

COMMUNITY WORKPLACE

*A Project Guide to Build Chicago
School-Community Classroom
Connections to the
Workplace.
Originated as a Complement to
Junior Achievement's Project Business Program*

This guide to teaching about work develops students' skills in communication, making and using charts, tables, and graphs, and expository writing

This set of materials focuses on two workplaces:

- The School**
- A Business or Agency**

The project is organized into ten topic areas.

We recommend that you organize the active involvement of a business or agency representative to help link this set of activities to workplaces beyond the school. You can, however, organize a project that focuses on the school alone. You also can expand this project so that you incorporate several businesses and agencies.

Each set of related classroom activities can be done as a full-class or small-group project.

OPTIONS: WORKPLACE BOOK... EXHIBIT... CAREER FAIR

The project can be the basis for classroom activities in which groups of students profile different community businesses and agencies to prepare a community workplace book or exhibit or a career fair.

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Session Topics and Related Activities

Topic	Classroom Activities
1. The Worker Today	<ul style="list-style-type: none">> students write up interview> students interview other workers> students start job profile book> students interpret salaries
2. The Chicago Workplace: Location and Activities	<ul style="list-style-type: none">> students map local work locations> students make local business directory> students write report on workplace
3. Jobs in the Workplace	<ul style="list-style-type: none">> students make tables of school jobs> students interview workers> students take aptitude test
4. Getting a Job and Keeping a Job	<ul style="list-style-type: none">> students classify jobs by ads> students write job applications> students simulate interviews> students graph jobs based on ads
5. Managing Money: Workplace Budgets	<ul style="list-style-type: none">> students work through challenges> students interview principal about school budget
6. Managing Money: Personal Budgets	<ul style="list-style-type: none">> students work through challenges> students budget time
7. Investing in Ability: Getting an Education	<ul style="list-style-type: none">> organize a game: costs/benefits of school> invent a game for younger children to teach them about prices> interview someone who is going to college/community college
8. Making Progress:	<ul style="list-style-type: none">> examine the school's choices--surveys on improving the workplace> make classroom/school improvement
9. Workplace Futures: 21st Century Workplace	<ul style="list-style-type: none">> make plans for a project to improve the community: a new workplace> make plans to improve the workplace
10. Personal Futures: 21st Century Workers	<ul style="list-style-type: none">> make a personal future time line> make book about yourself in the 21st century> write "A Day in My Life" 20 years from today

TOPIC 1: The Worker Today

In this part of the project, students will develop their skills to:

- interview a person
- take clear notes
- write a summary paragraph
- use a number line to show a range

Student Projects:

1. Arrange for students to use the worker interview guide to interview a school worker.
2. Explain that the students will use the same guide to interview speakers you schedule for your class or for groups.
3. Have students work in groups of three to write up interview notes as a paragraph about the worker. One student does the first edition, the next student edits, the third student rewrites.
4. Introduce the four key vocabulary words for this lesson. Have students start a **Workplace Glossary** with examples of these ideas. They will get four more words each session.

WORD	MEANING
benefits	things a worker gains besides wages for work
salary	the amount of money paid for work
skill	ability to do work
worker	someone who provides a service or good

Continuing Classroom Connections:

- > Help students make a number line to show the ranges of salaries for the different jobs at a business/agency's organization. Relate the levels of salaries to the amount of experience and education that the workers have accumulated.
- > Make a Worker Booklet that your students share with younger students. *This project can be ongoing and be organized as a kind of Occupational Handbook with categories based on the interview questions.*

WORKER INTERVIEW GUIDE

Directions:

- Step 1:* Look through the list of questions. Add any other questions that you want to ask the worker.
- Step 2:* Make an appointment to interview the worker. Explain that you are going to be putting together a booklet about jobs.
- Step 3:* Ask the questions on your list. Write the number of your question as you take notes about the worker's answers. Do not write down everything the worker says. Write down the things that are important.
- Step 4:* Review your notes. Think about the answers. Then make an outline to write about this worker.
- Step 5:* Write about the worker. You can draw pictures or use photographs to help tell about this job.

Worker Interview Questions:

1. How did you get your job?
2. What do you do in this job?
3. Why did you choose this kind of work?
4. What kinds of skills do you need to do this job well?
5. What kind of education did you need to get this job?
6. How long have you had this job?
7. What have you done to keep this job?
8. How has your job changed since you started doing it?
9. What are your plans for working in the future?
10. What benefits do you get from your work?

