

Table Of Contents

Unit 3: Work-Readiness

Sunshine State Standards covered in Unit 3: 4-6 class periods

SS.C.2.2.3 SS.D.2.2.4 HE.C.2.2.5 LA.A.1.2.3 LA.C.1.2.3
LA.B.2.2.4

Suggested Time Frame:

Lesson 1: Will I Be Ready For Work?

Students will be able to:

- define interests and skills.
- explain the relevance of interests and skills to career exploration and planning.
- explain the difference among four primary Career Types: People, Ideas, Data, and Things.
- define entrepreneur.

Lesson 2: How Do I Get A Job?

Students will be able to:

- define job application, resume, ethics, job interview, and applicant.
- complete a job application.
- shake hands appropriately.
- demonstrate proper interview skills.

Lesson 3: How Do I Get Paid?

Students will be able to:

- define pay stub, gross pay, payroll taxes and net pay.
- explain why people pay taxes.
- describe why the amount of pay received is less than the amount earned.

Lesson 4: What Skills Do I Need To Be Successful At My Job?

Students will be able to:

- define teamwork, negotiation, and conflict resolution.
- explain the importance of teamwork in the world of work.
- demonstrate teamwork skills and innovation in solving business dilemmas.
- demonstrate appropriate workplace behaviors.

Will I Be Ready For Work?

Lesson Description

Students learn how interests and skills are linked to various job alternatives as they learn about four primary Career Types: People, Ideas, Data, and Things. Through role play, students learn the importance of being punctual, working as a team, dressing appropriately, and being polite to customers.

Learning Objectives

Students will be able to:

1. Define interests and skills.
2. Explain the relevance of interests and skills to career explorations and planning.
3. Explain the differences among four primary Career Types: People, Ideas, Data, and Things.

Materials

- Enterprise Village Community Map*
- Workplace Skills Scenario Cards*
- Enterprise Village Classified Ad Poster*
- Teacher Resource
 - Career Types - pg 167
- Student Workbook
 - Additional Practice #3 - pg 47

Student Procedures

1. Explain why you enjoy being a teacher. Emphasize that teaching is a profession that combines your interests and skills.
 - Define **interests**.
 - Define **skills**.
 - Invite students to share some of their interests and skills. List their answers.
 - Explain that it is important for a person to think about both interests and skills when thinking about a career.

(For example: If a student likes animals and is good at taking care of them, maybe that student could think about a career in the dog grooming business, being a trainer, working at a zoo or being a vet. If a student likes a sport and has a skill for understanding the game, maybe that student can have a career as a coach, announcer, trainer or even work for or own a sports store. The idea of this activity is to stress the importance of combining interest and skills when thinking about a job/career.)

2. Have citizens complete and print online Career/Interest Survey and Career Clusters, at www.stavrosinstitute.org (Click on the Enterprise Village Tab.)
3. Share Resource sheet, Career Types pg 167. Explain that one way to categorize jobs is to use four Career Types. (PEOPLE, IDEAS, DATA AND THINGS)
4. Explain that each Career Type represents a different cluster of jobs related to an individual's skills and interests. Describe each Career Type as shown on resource sheet pg 167. Identify the job examples for each job type below.
 - People Counselor, Day Care Provider, Salesperson, Teacher
 - Ideas Detective, Fashion Designer, Scientist, Veterinarian
 - Data Accountant, Bank Teller, Computer Programmer, Web Site Developer
 - Things Carpenter, Mechanic, Locksmith, Plumber

Teacher Tips

Reminder:

Volunteer and student lists are due to Enterprise Village two weeks prior to visit.

*Materials with asterisks are in the classroom kit.

Note:

Display classified ad poster located in your kit so that students can begin to get an idea as to the kinds of jobs available in Enterprise Village.

Interests:

Things a person likes to do.

Skills:

Developed abilities a person does well.

Note:

A hard copy version of the Interest and Skills survey can be found on the teacher resource disk found in the back of this book.

