

USER

SUPER

Towards participation in the working life

Tools for teaching concepts from the working life

**Tools for teaching concepts from the world of work**

1. **Work attendance**

**Identifying situations**

John's landscaping company has committed to finish the Smith family's garden in their new home in time for their housewarming party. The Smiths invited over friends and family and planned to hold the party in their new garden. On the morning of the party they discovered that the garden wasn't finished; the soil wasn't spread, the grass wasn't planted, and weeds were growing everywhere.

Jack, the father of the family, called John to find out what happened and why the garden hasn't been finished. John said that his two workers didn't arrive at work and he didn't know why, and he himself wasn't feeling well and couldn't arrive at work.

**Identifying situations**

Michael is the manager of a clothing store branch at the mall. The keys to the store are with him and with the saleswoman Angelique. Usually Michael opens the store and Angelique joins him at work when the store is already open. On Monday morning, two days before the Easter holiday, Michael didn't arrive at the store. Angelique waited for him in front of the closed store, alongside several costumers. Angelique and the costumers waited for several minutes until the costumers began leaving. Angelique then decided to open the store alone and serve the costumers, but she had difficulty offering service to the arriving costumers alone. Two hours later Michael arrived and told Angelique there was a big traffic jam on the roads, which caused him to be late.

**Analysis of situation components**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Consequences of absence or being late** | **Feelings that arise** | **Names of individuals involved in event** | **Place of event** | **Problem description** | **Situation** |
|  |  |  |  |  | 1 |
|  |  |  |  |  | 2 |

**Task: familiarization with attendance norms at workplaces**

**Compare and contrast working hours of different employees. Find out how and who do employees inform about absence from work**

|  |  |  |  |
| --- | --- | --- | --- |
| **Regulations at the workplace in case of absence** | **Time of finishing work** | **Arrival time at work** | **Employee**  **Questions???**  Who arrives earliest to work?  Who finishes the last?  Is there a difference between girls and boys?  Who has to inform the largest number of people about absence from work? |
|  |  |  | Guard |
|  |  |  | Secretary |
|  |  |  | Manager |
|  |  |  | Grocery store salesperson |
|  |  |  | Baker at a bakery |
|  |  |  | Teacher at a school |
|  |  |  | Maintenance personnel |
|  |  |  | Family member working in – |
|  |  |  | Other employee – |

**What should be done?**

**Propose (at least) three solutions for each event**

**We committed to prepare 30 wooden birds for sale by tomorrow at the carpentry shop, and Corrie and Benny didn't arrive.**

**My transportation is late in arriving and I'm always late to open the laundromat**

**My family is going to lake Tahoe for a picnic tomorrow and I need to go to the community center for a volunteer day**

**I need to leave for work at the kindergarten and I don't feel well**

**Situation analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Suggestions for solutions** | **Feelings that arise** | **Names of individuals involved in event** | **Event components (objective and subjective)** | **Workplace** |
|  |  |  |  | **Carpentry shop** |
|  |  |  |  | **Kindergarten** |
|  |  |  |  | **Laundromat** |
|  |  |  |  | **Community center** |

**Tools for teaching concepts from the world of work**

1. **Work environment**

**Identifying situations**

I turned 17 and opened a bank account with the help of my parents. The bank was in town, and it was the most magnificent building on the street. On the outside, while marble, and at the entrance lots of plants. Inside the building the floors were shiny marble (a bit slippery) and again lots of plants, some real and some made of silk paper. All the employees were wearing similar clothes in a shade of light blue – gray, the men wore ties and the women jackets. On both floors of the bank the employees spoke quietly but the people waiting in line were in stress and often argued about the queue. All the employees were sitting in front of computer screens; I noticed all of them had new slim computer screens.

