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# Mathematical Skills

## Classroom Debate – Sustainable Life



## **The Main Goal**

Improving mathematical skills by using them in practice

Sub goals

- Collecting statistical data about average salaries in different fields
- debating and exchange of opinions
- interpreting statistical data
- collaboration
- drawing a common conclusion

## **Type of Activity (physical, outdoor etc.)**

Learning Activity (indoor)

## **Method of work**

Debate and exchange of fact-based opinions

## **Number of participants**

10-30

## **Duration**

4-6h

## **Material needed**

Material

- Statistical data - hardcopy or
- Access to computers for websites of statistics
- Online calculators

## **Preparation**

Students should be introduced to the topic of salary, conditions, work as an sense giving activity to sustain life.

Students should be prepared to give realistic answers and be familiar with analyzing and interpreting statistics, prior to this exercise

A trip to the local job centre/companies or different service providers can be arranged to discuss the current and future of the world of work and salaries.

## **Description**

Introduction:

Discussing the following points prior to the exercise:

- What is work and salary and in what relation are they to one another?
- What types of jobs are there? (service, production, administration etc.)

- What qualifications/skills are needed to do certain jobs and how long does it take to get those?
- What is the minimum salary in your country?
- In what way has the world of work changed in the last 10 years and what can be expected in future (e.g. digitalization, Industry 4.0/5.0)? Have salaries adapted to the new era of work?

## Implementation

Students should collect data about the following two categories:

Category one: Average salaries for:

a) typical service jobs:

- restaurant (waiting staff, cooks, etc.)
- IT specialists (Computer service)
- shop assistance (food, non-food)
- cleaning
- lorry/bus driver
- car repair
- (kindergarten) teachers

b) production jobs:

- car production
- carpenters/metal workers
- farming
- baker / butcher

c) administration jobs:

- office administration
- civil servants (municipality)

Category 2: Costs of living per month exemplified for a 3-person-houshold (2 adults, 1 child):

Rent (3-room apartment) and additional costs, e.g.

- Costs for electricity, water and heating
- multimedia (TV, Mobile phone, streaming etc.)
- Insurances

Shopping:

- Food
- Clothing
- online

#### Amenities:

- Transport: public and individual (car, bike etc.)
- Restaurant visits
- Freetime activities (e.g. gym, swimming, hiking, dancing, hairdresser, nails etc.)

#### Exceptional costs

- medical equipment
- IT repairs
- larger purchases (e.g. computer, furniture, etc.)
- loans (e.g. for car, expensive equipment)

Discuss the relation of income (salary) and expenditures (cost of living), using the following prompts:

- basic needs
- luxury extras (individual opinions)
- money and happiness (ethics, individual opinions)
- value of work
- relation of skills/qualifications – salary – cost of living (e.g. IT specialists, sports people, nurse, doctors, police officer, fireman, lorry/taxi/bus driver, men-women etc.)

#### Final Questions:

- Are salaries fair? Why or why not? What should be done?
- How can be the costs of living optimized in a family?
- What can be done to improve your income? (qualification, higher performance, change of jobs/field etc.)
- What distinguishes a rich from a poor country, regarding salary and costs of living?
- Generally speaking: are people with lots of money happy? Are people with little money unhappy? Why or why not?

Additional task: Role Play: Renegotiation of salary with superior.

#### Summary

- Log the results