Unit 3: Work-Readiness

Lesson 1: Will I Be Ready For Work?

5. Invite a few citizens to go to the Enterprise Village Community Map to identify people who appear to be working in different Career Types. (dentist, hair stylist/barber, manager, firefighter, road crew member)
6. Explain that, with many jobs, people have a combination of two Career Types. For example, a sales manager works with people but also must come up with new ideas to sell goods and services.
7. Define **innovative solutions**.
 - Point out that innovative solutions are an important part of being an entrepreneur.
 - Define **entrepreneur**.
 - Explain that entrepreneurs play an important role in an economy by creating new goods and services that people will buy, or by generating new ways of doing business.
8. Ask if citizens have ever heard the words “employer” and “employee.” Invite one or two citizens to define each term.
 - Define **employer**.
 - Define **employee**.
9. Ask what citizens think employers are looking for when they hire employees. Make a list on the board. The list should include workplace skills and behaviors. Circle the characteristics that are examples of “soft skills.”
 - Define **soft skills**.
 - Explain that some of the most important characteristics of a good employee are circled. Many employees have interests and skills related to a job, but not every employee behaves appropriately at work.
 - Explain that employers want to hire employees that model appropriate behavior and perform job tasks successfully.
10. Invite eight, particularly dramatic, sociable citizens to participate in a role-play exercise. Place them in pairs. Each citizen in a pair should receive the same Workplace Skills Scenario Card. Within each citizen pair, identify one citizen to be the employer and the other citizen to be the employee.
 - Explain that each citizen pair will role-play a different work situation. As they act out the situations, the other citizens should try to figure out whether the employee is behaving appropriately.
 - One at a time, citizen pairs should introduce themselves as the employee or employer and then act out the scenario.
 - At the conclusion of each scenario, ask all citizens to identify a more appropriate way for the employee to act. Remind citizens that employers expect their employees to behave their very best when they are at work.



Teacher Tips

Innovative Solutions:
Creative ideas for solving problems that are put to use.

Entrepreneur:
One who organizes, manages and takes on the risks of a business or enterprise.

Employer:
A person or business that hires one or more people, usually for a salary.

Employee
A person who works for an employer.

Soft Skills:
Skills that represent the way employees act on the job, such as being punctual, treating customers with kindness, working as a team and dressing appropriately.



Teacher Tips

Additional Practice:
Have citizens practice, using their What's My Balance?, pg 47, in the student workbook.

Additional Practice #3

- Your checking account balance was \$32.00.
- Today, you deposited a birthday check for \$15.00.
- Then, you purchased a package of tennis balls on sale for \$2.79 on your debit card at Sharon's Store.
- What is your new balance?

Lesson Summary

Summarize the lesson by stating the following.

1. It is important to find a job that you are both interested in and good at doing. Exploring different work options requires knowing your interests and skills.
2. There are many ways that people categorize or group different jobs. The four Career Types of PEOPLE, IDEAS, DATA, and THINGS represent different types of jobs.
3. Employers want to hire employees who demonstrate appropriate soft skills.

Social Studies Connection: The Reason for Labor Day.

The first Labor Day holiday was celebrated on Tuesday, September 5, 1882, in New York City. Today, we celebrate Labor Day on the first Monday of September. This annual holiday is a tribute to the contributions workers have made to the strength, prosperity, and well-being of our country.

Have citizens work in small groups to research the specific contributions that workers have made to the strength, prosperity, and well-being of the United States. Often, the "specific contribution" is based on a current need of the country. For example, consider how workers contributed during World War II versus how they contributed after World War II.

Social Studies Connection: What is an Entrepreneur?

Have citizens conduct web-based research to find out about Gus A. Stavros. Information can be found in the Hall of Honor section at www.stavrosinstitute.org.

Teacher Tips

Note:

These essays might be considered for use in the Enterprise Village Times newspaper.

Language Arts Connection: The Model Employee.

