the extra task.

Activity 7 – Who does what? Job characteristics. (15 min)

Pupils should match the occupation with the definition. The options include some non-traditional jobs too to broaden their minds. The last two options are vice versa, pupils look for a job according to the definition which is on purpose described very broadly. That should call out a discussion and the control is more attractive. Pupils can go one by one to the board to write down their solutions. You can award the most unusual profession which meets the characteristics. Standardly, evaluate the correctness of other options.

Bulb – A worker who makes products of wood – a carpenter, a joiner, a carver, a model maker, a cooper, a basket-maker, a forester, a floor-maker ... A person who saves human lives – a paramedic, a fireman, a policeman, a doctor (range of specialisations), a soldier ...

Activity 8 – Excursion to the company I would like to work for. (20 min + 1/2 day)

There is a worksheet available for pupils and teachers. The worksheet sums up the questions and information regarding the choice and performance of the specific job position in the pre-selected company. The worksheet should allow pupils to get orientation in all range of information which play the big role not only for taking a job. Step by step, pupils go through the individual questionnaire points and through a discussion they are notified about various problematic situations which may affect their and even others future. A pre-arranged excursion to a company is **an alternative solution** to the activity. Pupils gain the required information by asking the personnel (even in mass) and through the production tour. It is important that pupils make an intersection of their own requests and the labour-market requests, or the requests of a real employer.

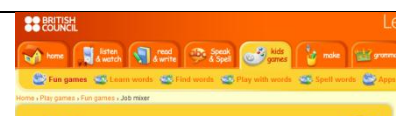
Activity 9 – Opening day at school I have chosen. (20 min + 1/2 day)

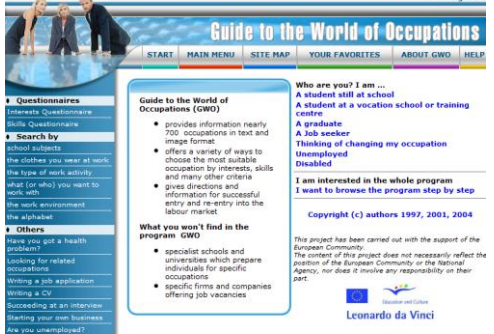
The activity is similar to the excursion activity and it can be carried out before the excursion. Again, the worksheet serves to sum up the information about the school and the field. That gives the pupil a list of questions and facts to focus on to be able to evaluate the possibilities of successful admission and passing the further studies.

Supporting materials

Job Mixer

A funny online game. Choose the right clothes for the worker according to the simple English outlook



<p>descriptions (red square). If all the pieces of clothes are correct, the English name of the profession will appear.</p>	
<p>http://learnenglishkids.britishcouncil.org/en/fun-games/job-mixer</p>	
<p>Guide to the World of Occupations The web pages, localized in several languages with a large number of various professions. You can interactively filter the jobs according to the parameters set up. There is also available Interests Questionnaire and Skills Questionnaire online.</p>	
<p>Průvodce světem povolání http://www.occupationsguide.cz/cz/main/default.aspx Sprievodca svetom povolani http://www.occupationsguide.cz/sk/main/default.aspx Guide to the World of Occupations http://www.occupationsguide.cz/en/</p>	

Used literature and references

- [1] Velecká, J. Faktory ovlivňující volbu povolání adolescentů, UTB, Zlín 2013
- [2] Hlad'o, P. Rodina, škola a jejich vliv na volbu povolání dospívajících žáků, Masarykova univerzita, Brno 2008
- [3] <http://www.occupationsguide.cz/cz/main/default.aspx>

Learning text for pupils

Many of you will be or have been solving a problem what to do after graduating the obligatory school attendance. Practically, there are two options: to go from school directly to work or to extend so-called student years at a high-school or university. The decision, which way you finally take, can be affected by a number of factors: your talent, character, skills, abilities, family situation or even the occupations of your parents. Why to study further? A primary school makes you ready for your daily life, you are taught to write, count, you get knowledge of the world around us. On the contrary, further studies prepare you in a specific field you choose, in the **specialization**. You become **an expert** in the career you choose. An electrician is rarely able to make bread, as well as a lawyer probably cannot take appendix out, an aircraft designer has no idea about hops growing and so on.