**Identifying situations**

The minibus that takes me to school broke down while we were on our way, and we had to arrive at the closest garage. During the drive, I saw that the garage is on the edge of town, in the industrial area next to other garages. It's smelly around and there's lots of car noise. I noticed that inside the garage, the floor was grey from oil stains and chairs scattered all around. There were ashtrays on the table overflowing with cigarette butts. The workers were wearing new blue coveralls and talking to one another and to our bus driver in a pleasant manner, while offering help and giving advice as to what to do.

**Analysis of work environment components**

|  |  |  |
| --- | --- | --- |
| **Garage** | **Bank** | **Workplace and work environment** |
|  |  | Location of workplace |
|  |  | External appearance |
|  |  | Cleanliness and appearance inside the building |
|  |  | Employees' clothing |
|  |  | Level of noise |
|  |  | Employees' manner of speaking |

**Assignment: comparing various work environments**

Observe / recall various work environments and compare between their characteristics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Noise and smells** | **Employee's clothing** | **Workplace cleanliness and appearance** | **Equipment at the workplace** | **Location** | **Workplace** |
|  |  |  |  |  | Kindergarten |
|  |  |  |  |  | Supermarket |
|  |  |  |  |  | Clothing store |
|  |  |  |  |  | HMO |
|  |  |  |  |  | Pet shop |
|  |  |  |  |  | Big industrial factory |
|  |  |  |  |  | Army base |

**Questions**

1. Where do they speak most politely? 2. Where are the most pleasant smells?

3. In which workplaces the employees must wear uniform work clothes?

4. In which workplaces there is sophisticated equipment that needs special training to operate?

**What should be done?**

**Suggest (at least) three solutions for each event**

**I take care of my sculpted nails and don't want to ruin them working in the kindergarten**

**I started working at a nursery and I don't know what to wear. The manager told me I come to work in unsuitable clothes and shoes**

**I suffer from the noise, the dirt, and the way they speak at the factory**

**I work in an office and leave unnecessary papers and envelopes on the table**

**Event analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Suggestions for solutions** | **Feelings that arise** | **Names of individuals involved in event** | **Event components (objective and subjective)** | **Workplace** |
|  |  |  |  | **Nursery** |
|  |  |  |  | **Office** |
|  |  |  |  | **Factory** |
|  |  |  |  | **Kindergarten** |

**Tools for teaching concepts from the world of work**

**3. Safety on the job**

**Identifying situations**

I arrived at the kindergarten my little sister attends to work at the afternoon child care. It was winter and raining, and the stairs outside were wet. I entered the kindergarten and found the assistant teacher preparing to wash the floors. There was a big bottle of bleach on the table. The children were sitting watching television. The television was in the corner of the room and there was an extension cord on the floor that connected between the television and the wall plug. I made myself a cup of tea and walked over to where the kids were sitting.

**Identifying situations**

We went on a trip to a big bakery in town. We walked in through the main door, the entrance was wide and lit, there was light on the stairs, and every step was painted with a dark strip that stood out. Inside the bakery there was a loud noise and we were not heard when we walked in. The baking ovens were made of iron and emitted a lot of heat. Due to the heat, the workers wore short-sleeved shirts and sandals or flip-flops. The floor was greasy because some oil was spilled from frying doughnuts and two workers were busy cleaning the floor with a long rubber hose.

**Identifying safety hazards**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Hazardous behavior** | **Electricity use** | **Workers' clothing** | **Hazardous equipment** | **Hazardous materials** | **Floor** | **Entrance to workplace** | **Workplace** |
|  |  |  |  |  |  |  | **Kindergarten** |
|  |  |  |  |  |  |  | **Bakery** |

**Assignment: identifying safety hazards at workplaces**

**Try to imagine the described workplaces and discern the possible safety hazards at each workplace. Think also about the route to the workplace.**

|  |  |
| --- | --- |
| **Possible safety hazards** | **Workplace / public place** |
|  | Big train station |
|  | Tool shop |
|  | Carpentry |
|  | Shelter |
|  | Shopping center with three floors |

**What should be done?**

**Suggest (at least) three solutions for each event**

Ellie and I arrived at the ceramics workshop and saw that the oven was very hot, more than what I'm used to.