Ask citizens to write a one-page essay on the characteristics that make a good employee. To help them get started, remind citizens of the soft skills discussed this lesson.

Math Connection: Job Charts

According to a recent report by the U.S. Department of Labor, within the workforce of the United States, 25% of all jobs are PEOPLE Jobs, 45% are THINGS Jobs, 20% are DATA Jobs, and 10% are IDEA Jobs. Draw a graph or pie chart that reflects these percentages.

Career Types:

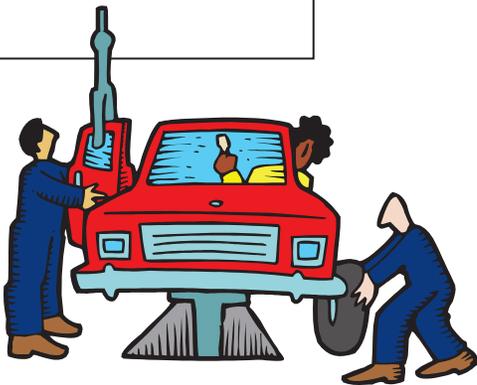
People

These jobs involve working with people most of the time. People who enjoy counseling, teaching, helping those in need, and/or managing others would enjoy jobs in the People Career Type.



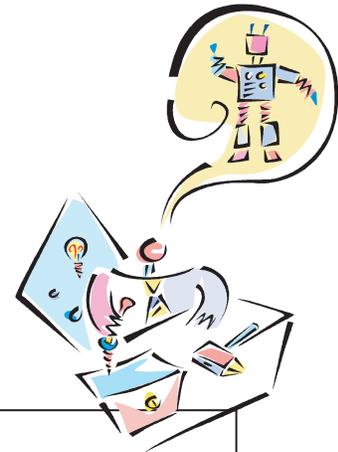
Things

These jobs involve working with things, such as machines and tools. People who enjoy making or building things, fixing things that are broken, and/or working outdoors would enjoy jobs in the Things Career Type.



Ideas

These jobs involve coming up with new ideas and/or thinking about solutions to complex problems. People who enjoy doing science experiments, inventing new things, or coming up with new ways to sell a good or service would enjoy jobs in the Ideas Career Type.



Data

These jobs involve working with numbers and information. People who enjoy solving math problems, as well as working with and gathering information, would enjoy jobs in the Data Career Type.



Additional Practice #3

What's My Balance?

Scenario:

- Use today's date and account number 083.
- Your checking account balance was \$32.00.
- Today, you deposited a birthday check for \$15.00.
- Then you used your debit card to purchase a package of tennis balls for \$2.79 at Sam's Sporting Goods.
- Use the deposit ticket and check register below to enter all transactions.
- What is the new checking account balance?



SAM'S SPORTING GOODS

Enterprise Village Branch
123-555-5688

01/25/2011 1:32PM

2147483647 / Tennis Balls Pkg T \$ 2.60

subtotal \$ 2.60

T=FL/Pinellas Tax 7.0000% on 11.68 .19

Total \$ 2.79

*6521 debit total payment \$ 2.79

Receipt ID # 131546876333-7668951-4354-4

NAME: _____

DATE _____

DEPOSITS MAY NOT BE AVAILABE FOR IMMEDIATE WITHDRAWAL

SIGN HERE IF CASH RECEIVED FROM DEPOSIT

Bank of America
Enterprise Village
Pinellas County, Florida

[:000 000:] 12345678 19606:]

CASH CHECKS

CHECKS FROM OTHER SIDE →

SUBTOTAL →

LESS CASH RECEIVED →

NET DEPOSIT

ACCOUNT NUMBER _____

Record all charges or credits that affect your account									
Number	Date	Transaction Description	Payment / Debit	✓	Fee	Deposit / Credit (+)	\$	Balance	
								32.00	

How Do I Get A Job?