Add other questions you want to ask about this worker's job.

TOPIC 2: The Chicago Workplace

In this part of the project, students will develop their skills to:

- make and use a map
- take clear notes
- make a chart
- write a short report

Student Projects:

1. Make an outline map of the community and take students on a walk to locate businesses and agencies they note on the map.
2. Make an annotated key for the map. Number each business or agency. Assign two students per site to complete that part of the directory. (See Workplace Map Key.)
3. Have students work in groups of three to write up interview notes as a report about the workplace. One student does the first edition, the next student edits, the third student rewrites. The four key vocabulary words for this lesson are to be included in the glossary and used to organize the Workplace Report.

WORD	MEANING
employee	person who works at a business or agency
location	where a place is
product	kind of good or service a business supplies
profit	money that a business keeps after all the business costs are paid

Continuing Classroom Connections:

1. Have students write reports about the businesses in the community.
2. Help students use the map scale to calculate the distance from the school to a downtown business.
3. Help students estimate the profit a business makes on selling items such as a cookie. To do this, they will have to calculate the costs of the ingredients, labor, and other costs a bakery would have.
4. Have students interview a school administrator and then complete the Table of Workers.

WORKPLACE INTERVIEW GUIDE: Learning about the Organization

Directions:

- Step 1: Look through the list of questions. Add any other questions that you want to ask about the business or agency.
- Step 2: Make an appointment to interview a manager or director. In your workplace, that is the principal. Explain that you are going to be putting together a booklet about workplaces.
- Step 3: Ask the questions on your list. Write the number of your question as you take notes about the answers.
- Step 4: Review your notes. Think about the answers. Then make an outline to write about this workplace.
- Step 5: Write about the workplace. You can draw pictures or use photographs to help tell about this workplace.

Interview Questions:

1. What is the exact location of this workplace?
2. Why is it located here?
3. How many employees work here?
4. What kinds of jobs do most of them have?
5. What product do they produce?
6. What kinds of costs does this workplace have to make that product?
7. What profit--if any--does it make?

Add other questions you want to ask about this workplace.

Community Workplace Map Key

Complete this chart with information about workplaces in your community.

Name of Workplace	Location	Kind of Product

- Choose one workplace and explain why you think it's located where it is.
- Write a story of a route from one workplace to another.
- Make it a mystery route.
- Give your story to another student and see if that student can figure out the mystery.

Table: School Workers

Get the numbers to complete this table.

Number of Teachers	
Number of Teacher Aides	
Number of Support Staff	
Number of Parent Volunteers	
Number of Librarians	
Number of Students	
Number of School Clerks	
Number of Lunchroom Staff Members	

Math Challenges: After your interview, interpret your table:

A ratio means the how many of one kind of quantity there are in terms of another kind of another. How many teachers are there in terms of students? What is the teacher/student ratio?

The ratio of teachers to students is _____ to _____

What are some other ratios you can figure out from the table?

The ratio of _____ to _____ is _____ to _____.

The ratio of _____ to _____ is _____ to _____.

The ratio of _____ to _____ is _____ to _____.

The ratio of _____ to _____ is _____ to _____.

Make up four questions about your school based on your table and your ratios.

Put those questions into one test for another class to take.

TOPIC 3: Jobs in the Workplace

In this part of the project, students will develop their skills to:

- make and use a table
- take clear notes
- revise their work
- take an aptitude test
- make a graph based on a table
- make and use a chart

Student Activities:

1. Use the Chart and Table Outlines to make three profiles of the workers at the school.
2. Interview the same worker interviewed for Topic 1. Have students write questions that incorporate the four glossary words for this session. Then have students add information based on this second interview to their first paragraph about the worker.

WORD	MEANING
ability	skill and the knowledge of how to apply it
aptitude	interest and ability
cooperation	working together
responsibility	what a worker must accomplish and how

Continuing Classroom Connections:

1. Have students complete the aptitude test.
2. Work with students to diagram the links between jobs at the school workplace.
3. Organize a display of what students have learned so far about the school as a workplace.

Chart: Workers and Skills

Directions:

List five different people who work at your school.
Then list the skills they need to do their jobs.

worker	skills

Answer these questions on the back of this page:

1. Which workers use the same kinds of skills?
2. In what other ways are these workers' jobs alike or different?

Then make up another question based on your table and give the chart and the question to another student.

