



Learning Scoop

How to teach work-life skills:
On-the-job learning in flexible
basic education in Finland

Why do we teach work-life skills?



- Working life competence and entrepreneurship are part of *the transversal competences* (life skills needed in the future) in the Finnish national core curriculum for basic education
- young people need real life working skills to meet the challenges of the rapidly changing working life

What kind of skills do we teach?

Life skills, such as:

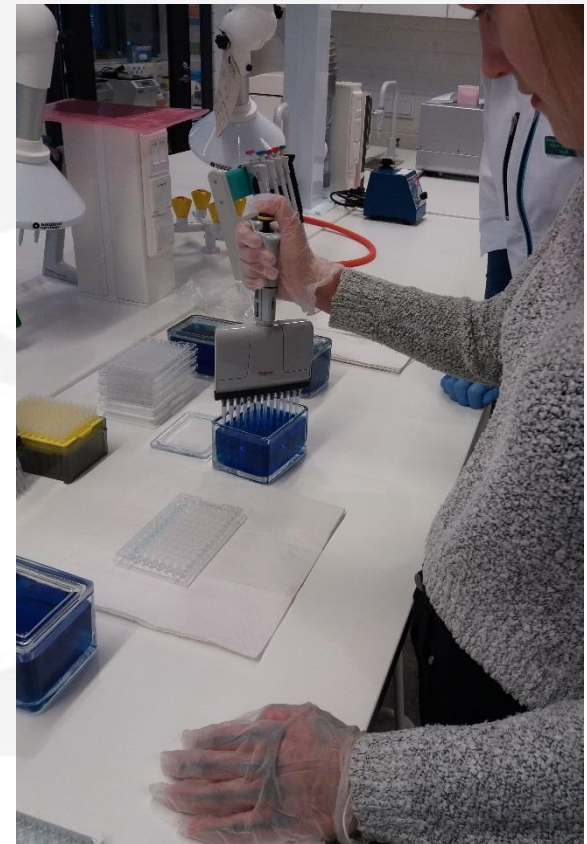
- team work, communication, decision making, problem solving, taking responsibility etc.

Work-life skills, such as:

- writing an application, CV, employment contract etc.
- getting to work on time, informing about coming late or being sick
- asking for advice/assistance
- meeting new people, introducing oneself
- knowing and following the practices and policies of the job (e.g. safety regulations and confidentiality policy)

On-the-job learning in a class of flexible basic education in Finland

- 30-90 days per year for 7-9 graders in flexible basic education classes (Jopo®)
- learning by working – working by learning
 - activity-based learning
 - for those pupils who don't thrive in traditional teacher-led education in the classroom



Prior to the on-the-job learning period 1/2:

- pupils choose the places of work in accordance with their interests and future career plans
- they get to know various work-life skills at school so that they can feel safe and comfortable when they start their on-the-job learning period
- they practise:
 - how to write application, CV and elevator speech
 - what to say in the job interview (a role play)
- they study the basics of the employment legislation (employment contract, regulations for young workers...)

Prior to the on-the-job learning period 2/2:

- they practise and make phone calls to their employers
- they practise what to say when they go and ask for a job
- they rehearse:
 - what to say when they meet their coworkers for the first time
 - various situations they might face in the workplace (drama)
- they draw a mindmap with the whole class:
 - how to behave politely in the work place
- they set the goals for the training period

During the on-the-job learning period:

- They document the learning period on social media
 - Instagram, Twitter, Snapchat...
 - teacher and other pupils follow, comment and ask questions
- They make interviews of the staff on the job:
 - formal education required for the job, career choices in the industry, pros and cons, salary...
- They are visited by the teacher and youth worker



After the on-the-job learning period

- They document their experiences and what they have learned
 - essays, reports, videos, presentations
 - pupils learn from each other's experiences
- Learning cafe (in groups)
 - My strengths during the internship/ What was I good at?
What was difficult? What did I learn?...
- Assessment
 - self assessment
 - assessments by the employer and teacher



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