Lesson Description

Now that students have discovered their personal skills and interests, have them use this information to work individually to complete an Enterprise Village online job application. Citizens will also learn how to interview effectively through practice.

Learning Objectives

Students will be able to:

1. define job application, resume, ethics, job interview and applicant.
2. complete an online job application for Enterprise Village.
3. shake hands appropriately.
4. demonstrate proper interview skills.

Materials

- www.stavrosinstitute.org
- Enterprise Village Classified Ad Poster*
- Student Workbook
 - Making The Right Impression - pg 48
 - Job Interview Evaluation A/B - pgs 49-50
 - Additional Practice #4 - pg 51

Student Procedures.

1. Remind citizens that, when they are older and begin to apply for jobs, it will be important for them to consider their interests and skills. They should look for jobs that match their interests and skills. The same is true for Enterprise Village.
2. Have students refer to the results of their Career/Interest Survey and Career Clusters. This is designed to give students a better idea as to what jobs to apply for.
3. Have students review displayed Enterprise Village Classified Ad Poster. Students choose their top three job positions based on their Career Clusters results.
4. Explain that when people apply for jobs, they often complete a job application and/or submit a resume.
 - Define **job application**.
 - Define **resume**.
5. Explain that honesty is important on job applications and resumes, which should:
 - provide accurate and honest information.
 - represent a person's true self.
 - reflect a person's ethical behavior. Define **ethics**.
6. Inform citizens that they will not complete a resume. However, they will complete an online job application for Enterprise Village.
 - Have citizens log on to www.stavrosinstitute.org to complete the on-line job application. (Click on the Enterprise Village Tab and then Teacher Resources.)
 - Remind citizens that a job application is the first opportunity to impress an employer. They should use proper grammar and spelling.
 - Once all students have completed their applications, print for future use.

Teacher Tips

Note:

Students can complete online job applications at www.stavrosinstitute.org. A hard copy of the job application can be found on the resource disk.

Note:

You will need 100 pennies (2 rolls) for next lesson. (lesson 3)

Job Application:

A form that is completed, either by hand or online, by people applying for a job.

Resume:

A summary of a person's work and school experiences to help employers hire the best person for a job.

Ethics:

The rules of moral conduct, what is good and bad, that govern an individual or group.

Note:

A hard copy version of the EV Job Application can be found on the teacher resource disk found in the back of this book.

Teacher Tips

7. Explain that an impressive job interview is another way to tell a prospective employer that you are the right person for the job.
 - Define **job interview**.
 - Define **applicant**.
8. Explain that a key component of a job interview is the handshake, which is a very good way to begin and end an interview. This important skill requires practice.
 - Ask for a volunteer and demonstrate how to shake hands properly. Indicate the need for eye contact and a firm grip (but not too firm!).
 - Allow time to practice.
9. Explain that another important thing a person can do to prepare for an interview is to anticipate questions. Although some questions will be specific to the job, many interview questions are common and are likely to be asked in most interviews.
 - Direct citizens' attentions to pg 48, Making the Right Impression, in the student workbook.
 - Review the questions, and help citizens think about their responses.
 - Remind citizens that it is important to respond honestly and truthfully. This shows the interviewer that the applicant understands the ethics of the workplace.
10. Invite a citizen to interview you for a job using the questions on pg 48, Making the Right Impression, in the student workbook.
 - Ask the class to evaluate your interview, using pg 49, Job Interview Evaluation Form A, in the student workbook.
 - Following the interview, discuss the citizens' feedback.
 - Point out that a good way to improve job interview skills is through practice.
11. Divide the class into groups of three to practice interviews.
 - Explain there will be three rounds. During round one, one citizen will be the interviewer, one citizen will be the interviewee, and the third will be the observer.
 - The interviewer will ask the interviewee the questions on pg 48, Making the Right Impression, in the student workbook.
 - The interviewee should answer the questions aloud to the best of his/her ability.
 - The observer will evaluate the interview, using pg 50, Job Interview Evaluation Form B, in the student workbook.
 - Following the interview, the interviewer and the observer should share their observations.
 - Allow citizens to rotate roles.
 - Video tape interviews if possible.