TOPIC 4: Getting a Job and Keeping a Job

In this part of the project, students will develop their skills to:

- classify jobs by ads
- write job applications
- participate in interviews
- graph jobs based on ads

Student Projects:

1. Set up an interview with the principal. Have students use the interview outline to organize that session.
2. Have students act out interviews with an employer based on questions that use the four words in the glossary.

WORD	MEANING
entry level job	the first job a person gets in a workplace
qualification	a standard
reliable	meets requirements consistently
responsible	works conscientiously

Continuing Classroom Connections:

- Have students make bar graphs of jobs based on newspaper ads. An open bar graph is provided for their use.
- Have students write job applications for actual jobs based on the ads.
- Organize a project in which students give advice about how to keep a job. This can be set up as a kind of "advice column" or a guidebook for workers.

Interview Outline: Getting and Keeping a Job at Our School

**Ask your principal the following questions.
Make notes as your principal gives you the answers.**

1. What are important questions you ask when you interview someone who wants to work at our school?

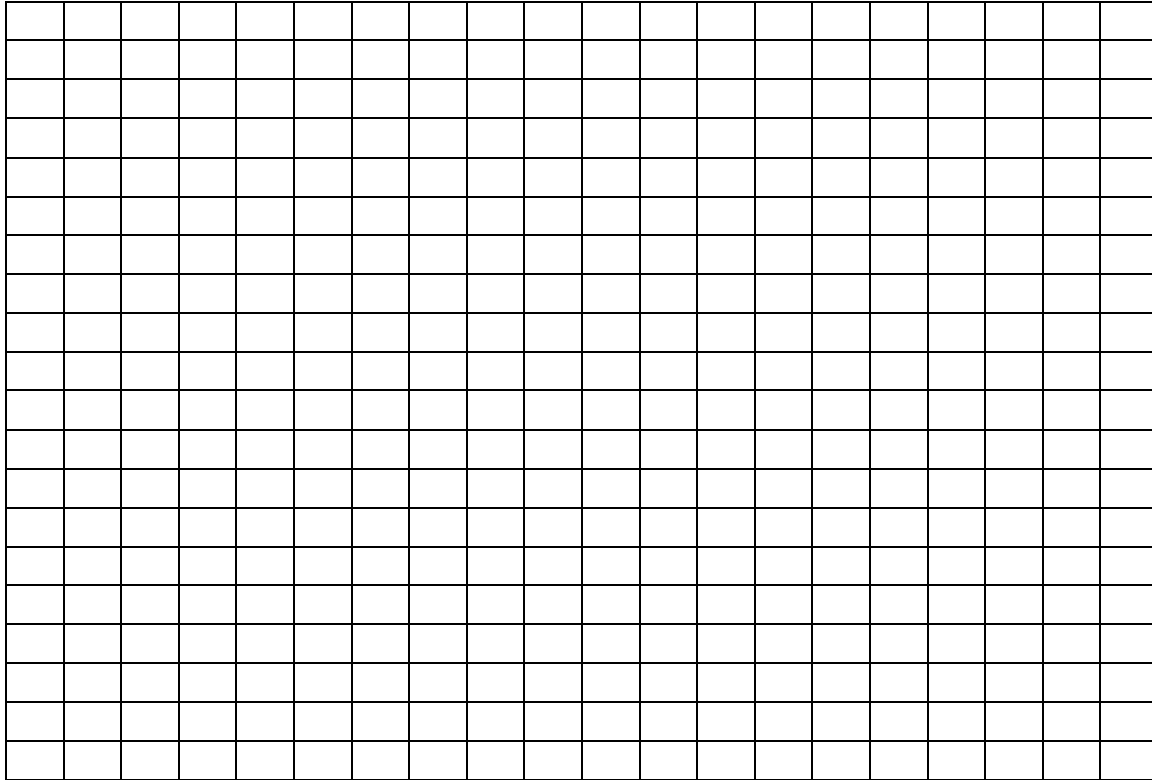
2. What are the most important qualifications for getting a job at our school?

3. What are the kinds of things you pay attention to when you decide whether someone should keep a job at our school?

Write a letter of application to your principal for a job in the year 2010. Explain why you will be qualified to get--and keep--a job then.