Bulb – What determines my salary? Your salary depends especially on the factor how much **the company or the employer appreciates** you. The labour market gives you the price according to how much of **useful work** you can produce.

The product price in the pure market environment (unregulated market) is led by **supply and demand**. If you have ten rolls and nobody who would be willing to buy it for the price, you can cut the price down to sell it. The same rule applies in the labour market. For example 10 bricklayers earn their living hardly if they are all in a small town, the **competition** is huge, the providers try to get the contracts and the **price of service or product is lower** – so the bricklayer works for less money.

Bulb – Try to specialize yourself in the field where the products or work is required in a long-term future. Currently, those are positions in e.g. **technical field** or **health care**.

Working abroad – working abroad helps you with getting interesting **work experience** and you can improve your **language skills**. Try to look for opportunities at **specialized positions**. For example, if you want to dedicate your career to health care, it is not worth to get a summer job in fast foods or collect apples. Those can bring you **short-term gains** but no experience for your field, except the languages.

You can get in a working process in two ways practically, as **an employee** or **self-employed person – entrepreneur** (traders, artists and other entrepreneurs in accordance with applicable regulations). Each of the forms has its advantages and disadvantages.

Taxes and levies – tax issue is really complicated and governed by the law. Each person who has a legal income (who makes a profit, receives salary...) pays taxes. The tax rate is given in percentage. Except the income tax, the salary is reduced by levies for health and social insurance. Wage **before** taxes and before deductions is called **gross wage**. Wage **after** taxes and after deductions is called **net wage** and you receive it to your account. A solid employer always advertises the position with gross wage. The amount of net wage depends on other factors too, like voluntary levies for other types of savings, tax rebates, discounts for children, the size of personal assessment and extra benefits and so on.

Remember – Why do we have to pay taxes and levies? The government provides lot of services which seem to be **for free**. However, these services are performed by people who need to get **paid for their work**. Those are e.g. government employees whose wage is paid from selected corporate taxes. Even the government employees pay taxes, health and social insurance. Money from the taxes pay for purchasing equipment for firemen, chalks for schools, the salary of your teacher or a new X-ray in your hospital.

Question – To work illegally and so to earn illegal wage, not to pay taxes and levies **is not correct** and it is sanctioned by the government. How would you like if everyone had paid for a trip, but one pupil would **not pay** and still would go on the trip with you?

Health insurance serves for **paying for health care**. Your salary is reduced by the levies for the insurance and the money is transferred into a health insurance company. If you have **an accident or need medicaments**, the insurance company pays for this care, which is sometimes very expensive.

Social insurance – one day, the government will pay your **retirement** or salary compensation from social insurance, when you will not be able to work due to some illness. Also if you **lose** your job, you get support from the government for the limited time till you find a job again.

Bulb

In the case of 15 % income tax, an employee earning 740 € gross gives to the state 111 € like the tax. However, the income is reduced more by health and social insurance, so the net wage you receive on your account is at the end of the day about 2/3 of its original amount.

Work out – Do you want to know how much you pay on taxes and levies? You can use so-called “tax calculators”. Go to search at www.google.com and find and try how these tax calculators work.

Activity 1

Information

You have to **study** to most professions and occupations. The length of the studies depends on the **difficulty** of the chosen career. E.g. you have to study a university **5-6 years** to become a doctor, 4-5 years to become a teacher etc. Nevertheless, to become a brick-layer or a plumber, you would study only 3-4 years at a high-school. You usually have **no extra incomes** during studies as you are focused on your future occupation. **Your parents pay for your costs** on living (food, clothing, accommodation, pocket money) until you graduate and become independent, **earning a salary** for your work

Is it worth then to start working immediately after when you are graduated from high-school or to spend other years at the university?