Job Interview:

A discussion (usually face-to-face) to determine whether an applicant is suitable for a job.

Applicant:

A person who requests or seeks something, such as a job.

Note:

Alternately, you may have all citizens line up and shake your hand and then be seated.

Additional Practice #4

- Your checking account balance was \$23.00.
- You made an online purchase of a previously-viewed DVD for \$ 8.46 at Smash Hits Video Mart.
- You deposited a \$12.00 check for baby sitting.
- What is your new balance?

Additional Practice:

Have citizens practice, using pg 51, in the student workbook.

Teacher Tips

Lesson Summary

Summarize the lesson by stating the following.

1. When most people apply for jobs, they are required to complete a job application and/or submit a resume.
2. It is important when applying for a job, just as with other aspects of life, to exhibit ethical behavior.
3. One of the best ways a person can demonstrate to an employer that she/he is the best person for a job is through the process of a job interview.
4. One of the most important things a person can do to prepare for an interview is to anticipate the kinds of questions that the interviewer is likely to ask and practice.

Note:

“Paws In Job Land” is an interactive computer program to help students get an idea of what kind of career they may want to focus on in the future.

www.paws.bridges.com/cfnc.htm

Social Studies Connection: International Diplomacy

When the political leader of a country greets leaders from other countries, it is customary to exchange a handshake as a formal method of greeting. Most experts believe that the greeting can set the tone for diplomatic discussions.

Ask citizens to conduct research to determine the appropriateness of different types of business greetings in various parts of the world. Research how to say “hello” in five different languages.

Ask citizens to meet in small groups to discuss their research results.

Language Arts Connection: Interview Jitters

Some people are nervous before an interview. As a class, list some reasons that could cause people to be nervous. Then list some strategies that could be used to help them not be nervous.

As individuals, or as a team, have citizens create a draft brochure using ideas that were listed, that might help people who get nervous.

After citizens have completed their drafts, ask peers to evaluate the brochures using the following rubric.

- The brochure’s message is logical and easy-to-read.
- There are enough details to make the presentation interesting, informative, and helpful.
- There are new and innovative ideas and suggestions included.
- The pictures and writing are legible with few errors in grammar and spelling.
- Someone could learn something helpful from this brochure.

Note:

Allow citizens to create a revised, final copy of their brochure for possible distribution within the school or display for students to view throughout the remainder of the curriculum.

Teacher Tips

Math Connection: Tenure on the Job

Describe the concept of job tenure to citizens. Help them understand that job tenure is the amount of time a person stays in the same job. Present to citizens job tenure data that appears below for four different employees. Have them answer the questions that follow.

Employee	Job Title	Tenure (in years)
Rochelle	Sales Person	3
	Sales Manager	7
	District Manager	8
Noelle	Cashier	3
	Stock Room Specialist	4
	Morning Manager	4
Antonio	Day Care Worker	6
	Shift Supervisor	3
	Team Coordinator	6
Abdul	Recreation Intern	2
	Activities Specialist	2
	Youth Supervisor	5

1. Which employee has the highest average job tenure?
2. Which employee has the lowest average job tenure?

Note:
Don't forget you will need 100 pennies (2 rolls) in the next lesson.

Solution:
1. Rochelle: $18/3 = 6$ years.
2. Abdul $9/3 = 3$ years.

Making The Right Impression

Name: _____

Directions: Review the interview questions below and write the answers you would provide during a job interview.

Interview Questions

1. In what activities are you involved?

2. What skills do you have that would make you a good employee?

3. Do you like working alone or with other people?

4. How would your friends describe you?

5. Who is someone you admire? What is it about this person that you admire most?

Citizen Alert

Remember that it is important to be ethical when interviewing for a job. Honesty is the best policy!