OPEN BAR GRAPH

Use this frame to make a graph showing the results of your study of the Chicago job market.



Write about your graph.
Tell what it shows about the job market in Chicago.

TOPIC 5: Managing Money--The Workplace

In this part of the project, students will develop their skills to:

- make a budget for an activity
- represent a budget with a circle graph
- make a plan to reduce costs

Student Projects:

1. Arrange to interview a school administrator who is responsible for a particular budget, such as the lunchroom. Use the School Budget page to organize that interview.
2. Involve the students in planning a classroom project that will have a budget for time or money.
3. Have students make a "big book" about budgets for 3rd graders. They should include the words about this topic as well as the materials they organize about budgeting time and money.

WORD	MEANING
budget	a plan for using money
economy	the way people use their resources
manage	control, organize
scarce	limited--having only so much of something

Continuing Classroom Connections:

- Use the School Workplace materials to organize surveys and make graphs about the school's budgets.
- Make a budget of the time spent in one day in the classroom. Have students plan ways to save time in that day.
- Use the actual school budget to figure out the cost of one day in the classroom with your students. Include salaries, materials, and all other expenditures relating to the support of the instructional program for your students.

School Budget Challenge

This activity can be done with any school project that involves a budget. It can be adapted to organize the planning of a classroom project. It even can be used to analyze the entire budget of the school.

Step 1: Schedule an interview with a person who is responsible for the budget for the project.

Step 2: Find out the following information from that person:

How much money is budgeted for the activity.

How much is used for each part of the activity.

Step 3: Make a circle graph.
Show the percentage of the total budget that each part of the budget costs.

Step 4: Analyze the budget. Suggest ways to:
A. cut costs if possible
B. make sure that people value the project

Step 5: Write a budget report.
Include all the information you collected in your report.

Step 6: Turn your budget report into a math challenge.
Make up math problems based on the budget.

TOPIC 6: Managing Money--The Worker

In this part of the project, students will develop their skills to:

- make a personal budget
- solve budget problems

Student Projects:

1. Have students choose a job they would like and calculate what they would earn on a monthly basis. You can use the Job Choice sheet materials or the newspaper to organize the activity.
2. Use the budget challenge pages to have students deal with realistic budget situations. Use the vocabulary from this lesson as much as possible in discussions about these challenges.

Note: The Budget Challenges can be used for team projects and also can be used to involve parents in very meaningful homework.

WORD	MEANING
fixed expense	something that must be paid on a regular basis
flexible expense	something that a person may choose to buy or not to buy
income	the money a person receives for work
interest	a kind of "rent" that a person pays for borrowing money or earns from savings accounts

Continuing Classroom Connections:

1. Have students set up continuing projects involving budget challenges. These can be set up a choice sheets and as multiple-choice questions based on "contextual" math that the students make up themselves.
2. Have students make budgets for time. Ask them to figure out ways to invest time more productively at school and at home.

CHOICE SHEET: JOBS

An "entry level" job is the first job a person gets.

Look at the Jobs Source Sheet: ENTRY LEVEL JOBS.

1. Which job pays the most money per week?

2. How much would you make at that job if you worked 40 hours a week?

\$ _____

3. Which job pays the least money per week?

4. How much would you make at that job if you worked 40 hours per week?

\$ _____

5. Pick one job. Don't just choose the one that pays the most. Choose the one you would really like to do. What is it?

6. Why did you choose it?

7. How much money will you make each week if you work at that job?

\$ _____

8. There are 52 weeks in a year. How much money would you earn if you worked there for one year? To answer this question, what will you do?

____ add ____ multiply ____ divide ____ subtract

What is the answer? _____

9. What will you earn each month at that job?

A. How will you figure that out?

B. What is the answer? \$ _____

Source Sheet: Entry Level Jobs

Note: This chart is not complete. You can figure out the monthly wage by multiplying the weekly wage by 52 and then by dividing by 12. You can figure out the weekly wage by multiplying the monthly wage by 12 and then dividing by 52.

Job	Weekly Wage	Monthly Wage
apprentice welder	\$250	
retail clerk	\$325	
restaurant assistant		\$1,500
receptionist		\$900
sales assistant	\$240	
dishwasher		\$400
mechanics' helper	\$280	
dry cleaner operator	\$430	
plumber's aide		\$1,300
maintenance worker	\$530	
apprentice carpenter		\$900
typist	\$300	
data entry clerk	\$600	
waiter	\$350	

Budget Challenge: CAN YOU SAVE?