I can't decide what to wear to work in gardening so that I don't get injured or burnt from the sun.

Chris refuses to wear protective glasses at the framing gallery

The gas in the kitchen is leaking and emitting a smell, the flame flickers and goes out with every gust of wind

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**Event analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Suggestions for solutions** | **Feelings that arise** | **Names of individuals involved in event** | **Event components (objective and subjective)** | **Workplace** |
|  |  |  |  | **Framing gallery** |
|  |  |  |  | **Kitchen** |
|  |  |  |  | **Gardening** |
|  |  |  |  | **Ceramics workshop** |

**Tools for teaching concepts from the world of work**

**4. Worker's rights and duties**

**Information**

**Below are two tables presenting some of workers' duties and rights**

|  |  |
| --- | --- |
| **Workers' rights** | **Workers' duties** |
| Breaks during work hours according to what has been agreed upon | Work attendance and persistence at the workplace according to the agreed upon hours |
| Transportation reimbursement for commuting to and from work, or arranging transportation | Arriving to work on time |
| Sick leave on presenting a leave of absence confirmation  Receiving vacation days according to the number of days agreed upon | Notice of absence ahead of time |
| Possibility of requesting transfer / change in work assignments in line with procedures at the workplace | Performing tasks according to the employer's requirements |
| Receiving work clothes and work shoes according to workplace procedures | Clothing and external appearance according to the acceptable norms at the workplace |
| Respectable and proper treatment by the managers and working staff | Use of acceptable language and forms of speaking at the workplace |
| Publishing the regulations for the prevention of sexual harassment at the workplace | Safeguarding workers' privacy within the staff |
| Possibility of celebrating holidays according to religious beliefs  Making workplaces accessible to people with special needs | Respecting differences of employees |
| Ensuring workers' safety and use of different safety equipment for preventing damages or injuries caused by noise, smells, lifting weights, use of hazardous material, etc. | Safeguarding equipment at the workplace and preventing damage to property and injury to humans |
| Receiving wages on time and according to what has been agreed on | Participating in efforts to increase the profitability and success of the workplace |
| An advance notice about firing from work | Work breaks according to supervisors' instructions |

**Workers' rights and duties**

**Identifying situations**

Emily and Bradley started working at different workplaces this week. Emily started working at an HMO office. She works 5 days a week from 7:30 until 14:30. Emily arrives at work by foot, and has to wear a name tag on her shirt. She is entitled to 14 vacation days and 15 sick days annually.

Bradley works at a bicycle shop 6 days a week from 10:00 to 18:00. On Fridays he works until 14:00. Bradley arrives to work by public transportation. He has to wear a shirt that belongs to the shop and is entitled to 12 vacation days and 15 sick days annually.

Daniel has been working at the public library for many years; he works 6 days a week. He arrives at work by transportation provided by the municipality, always wearing jeans and a white shirt with the municipality logo on it. His work day is split; he works from 8:00 to 13:00 and then comes back from 16:30 to 19:00. Daniel is entitled to 15 sick days and 15 vacation days annually.

**Comparing workers' rights and duties**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Entitlement to sick days** | **Entitlement to vacation days** | **Entitlement to receive transportation reimbursement** | **Clothes at work** | **Working hours** | **Name of worker** |
|  |  |  |  |  | **Emily** |
|  |  |  |  |  | **Bradley** |
|  |  |  |  |  | **Daniel** |

**Questions?**

1. **Who among the three workers is entitled to transportation reimbursement?**
2. **Who among the three workers works the least number of days?**
3. **Who is entitled to the most vacation days?**
4. **If I like to wear my own clothes to work, which of the jobs would you recommend for me?**

**Duties, rights, and violations of rights**

**Identifying situations**

Max is 20 years old and started his alternative civil service; he was placed to work in a hospital bakery. His work hours are from 7:00 to 15:00 and he has three breaks during his work day – breakfast break, a coffee break, and lunch break. One day, during his coffee break, Max sat along with the other workers and they all laughed and enjoyed themselves. One of the workers asked Max to make a rooster sound and to stand on one foot for a minute. Max smiled, and everyone fell silent. The workers waited to see how Max would react.

