

Learning Tool Code	Title
SDG8-SDGfP	<b>Decent work</b>
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>- Students understand what decent work means;</li> <li>- Self-regulation in social behaviour;</li> <li>- Empathy and ability to care for others;</li> <li>- To learn from others and contribute to other people's learning;</li> <li>- Ability to raise innovative ideas and non-traditional solutions;</li> <li>- Apply critical thinking and problem solving to evaluate different sources of information and arguments relevant to SDG8;</li> <li>- Respond positively towards achieving SDG8;</li> </ul>	
<b>Activity details</b>	
<ul style="list-style-type: none"> <li>● Material – see annex</li> <li>● Duration – 2 h 30 min</li> <li>● Group number    15-20    students            few    groups    4-5    students (6<sup>TH</sup> grade, age 12-13)</li> </ul>	
<b>Instructions</b>	
<p><b>Lesson one ( 30 min)</b></p> <p>The teacher explains to the students about Goal 8 of the goals for sustainable development (a short video can also be shown, a link in the references) and for the whole purpose and continues to ask students different questions.</p> <p><i>What is a job?</i></p> <p><i>Why do people need jobs?</i></p> <p><i>How do you understand the term “decent work”?</i></p> <p><i>What do you consider to be a good workplace?</i></p> <p>The teacher asks as many students as possible and students share different opinions.</p> <p><b>Lesson two (2h)</b></p> <p>First activity (1h)</p> <p>The teacher asks the students to think about <i>What makes one job decent?</i> The teacher leaves the students to think and then asks few students to share their opinions. After the discussion is over, the teacher divides the students into pairs and gives each pair a piece of paper (see annex) with statements describing different</p>	

scenarios and a few questions to consider and discuss with their partner. For each scenario, students should discuss:

*Are these jobs decent?*

*What do you like?*

*What would change?*

*Which of these jobs would you choose?*

After talking to their partners, the class discusses:

*Have you ever heard of such situations?*

*Do you think these situations are fair?*

*How can such situations affect people?*

### Second activity (1h)

The teacher asks the students *What is an entrepreneur?*

(for this part of the lesson it is necessary for the teacher to be prepared in advance to explain to the students what is entrepreneurship and entrepreneur)

After the teacher explains to the students about the entrepreneur, he / she continues with the work instructions. The teacher divides the students into several groups and each group has a task.

1. To think about the skills and qualities that a person needs to have to be successful.
2. On a piece of paper each group should write 5 sentences starting with the sentence "A successful entrepreneur is someone who ..."

Students talk to their groups and later share their findings with the whole class. Findings can be presented in the form of a PowerPoint presentation or video for StoryJump.

### Tips for the facilitator

- 1) The teacher explains Objective 8 or shows a short video.
- 2) The teacher asks as many students as possible.
- 3) The teacher distributes script sheets and asks questions to create a discussion.
- 4) The teacher divides the students into groups and gives them an assignment.

### Debriefing

Findings can be presented in a form of PowerPoint presentation or a StoryJump video.

### Follow-up/Inspiration for the future

Students can make a short questionnaire and conduct a short anonymous survey of parents' working conditions (the survey can also be in an electronic form (e.g. Google form)). They can then summarize the results obtained in the form of a PowerPoint presentation.

### References/Further reading

[https://www.youtube.com/watch?v=xcZamDv2DZQ&ab\\_channel=Participate](https://www.youtube.com/watch?v=xcZamDv2DZQ&ab_channel=Participate)

<https://www.globalgoals.org/goals/8-decent-work-and-economic-growth/>

<https://www.investopedia.com/terms/e/entrepreneur.asp>

### Annex

Lesson two - Activity one  
Job descriptions

**Read the job descriptions and think about:**

*Are these jobs decent?*

*What do you like?*

*What would change?*

*Which of these jobs would you choose?*

Maria works at a place where she is paid by the hour. She has no full-time contract; sometimes she is required to work 10 hours a week, sometimes 40 hours a week. When she gets sick, she does not receive a sick pay.

Alexander's salary is very good, but he has to work very long hours - often late at night and on weekends. Some weeks, he accumulates more than 80 hours of work per week. He can not spend much time with his wife and children.

Peter is often asked to do tasks that are too difficult - he does not have the necessary skills to complete these tasks well and has not received proper training.

Anna does not get paid as much as some of her friends, but she enjoys the job. It's important to her because she can help other people in her community. She believes this is an important thing.