You have a good job, and you earn \$300 a week. Make a budget for one week. Use this outline to do it. If you get to the bottom line and have spent too much money, go back and change some of the numbers. You live at home, so you do not pay rent. You must save \$100 per week.

Budget Category	Cost	How Much Money I Have
		\$300
Entertainment		
Lunch		
Haircuts		
Clothes		
Transportation		
Books		
Other Things		
Savings	\$100	

Surprise! You need to save *another* \$100 a week to get ready to buy furniture when you move out of your home. **Change your budget.**

Another surprise! Your family decides you should pay \$50 a week to help pay for the costs of living there. **Change your budget to add that weekly cost.**

Budget Challenge: YOUR OWN APARTMENT

You decide to move out of your family's home. You have been saving money to buy furniture and dishes.

First, find an apartment to rent. Use the newspaper to find apartments you can rent.

1. Find the most expensive apartment in the newspaper.

How much does it cost to rent it each month? \$ _____

Why is it more expensive than the other apartments?

2. Find the least expensive apartment in the newspaper.

How much less does it cost to rent that one than the most expensive one?

\$ _____

3. Why does it cost so much less money to rent it?

4. You decide to get a roommate. Then you can share the costs. What would it cost each of you to rent the most expensive apartment on the list?

\$ _____

What would it cost each of you to rent the least expensive apartment?

\$ _____

6. Which apartment do you choose to rent?

Address: _____

Reasons for choosing it:

7. How much money do you have left for the rest of your budget? \$ _____

Budget Challenge: FOOD

You and your roommate need to eat. You decide that each of you will pay half the cost of groceries each week. You want to pay \$25 each for the food each week.

How much will you spend on food each week? \$_____

What will you buy? Use newspaper ads to make a list of the foods you will buy. Remember, you need to eat every day.

Do each line and figure out how much money you have left before you get to the next line. Stop when you can't buy any more.

Food We Buy	Price	How Much Money We Have Left

PROBLEMS:

You don't have enough food, do you? How much money do you really need to spend for food each week? Finish the chart and add up the prices.

What is your weekly food budget? \$_____

How can you afford to buy that food?

MONEY CHALLENGE

Make up a challenge for your class.

1. What is the kind of good or service that the buyer needs?
2. How much money does the buyer have?
3. What is the challenge? Write the directions here. Be sure to tell the other students:
 - how many things they need to buy
 - the prices of these things--they can use ads or you can make a list of prices

3. Extra Challenge: You can add another step here. For example, tell the students to figure out the price after there is a 2-for-1 sale or a 20% reduction in price.

TOPIC 7: Investing in Ability

In this part of the project, students will develop their skills to:

- make predictions
- identify reasons to stay in school
- create a game for younger children that teaches economics

Student Projects:

1. Introduce the word "invest" and explain that it means using what you have now to make more gains in the future. Give examples of ways people invest time and money in their personal futures, such as anyone who is going to college.
2. Organize a game with your students: Costs and Benefits of Staying in School. They should do research for this game. They can base it on the "Game of Life," or any other board games that involve decision-making.
3. Ask students to tell the meaning of the words in the list and explain what they mean after they play the game.

WORD	MEANING
economics	study of the way people use resources
invest	use current resource for future development
productive	useful
progress	gaining in some way

Continuing Classroom Connections:

- Have students invent a game for younger children to teach them about earning money and spending money.
- Arrange to interview people who are going to community college or trade school as well as to college. Start a classroom career book about those people and their career development.

TOPIC 8: Making Progress

In this part of the project, students will develop their skills to:

- make a survey
- interpret a survey
- plan an improvement in the way the school uses time, space, and/or money

Student Projects:

1. Have students take the surveys about the school's use of time space and money. As much as possible, involve staff members, parents, and other students in the surveys.
2. Have students make actual plans for improvements based on those surveys. To ensure that the students have a real outcome for their planning, include a plan for a project that actually can take place within the classroom or school.