**Identifying situations**

Mika is 17 and a half and is in 11th grade. In the framework of a school program she goes to work in a big diaper-production factory. Mika works 5 hours a day and has a break in the middle of her workday. This week she told the group that at the end of her work day, while she was sitting by the gate waiting for her supervisor to come and accompany her back to school, one of the employees approached her, caressed her hair and offered her a cigarette.

After hearing her story, Nathaniel (18 years old), who works at the same factory, recalled that another employee at the factory asked him to come to a corner in the factory, offered him vodka and asked him if he agreed that the employee caress his back. Nathaniel didn't remember the name of the employee but he said he was tall and strong.

**Situation analysis: rights, duties, and violations of rights**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Violation of worker's rights** | **Worker's rights** | **Worker's duties** | **Workplace details** | **Worker's details** |
|  |  |  |  | **Name:**  **Age:**  **Additional details:** |
|  |  |  |  | **Name:**  **Age:**  **Additional details:** |
|  |  |  |  | **Name:**  **Age:**  **Additional details:** |

**Assignment: identifying violations of workers' rights**

**Below find several situations of violations of workers' rights. Try to identify how the workers' rights were violated in each situation and whom should the worker turn to in order to exhaust her/his rights**

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**Assignment: identifying violations of workers' rights**

**Below find several situations of violations of workers' rights. Try to identify how the workers' rights were violated in each situation and whom should the worker turn to in order to exhaust her/his rights**

**What should be done?**

**Suggest (at least) three solutions for each event**

My clothes get very dirty during my work in cleaning and I don't have anything left to wear

The staff at the supermarket asked me to work on Saturdays due to work load before the holidays

I've been working at a store for two months and haven't received any transportation reimbursement

I already worked for 8 hours at the factory and the manager instructed me to work 3 more hours

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**Event analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Suggestions for solutions** | **Feelings that arise** | **Names of individuals involved in event** | **Event components (objective and subjective)** | **Workplace** |
|  |  |  |  | Store |
|  |  |  |  | Supermarket |
|  |  |  |  | Factory |
|  |  |  |  | Cleaning |

**Tools for teaching concepts from the world of work**

**5. Work relations**

**Work relations** include contact between all persons involved in the **employment market.**

At workplaces there are – general manager, various position holders, staff members. Every worker is involved in relations with the general manager, the various position holders, his direct superior, as well as the staff members working with him. Different relationships are created among the workers. We can describe it like this:

* **Cooperation relations**
* **Mutual help relations**
* **Manager – worker relations, receiving superior / manager authority**
* **Staff relations – changing relations between all the workers**
* **Tension, work disputes**

**Identifying situations**

Justine, Leila, and Derla arrived to work at an elderly care home. They met with the care home director, Ethan. Ethan gave them a tour of the home and placed them in different jobs: Justine was placed to work in the dining hall, Leila in the laundry room, and Derla in the office.

Ethan referred Justine to Jessica, who is in charge of the kitchen; he referred Leila to Aline, who is in charge of the laundry room, and he referred Derla to Effie, the secretary. Ethan noted that the care home is divided into departments and said they will receive explanations about their jobs from the heads of the different departments. Finally, he said that should they have problems with hours, their wages, or their superiors, they should come to him. Then he left.

Justine arrived at the dining hall and met Jessica, who is in charge, and Rikki, her colleague. They taught her how to set the tables according to the rules of the care home. Justine didn't understand how to set the napkins, and asked Rikki. When she wanted to take a break, she asked Jessica.