Work out

Count and fill in the table gaps as it is shown in the column “programmer”.

	doctor	programmer	clerk	electrician	cleaner
Monthly wage	1852 €	1481 €	889 €	815 €	481 €
Annual wage (per 12 months)		$12 \times 1481 = 17\,772 \text{ €}$			
Years spent at university	6 years	4 years	4 years	–	–
Years spent at high-school	4 years	4 years	4 years	4 years	–
Years spent at primary school	9 years	9 years	9 years	9 years	9 years

Years spent with education in total	19 years	17 years	17 years	13 years	9 years
While being graduated from the last education institutions at the age of...? *		6 + 17 = 23 years			
Pension age	65 years	65 years	65 years	65 years	65 years
No, of working years		65 – 23 = 42 years			
How much money do you earn in your life?		42 years × 17 772 € = <u>746 424</u> €			

* Do not forget to sum up the years at schools and add the time from the birth till the first class at primary school (usually 6 years).

Question

- How many times more than a cleaner should a programmer earn?
- Why has a clerk earned almost the same money in all his life like an electrician without university?
- Why is further education important even if you are graduated from all schools? Give an example of how is necessary to continue with education for the selected professions.

Work out

Create the previous table in some of table calculators (Calc, Excel). Enter the input parameters – **known data** on monthly income, years of education and expected age of being retired. Follow the instructions (in red) and **insert** the formulas in the gaps to get the wanted information.

	A	B	C	D	E	F
1		doctor	programmer	clerk	electrician	cleaner
2	Monthly wage	1852	1481	889	815	481
3	Annual wage (per 12 months)	=12*B2				
4	Years spent at university	6	4	4	0	0
5	Years spent at high-school	4	4	4	4	0
6	Years spent at primary school	9	9	9	9	9
7	Years spent with education in total	=B4+B5+B6				
8	While being graduated from the last education institutions at the age of...? *	=6+B7				
9	Pension age	65	65	65	65	65
10	No, of working years	=B9-B8				
11	How much money do you earn in your life?	=B10*B3				

Fig. 1 – A table for calculating life earnings in dependence on years of study.

Activity 2

Work out

Employed or self-employed? Read the following statements and choose whether they were made by an employed or self-employed person (an entrepreneur). Underline your choice.

1.	I must file a tax return every year.	employed / entrepreneur
2.	My salary is regular, however, its growth has little to do with my skills.	employed / entrepreneur
3.	I pay more on health and social levies.	employed / entrepreneur
4.	I can choose my work and my colleagues.	employed / entrepreneur
5.	I can decide whether to pay less on health and social insurance which means less security or vice versa.	employed / entrepreneur
6.	I do not have to take care of taxation and levies for health and social insurance.	employed / entrepreneur
7.	I have to plan holiday time in advance and the term is not only up to me.	employed / entrepreneur
8.	I do accounting to my orders myself and an extern accountant helps me with more complicated cases.	employed / entrepreneur
9.	I do only effective work, I do just the things which can bring me profit.	employed / entrepreneur
10.	I work regular hours but I sometimes have to go to work even when I do not want to.	employed / entrepreneur
11.	There is no upper limit for my incomes. My salary depends just on my skills and work.	employed / entrepreneur
12.	My superiors do not understand or slow down the realisation of good ideas.	employed / entrepreneur
13.	When I am on holiday, I get financial compensation instead of salary.	employed / entrepreneur
14.	I receive various benefits such as meal voucher, housing allowance, pension insurance.	employed / entrepreneur
15.	I apply new ideas according to my decision and I am responsible for them.	employed / entrepreneur
16.	It is not only my decision what I will do at work and what I will focus on.	employed / entrepreneur
17.	It is fully in my competences to pick time for my holiday. However, when I do not work I do not earn.	employed / entrepreneur
18.	I always agree with each client on the conditions of our business relationship.	employed / entrepreneur
19.	My responsibilities are minimal at work, I have sufficient insurance cover and there are other people checking my work.	employed / entrepreneur

Question

- Can you sum up the positives of employment?
- What are the biggest risks for an entrepreneur?

Activity 3

Work out

Occupation and where to study it? Divide the listed occupations according to the required level of degree. What professions require high school studies and which ones can be done after graduation from primary school?