WORD	MEANING
allocate	use--the way in which something is used
priority	what is important
progress	improvement
survey	a way to find out information from people

Continuing Classroom Connections:

- Make a sequence chart of the steps involved in bringing about the change the students' plan for the classroom or school.
- Continue to make improvements. Explain the "incremental" approach to progress in which each improvement builds on the prior improvement.

SURVEY: Using Time, Space, and Money

Give this survey to staff members, parents, and other interested community members. Use it to start a discussion of better ways to use time, space, and money.

1. What is one way to get more time to plan together?	2. What is one way to get more time for students to spend more time on homework?
3. What is one way to make better use of the space in the hallways?	4. What is one way to make better use of the space in the classrooms?
5. What is one way to save money on equipment we buy for the school office?	6. What is one way to save money on the equipment we buy for classrooms?
7. What is one way to get more time to talk with children in the school?	8. What is one way to get more time to talk with parents in the school?

Make other surveys that deal with specific places or parts of the school's program, such as the lunchroom, library, teaching reading.

Your Plans for Time, Space, Money

What are some ways we can make better use of:

TIME

SPACE

MONEY

Problem Solving: More Work/Better Work

Quality is very important in any workplace. It is especially important in a school.

Start with yourself as a worker.

What does quality mean for your work?

What kinds of standards does your teacher have for your work?

What are some ways you could do a better quality job in the same time?

What are some ways you could do a better quality job that would take more time?

If you spend more time doing a better quality job, what will that investment of more time now mean for you in the future?

Now, look at another school worker's day.

What are some ways that worker could do a top quality job in less time?

What are some ways that the worker could do a better quality job?

What would the school have to invest to help the worker do a better job?

TOPIC 9: Workplace Futures--21st Century Workplace

In this part of the project, students will develop their skills to:

- analyze information
- make predictions
- make plans

Student Projects:

1. Have students interview workers at the school about changes in the school as a workplace. Stress changes in technology that have taken place. Students should use the interview guide to organize this research.
2. Have students make a presentation--a panel or simulation—of the school as a 21st century workplace.
3. Ask students if they plan to adapt to innovations or to prepare to develop the abilities to be innovators.

WORD	MEANING
adapt	adjust
innovation	change
structure	the way something is organized
technology	applications of scientific ideas

Continuing Classroom Connections:

- Make plans with the students for ways to improve the community itself. Review the map of the community workplaces and have students figure out ways to improve the community in terms of agencies, businesses, transportation, and recreation.
- Make a diagram showing the "multiplier" effect that one new workplace causes in terms of jobs and income for the community.

Workplace Progress Plans

Use this outline to organize a plan for progress.

The outlines on this page can be used to interview an administrator of a business, agency, or school. They also can be used as organizing outlines for project teams of students. To answer the questions about the workplace in the past, the students will have to get information from people who have worked at the workplace for at least ten years.

The planning outlines go from past to future to present so that students see that in every workplace, including the classroom, people should use what they learn about changes in the past to prepare now for changes in the future.

New Ways to Work

THE PAST

Look back at the past ten years.

What are some changes in the ways people get their work done?

THE FUTURE

Look ahead at the next ten years.

What are some changes you expect in the ways people will get work done?

THE PRESENT

What should a worker at this workplace do to get ready for the future?

Different Kinds of Jobs

THE PAST

Look back at the past ten years.

What are some changes in the kinds of jobs at this workplace?

THE FUTURE

Look ahead at the next ten years.

What are some changes you expect in the kinds of jobs at this workplace?

THE PRESENT

What should a worker at this workplace do to get ready for the future?

TOPIC 10: Personal Futures--21st Century Workers

In this part of the project, students will develop their skills to:

- analyze information
- make predictions
- make plans
- make a time line

Student Pre-Session Activities:

1. Have each student make a personal time line of that student's career future. Point out that people are changing careers--not just jobs--as many as five times during a worklife, so they can include at least five different careers.
2. Have students who are in the same career area work on getting information about how to prepare for that career. This research can include calling up businesses and agencies and interviewing people by phone as well as actually setting up a continuing career feature on a weekly or bi-weekly basis.

Economic Connections

Where are the vocabulary words?

There is no vocabulary list for this lesson.

Ask students to review the words they have learned in this project.

They can turn them into crossword puzzles and posters.

They also can use them in the following projects:

- Set up a career guide that your students present to another class.
- Have students write booklets about themselves in the 21st century.
- Have students write "A Day In My Life" twenty years from today.