Leila arrived at the laundry room and met Aline. Aline explained to her how to operate the washing machines and the driers. After that Aline left Leila, telling her she has a break at 10 and that today she will be working alone because she, Aline, has to go to the doctor.

Derla arrived at the office and met Effie and Ruby, another secretary at the office. Effie showed Derla her desk and chair, explained to her how to file the letters in the folders and how to operate the fax machine. Effie told Derla that she is very busy and that if Derla didn't understand something she can ask Ruby.

**Organizational structure analysis or workplaces**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Who can be offered help?** | **People to turn to with questions / problems** | **Names of staff members** | **Name of direct supervisor** | **General manager's name** | **Worker's name** |
|  |  |  |  |  | **Justine** |
|  |  |  |  |  | **Leila** |
|  |  |  |  |  | **Derla** |

**Assignment: identifying components of staff relations**

**Below are several situations of staff components. Try to identify the staff structure, the problem presented, and which values does the described situation refer to**

Values: reciprocity, cooperation, mutual help, staff work, receiving manager / supervisor authority

**Assignment: identifying components of staff relations**

Values: reciprocity, cooperation, mutual help, staff work, receiving manager / supervisor authority

**Assignment: identifying components of staff relations**

Values: reciprocity, cooperation, mutual help, staff work, receiving manager / supervisor authority

**Assignment: identifying components of staff relations**

Values: reciprocity, cooperation, mutual help, staff work, receiving manager / supervisor authority

**מה עושים?**

**What should be done?**

**Suggest (at least) three solutions for each event**

**Samuel works at a community center with Halley and Viola, and today he needs to leave early to attend a wedding**

**Among the bakery staff, Martin works very fast, and when he finishes his tasks he goes outside to rest**

**Sophie manages the office and tends to shout at the employees when they make mistakes**

**Tammy and Lucine don't want to work next to Cloe. They approached Becky, the nursery manager about the issue**

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**Event analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Suggestions for solutions** | **Feelings that arise** | **Names of individuals involved in event** | **Event components (objective and subjective)** | **Workplace** |
|  |  |  |  | **Nursery** |
|  |  |  |  | **Office** |
|  |  |  |  | **Bakery** |
|  |  |  |  | **Community center** |

**Tools for teaching concepts from the world of work**

**6. Work wages**

**Information**

**Minimum wage** is the lowest payable wage (per hour, per workday or per month) the employer is permitted to pay a worker. Minimum wage is anchored in law according to government or collective union agreements. The aim of setting a minimum wage is to ensure every worker receives a minimum wage in order to maintain his dignity and prevent his exploitation.

**From the publications of the National Insurance Institute and the Ministry of Economy and Industry in Israel:**

**Beginning from January 2013 the monthly minimum wage for a worker above 18 years of age working a full-time job will be 4,300 NIS per month and 23.12 NIS per hour.**

**The minimum wage for a worker 16 years of age will be 3,010 NIS per month and 17.40 NIS per hour.**

**The minimum wage for a worker between the ages of 16 and 17 will be 3,225 NIS per month and 18.64 NIS per hour.**

**The minimum wage for a worker between the ages of 17 and 18 will be 3,560 NIS per month and 20.63 NIS per hour.**

**The minimum wage for people with physical, mental, or other disabilities which reduce their ability to work is called 'adjusted minimum wage' and it changes according to the degree of disability. The adjusted minimum wage for people with slight disabilities is 3,010 NIS per month and 20 NIS or 15 NIS per hour. The adjusted minimum wage for people with substantial disabilities is 1,280 NIS per month and 7 NIS or 10 NIS per hour, according to the degree of disability.**

מוגבלות קלה המפחיתה במעט את יכולת העבודה תזכה ביותר שכר ואילו מוגבלות המפחיתה יותר את יכולת העבודה תזכה את העובד בשכר מופחת.