Primary education	High-school	University

lawyer	glasscutter	waiter	worker	doctor
surveyor	housekeeper	fisherman	sweeper	cleaner
mover	smith	cook	water bailiff	diver
designer	doorman	attendant	carpenter	pilot
teacher	glassmaker	winemaker	co-driver	nurse

Question

Would you know the difference between a water bailiff and a fisherman? Characterize activities for both of the occupations.

Work out

The diver occupation is very specific and dangerous. How can you become a professional diver? Use online searcher and get more information about absolving “a diving course” or getting “a diving licence”.

Activity 4

Work out

What career is right for me? It is a questionnaire. For each question, circle the level how much you agree or disagree? E.g. if you fully agree, circle 5, if you rather agree 4, if you are completely against the statement, circle 0 etc.

1. I often publish my opinions via the internet.	agree 5	4...3...2...1	disagree 0
2. I like working for school and supporting school activities.	agree 5	4...3...2...1	disagree 0
3. I have shopping all over my pockets.	agree 5	4...3...2...1	disagree 0
4. I help with minor repairs in our household.	agree 5	4...3...2...1	disagree 0
5. I try to be impartial when there is a conflict between my friends.	agree 5	4...3...2...1	disagree 0
6. I like visiting culture events.	agree 5	4...3...2...1	disagree 0
7. I am not scared to help others and it makes me happy when they are successful.	agree 5	4...3...2...1	disagree 0
8. I observe the development of technology and news in the market.	agree 5	4...3...2...1	disagree 0
9. I am searching for the options where to purchase something cheaper.	agree 5	4...3...2...1	disagree 0
10. I want to solve things on my own.	agree 5	4...3...2...1	disagree 0
11. Manual work is one of my favourite activities.	agree 5	4...3...2...1	disagree 0
12. I am interested in machine parameters, I like comparing.	agree 5	4...3...2...1	disagree 0
13. I detect an error immediately or at the second glance	agree 5	4...3...2...1	disagree 0
14 I am organized and I have no problem to clean after myself..	agree 5	4...3...2...1	disagree 0
15. I always carry some cash in my wallet.	agree 5	4...3...2...1	disagree 0
16. I search for activities where I can move.	agree 5	4...3...2...1	disagree 0
17. I try to wear interesting or original clothing.	agree 5	4...3...2...1	disagree 0
18. When I want to have fun or get some information, I use my computer.	agree 5	4...3...2...1	disagree 0
19. I prefer working with more people, I like working in collective.	agree 5	4...3...2...1	disagree 0
20. I always have an interesting book by me.	agree 5	4...3...2...1	disagree 0
21. I usually get a splinter out by myself.	agree 5	4...3...2...1	disagree 0
22. I am curious what do the things look like from the inside.	agree 5	4...3...2...1	disagree 0
23. I like listening to music which is not mainstream (e.g. it is not often played on radios).	agree 5	4...3...2...1	disagree 0
24. I like adapting things to be more comfortable.	agree 5	4...3...2...1	disagree 0

Create a table with the results in some of the table calculators (Calc, Excel). Enter the input parameters – **the achieved sum** per individual categories. Do not forget to give the right names to the categories.

Procedure:

1. Insert the data and information into the individual fields, see the picture below.
2. Highlight the data area and categories by pulling a mouse.
3. Enter a column chart by pushing the insert button of the menu bar in the table calculator.