Job Interview Evaluation Form A



Name: _____

Directions: Review the following questions. As you observe the job interview, place a check mark next to the items the interviewee successfully completed.

Greeting

_____ Was the applicant's greeting appropriate?

_____ Did the applicant shake the interviewer's hand at the beginning of the interview and make eye contact?

Body Language

_____ Did the applicant look confident?

_____ Did he/she sit up in the chair and look the interviewer in the eye?

Responses

_____ Did the applicant explain his/her answers?

_____ Did the applicant appear to respond in an ethical manner (i.e., honestly)?

Language

_____ Did the applicant use proper language?

_____ Could you understand the applicant's answers?

Exit

_____ Did the applicant thank the interviewer?

_____ Did the applicant shake the interviewer's hand and make eye contact?

Job Interview Evaluation Form B

Name: _____

Directions: Review the following questions. As you observe the job interview, place a check mark next to the items the interviewee successfully completed.

Greeting

_____ Was the applicant's greeting appropriate?

_____ Did the applicant shake the interviewer's hand at the beginning of the interview and make eye contact?

Body Language

_____ Did the applicant look confident?

_____ Did he/she sit up in the chair and look the interviewer in the eye?

Responses

_____ Did the applicant explain his/her answers?

_____ Did the applicant appear to respond in an ethical manner (i.e., honestly)?

Language

_____ Did the applicant use proper language?

_____ Could you understand the applicant's answers?

Exit

_____ Did the applicant thank the interviewer?

_____ Did the applicant shake the interviewer's hand and make eye contact?

How Do I Get Paid?

Lesson Description

Students learn about payroll deductions. This lesson provides an explanation of gross and net pay.

Learning Objectives

Students will be able to:

1. define pay stub, gross pay, payroll taxes, and net pay.
2. explain why people pay taxes.
3. describe why the amount of pay received is less than the amount earned.

Materials

- Enterprise Village Community Map* (yellow arrows)
- Two rolls of 50 pennies
- Teacher Resource
 - Look At My Pay Stub - pg 185
- Student Workbook
 - Additional Practice #5 - pg 52

Student Procedures

1. Select a citizen who has done an excellent job on an Enterprise Village or other assignment. Announce that this citizen has performed excellent work, and you will pay for this work. Hold up two rolls of pennies.
 - Have the citizen come to the front of the room and give the rolls to him or her and say “thank you” for the hard work. Remind citizens that they will be paid at Enterprise Village for their hard work.
 - As the citizen starts to walk away, stop him or her and apologize, saying that you have forgotten something. You must take away ten pennies to help pay for expenses at school such as buses, electricity, textbooks, and teacher salaries—things that make the citizen’s work possible. Tear one roll open and take out 10 pennies, then give the citizens the remaining pennies. Say “thank you” for the hard work.
 - As the citizen walks away, apologize once again saying, one more thing. You need to give back 15 pennies for roads, national defense and parks. Thanks again for all your hard work.
 - As the citizen starts to walk away, apologize one more time, saying that there is just one more thing. You must take out eight pennies to help pay for the citizen’s retirement and for some insurance in case the worker becomes unemployed. Tell the citizen that he/she may sit down.
2. Remind citizens of the following, referring to the Enterprise Village Community Map.
 - People sell resources to businesses, including the work that human resources provide. Point to yellow arrow C. At Enterprise Village, each citizen has a job that is important to his/her business and important to the Enterprise Village economy.
 - People receive money for the use of their resource. Point to the yellow arrow D. Enterprise Village workers will be paid for their hard work. They will receive a paycheck for each work period.

Teacher Tips

Note:

You need 100 pennies (2 rolls).

Unit 3: Work-Readiness

Lesson 3: How Do I Get Paid?