**ניתוח שונות בשכר**

**Work wage variance analysis**

**What is the monthly salary of each of them? What is the hourly salary of each of them?**

**Identifying situations**

Josh works at an animal pen and receives minimum wage. Manuel is the manager of a plastic factory and receives a manager salary. Rebecca is 16 and works during vacations at the Protein Bar & Kitchen. Denis is disabled in his legs and is slightly limited in his work ability; he works in computers at the plastic factory. Jess volunteers at the hospital assisting the nurses in caring for patients.

Ranking wages

Who receives the highest wages? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who receives the lowest wages? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who does not receive any wages? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Information**

Monthly income is the total of all the money a person receives from wages, pensions, compensations, awards, gifts, use of property (e.g. rent) in a month.

Monthly expenses are the total of all the money a person spends in a month on food, transportation, medicine, cosmetics, rent, studies, recreation, clothing, shoes, taxes, monthly payments.

**Identifying situations**

Amelia made $37 today. At the end of the day she went to the mall and bought shoes that cost $50.

Liam makes $6 per hour. On Tuesday he worked 3 hours, made $18 and went to watch a movie. He bought a ticket for $10.

Mia worked for a month at a nursery school, earned $960, and paid $570 in rent.

Ava received $60 in tips at the restaurant. After her shift, she went to the supermarket and bought food for $75.

Aria made $15 babysitting and found flipflops that cost her exactly $15.

Skylar sold $80 in ceramics and handed out $100 to the kids for Christmas money.

**Comparing income and expenses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Credit / debt** | **Expenses** | **Income** | **Worker's name** |
|  |  |  | **Amelia** |
|  |  |  | **Liam** |
|  |  |  | **Mia** |
|  |  |  | **Ava** |
|  |  |  | **Aria** |
|  |  |  | **Skylar** |

**What should be done?**

**Suggest (at least) three solutions to each event**

**Isla receives a $400 salary working at the store but she always wants to buy clothes and makeup worth more than her salary and her bank account is always in debt**

**Dave is disappointed: he received a pay cut at his work at the gym this month. When he asked about it, he was told it was due to being late**

**Mackenzie is 17 and does not know what wage she should ask for at her work at the camp during the summer holidays**

**The pizzeria manager agreed that he'd pay Leon his salary by the 10th of each month. It is now the 17th and Leon hasn't received his salary yet.**

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**Event analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Suggestions for solutions** | **Feelings that arise** | **Names of individuals involved in event** | **Event components (objective and subjective)** | **Workplace** |
|  |  |  |  | **Pizzeria** |
|  |  |  |  | **Summer camp** |
|  |  |  |  | **Gym** |
|  |  |  |  | **Store** |

**Tools for teaching concepts from the world of work**

**7. Initiative at work**

**Initiative – arising to new action, daring to create innovations, thinking of ideas for action without receiving instructions.**

**In each of the following situations, find the initiative and the person initiating the action.**

**Assignment: proposing initiatives**

Below are several descriptions of situations of difficulty at work. Try to propose suggestions for initiatives to each of the involved individuals.

|  |  |
| --- | --- |
| **Initiators and suggestions for initiations** | **Difficulty at work** |
| Emily is new at work and doesn't know any of the staff members. She is shy with the guys at work and is willing to sit only next to Manuela, the only girl on the staff. | Emily:  Staff members:  Manuela: |
| At school, pupils made wood animals for gardens. At the end of the year the pupils, carpentry teacher, and principal discovered that the wood animals were not sold. The principal announced that if the wood animals are not sold, he would close down the carpentry workshop. | Pupils:  Carpentry teacher:  Principal: |
| Mikey turned to Jacob with a request to join the sales team at the factory. Jacob responded that there is no room in the sales car and therefore he cannot respond to his request. | Mikey:  Jacob:  Sales team: |