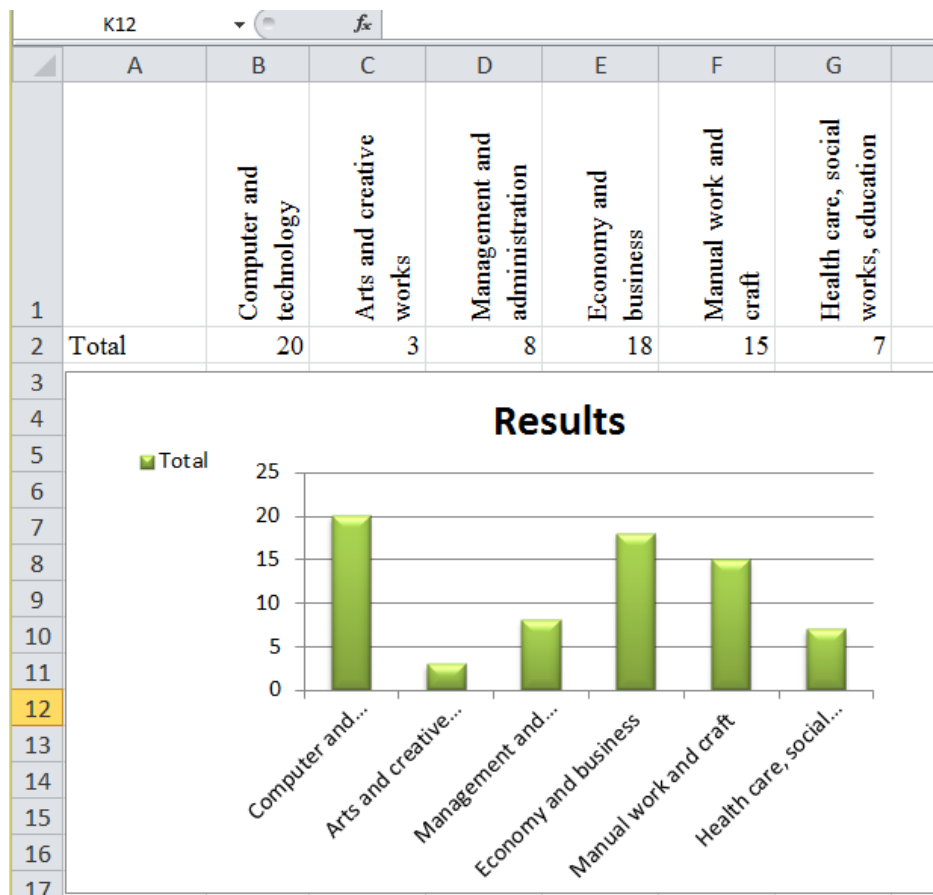


Fig. 3 – Questionnaire results in table and chart.

Activity 5

What are my characters? What are my weak and strong points? Fill in the table your evaluation and evaluation of a classmate. Express yourself in percentage (NO, 0% – 100 %, YES) e.g. 80%...32 %

	me	classmate		me	classmate		me	classmate
flexibility			dedication			precision		
endurance			carefulness			responsibility		
resilience			optimism			Courage		

Activity 6

Work out

When you work on various positions, you use various tools, materials and equipment. Match the aids with the job, see the example. Add more professions and write them in the gaps together with the tools on the other side. Cover it and let your classmate guess.

voltmeter, jack, car diagnostics, computer fridge, ice, beverages, shaker fruit, oven, chocolate, rum office, charts, internet, computer, tables studio, lighting, lightning, computer gas burner, grinder, drill, ceramics and metal spade, tractor, chainsaw, sprayer equipment for signalisation, uniform saw, planer, folding ruler, drill stamp, paper, pencil, computer		photographer dental technician economist pastry-cook clerk carpenter dispatcher electrician gardener bartender
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Question

What is the typical product of a carpenter? What material does a carpenter usually use?

Activity 7

Work out

Add the jobs to the prepared descriptions. Write two more jobs to the last gaps to fit in the given description.

miller	graphic	optician	tinsmith	mechatronic	agronomist
youtuber	metal engraver	stylist	blogger	personalist	modeler
Social worker	plumber	manager	Cartographer
	operator who controls machine tools which shapes the material as requested				
	worker who designs proposals and solutions				
	worker who produces and sets up the optical parts of various machines and tools				
	operator who makes products or produces parts from metal sheets				
	person who works with electronic, pneumatic and hydraulic systems				
	worker who leads the activities of other people				
	worker who constructs models of future products or their parts				
	worker who manages agriculture productions, provides seed and fertilizer and calculates their batches				
	worker who can engrave symbols into different materials				
	worker who provides the company with employees and takes care of the administration associated with them				
	worker who records and publishes videos and earns from advertising.				
	worker who designs and takes care of fashion styles of his client and looks after his visual presentation				
	worker who designs and alters maps				
	worker who helps other people to solve their problematic life situations				
	worker who makes and tests water, gas and canalisation piping				
	worker who publishes interesting articles and opinions on his web side				
?	man who makes products out of wood				
?	Man who saves human lives				

Question

Why did the classmates write different occupations for the last descriptions?