3. Display resource sheet Look At My Paystub. Explain that citizens will receive a paycheck. These paychecks will be printed by each bookkeeper at Enterprise Village.
 - Discuss the parts of a paycheck, such as name of business, date, “Pay to the order of,” amount written two ways, and the signature line.
 - Point out that paychecks have a pay stub attached to it. Define **pay stub**.
 - ◆ The date and name of the employee are written on the pay stub.
 - ◆ The gross pay of the employee is entered. Define **gross pay**.
 - ◆ Define **payroll tax**.
 - ◆ A payroll tax usually refers to the contribution employees pay for Social Security and Medicare.
 - ◆ The pay stub shows net pay of the worker. Define **net pay**.
 - ◆ Enterprise Village citizens will not pay taxes or receive a pay stub.
4. Explain that payroll taxes are not deducted from pay at Enterprise Village.
 - In the real world, workers may have many different tax deductions, such as federal income tax, state income tax, local income tax, Social Security and Medicare.
 - Workers may also have other voluntary deductions such as health insurance payments and savings.
 - Businesses deduct payroll taxes for each employee and then send the tax money directly to the government that uses it.
5. Remind citizens about the role play with their classmate who was “paid” pennies for work, and discuss the following.
 - How much did (citizen name) receive at the beginning? (*100¢ This is the gross pay.*)
 - How much did (citizen name) end up receiving? (*67¢ = 100¢ - 10¢ - 15¢ - 8¢. This is the net pay.*)
 - Why were deductions made? (*to pay for school buses, teachers, roads, teacher retirement, etc.*)
 - What do we call these deductions? (*taxes*)
 - What are taxes used for? (*public goods and services*)
6. Return to the Enterprise Village Community Map and point out some of the public goods and services.
 - Remind citizens that people enjoy the public goods and services provided by governments, but those goods and services must be paid for with taxes. There is no such thing as a free lunch! (explain)
 - If people pay taxes for public goods and services, then they are giving up private goods and services that they could have purchased - opportunity cost.

Teacher Tips

Pay Stub:

The part of a paycheck that is retained by the employee as a record of pay and payroll deductions.

Gross pay:

The amount an employee has earned before any taxes or other deductions are subtracted.

Payroll tax:

A tax on an employee’s pay.

Net pay:

Gross pay minus any taxes and other payroll deductions.

Additional Practice #5

- Your checking account balance was \$17.25.
- You used your debit card at Pooch Palace to buy a new leash for \$9.37.
- You deposited a \$5.50 check for dog walking.
- What is your new balance?

Additional Practice:

Have citizens practice, using pg 52, in the student workbook.

Teacher Tips

Lesson Summary

Summarize the lesson by stating the following.

1. The amount that workers earn (gross pay) is greater than the amount they receive (net pay) because of payroll deductions.
2. Pay stubs provide a record of pay and payroll deductions to employees.
3. Payroll taxes help support public goods and services.

Social Studies Connection: The Stamp Act

In 1765, England needed money to pay for its war against France, so the English Parliament passed the Stamp Act - the first tax on American colonists other than tariffs on imported goods. Later, the English Parliament imposed a tax on tea.
The rest is history!

The English tax on tea led to the Boston Tea Party, which was a significant prelude to the American Revolution. The rally cry arose that colonists abhorred "Taxation without Representation." Have citizens write a brief paragraph on the meaning of the phrase.

Language Arts Connection: Government Work

Write the quotation on the board and have citizens discuss. Ask if they agree with the quotation. Why? Why not? Tell them to write a paragraph explaining the quotation and relating it to the concept of opportunity cost.

Math Connection: Tax Totals

Tell students they are going to earn money working at a job. Some will earn \$6.00, some \$5.50, and some \$5.00. As employees they must pay taxes on their earnings. They will be paid three times and they must pay 2% tax each pay period. Have students calculate the 2% tax from each check, then subtract to calculate the net pay for each salary. Students may work as groups or individually.

1. \$5.00
2. \$5.50
3. \$6.00

Note:

You may keep some of these paragraphs to use for the Enterprise Village Times newspaper.