Activity 8

Excursion to the company I would like to work for.

Company name:	
Address:	
The company focuses on the activities: (eg. purchase... sales...production)	1)..... 2).....
I am interested in the position: (related to the field you would like to study)	1)..... 2).....
Question What should I ask about?	
Part-time job: Do they allow any part-time job during high-school studies? Does the company offer any part-time job related to the studied field? What is the min.age to start the part-time job What are the salary conditions for a part-time worker? Is it possible to complete a school experience in the company? My own question	Employment after school: Are there any positions in the company from my studied field? What are the employer's requests for the positions? What is the starting salary on the position? Is there possibly to grow from the position I am applying? Is there any education system for the company's employees? Does the company offer any benefits? My own question
Question What is my feeling about the company? (for your answer, make a circle)	
The guide / personalist was willing to answer my questions.	definitely yes – rather yes – rather no – definitely no
The guide / personalist showed the candidate operating and seating areas.	definitely yes – rather yes – rather no – definitely no
The visited areas of the company were clean, maintained and nice.	definitely yes – rather yes – rather no – definitely no
They operating employees were focused on their jobs and looked satisfied.	definitely yes – rather yes – rather no – definitely no
Question Do the company conditions meet my satisfaction?	
Working hours, shifts	definitely yes – rather yes – rather no – definitely no
Starting salary and possibility of career growth	definitely yes – rather yes – rather no – definitely no
Character and way of work performance	definitely yes – rather yes – rather no – definitely no
Working environment, rhythm of work	definitely yes – rather yes – rather no – definitely no
Transportation to the working place	definitely yes – rather yes – rather no – definitely no
Bulb Evaluation <i>If the company made a positive effect on your and you are satisfied with the conditions there, you are a suitable candidate to work in this company.</i> <i>If you are not comfortable with some of the conditions, ask in the company whether they are able to adapt to your requests? If you are uncomfortable with the conditions, try another company or start your own business.</i>	

Activity 9

Opening day at school I have chosen.

Name of the institution:.....	
Opening day starts on at o'clock.	
I am interested in the following study fields: (fill in the right column)	1).....
	2).....
	1).....
	2).....
<p>Question What should I ask about?</p> <ol style="list-style-type: none"> 1. What is the success rate of students, how many of them finish the studies successfully? 2. What is the form of entrance exams? 3. What is the interest in the study fields and how many students are admitted to the first grade? 4. What is the most common failure of the students of the field I have chosen? 5. My primary school results look like this, do you think I can succeed in the studies? 6. How is school experience carried out during the studies? 7. Does the school offer accommodation and alimentation? What are the criteria to get the accommodation benefit? 8. Does the school offer any scholarships? What type? 9. What are the possibilities and conditions to interrupt studies? 10. Is it possible to change the field during studies to another, easier one? 11. Do students of the school take part in organized and educational activities as a part of their studies? 12. Does the school support professional and culture activities of students? What are the results from this area? 	
<p>Question Is your impression about the school good? (for your answer, make a circle)</p>	
Classroom equipment was modern (projectors, tools, ...)	definitely yes – rather yes – rather no – definitely no
School environment and teaching facilities were clean and maintained.	definitely yes – rather yes – rather no – definitely no
Teachers were willing and communicative.	definitely yes – rather yes – rather no – definitely no
Also the students of the school took part in organizing the opening day.	definitely yes – rather yes – rather no – definitely no
Except the answers, the school provided more information materials.	definitely yes – rather yes – rather no – definitely no
The school presented especially their success and success of their students.	definitely yes – rather yes – rather no – definitely no
It was also possible to try out many things in practice during the opening day.	definitely yes – rather yes – rather no – definitely no
<p>Bulb Evaluation</p> <p><i>If the school gave you satisfactory answers to most of your questions and you had a good feeling there, it is probably a school with good qualities which really cares about you. Don't be scared to apply for the study field. Sometimes, it may be tough, but you can do it.</i></p>	