Writing Prompt :

"The taxpayer (is) someone who works for the government but doesn't have to take an employment test."

Ronald Reagan
39th U.S. President

Solution:

1. $\$5.00 \times 3 = \15.00
 $\$15.00 \times .02 = \$.30$
Net pay = \$14.70
2. $\$5.50 \times 3 = \16.50
 $\$16.50 \times .02 = \$.33$
Net pay = \$16.17
3. $\$6.00 \times 3 = \18.00
 $\$18.00 \times .02 = \$.36$
Net pay = \$17.64

Math Connection: Percentages

Remind citizens of the penny example at the beginning of the lesson. Demonstrate the mathematical process to calculate deduction percentages with the following examples.

1. Ten pennies were deducted for certain local school taxes.
 $10 \div 100 = 10/100 = 1/10$, and $1/10 \times 100\% = 10\%$
2. Fifteen pennies were deducted for other federal taxes.
 $15 \div 100 = 15/100 = 1.5/10$, and $1.5/10 \times 100\% = 15\%$
3. Eight pennies were deducted for employment taxes.
 $8 \div 100 = 8/100 = .8/10$, and $.8/10 \times 100\% = 8\%$
4. The worker had 33¢ in tax deductions out of 100¢ or 33%.

Look At My Pay Stub!

		Employee Name	Social Security #	Pay Period	Check #	
		Taylor, Jennifer	XXX-XX-6892	3/13/10 to 3/26/10	5634785	
Gross Pay Calculations				Deductions		
Hours	Description	Rate	Earnings	Description	Amount	Yr-To-Date
40	Regular Earnings	10.00	400.00	Federal W/H	60.00	360.00
NON-NEGOTIABLE				Soc Sec Tax	24.80	148.80
				Medicare Tax	5.80	34.80
				Insurance	10.50	63.00
				Savings	50.00	300.00
				Retirement 401K	15.00	90.00
40	TOTAL		400.00	TOTAL	165.80	
Please arrive 15 minutes before your scheduled shift. We will have a monthly store meeting at 8:00 AM on May 15th.					NET PAY	\$234.20

	54321 Enterprise Village Way Largo, Florida 33773	Check Number 5634785
		Date 04/02/10
Pay to the order of	Jennifer Taylor	Net Pay \$ 234.20
	12345 Enterprise Village Circle Largo, Florida 33773	
Two hundred thirty four dollars and 20/100 _____		
<i>Peter Livingston</i> _____		
165442 112100	146481 455899	5634785

Additional Practice #5

What's My Balance?

Scenario:

- Use today's date and account number 083.
- Your checking account balance was \$17.25.
- You used your debit card at Pooch Palace to buy a new leash for \$9.37.
- You deposited a \$5.50 check for dog walking.
- Use the deposit ticket and check register below to enter all transactions.
- What is the new checking account balance?



POOCH
PALACE

Enterprise Village Branch
123-555-5688

06/16/2011 10:39AM

458 4521268 / Classic Red Leash T	\$ 8.75
subtotal	\$ 8.75
T=FL/Pinellas Tax 7.0000% on 11.68	.62
Total	\$ 9.37
*7791 debit total payment	\$ 9.37

Receipt ID # 13156589423-7663578-4352-1

Record all charges or credits that affect your account							
Number	Date	Transaction Description	Payment / Debit	✓	Fee	Deposit / Credit (+)	Balance
							\$ 17.25

NAME: _____

DATE _____

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE IF CASH RECEIVED FROM DEPOSIT

Bank of America
Enterprise Village
Pinellas County, Florida

CASH CHECKS

CHECKS FROM OTHER SIDE →

SUBTOTAL →

LESS CASH RECEIVED →

NET DEPOSIT

ACCOUNT NUMBER _____

[:000 000:] 12345678 19606:]

Additional Practice #5

What's My Balance?

Answer Key

Scenario:

- Use today's date and account number 083.
- Your checking account balance was \$17.25.
- You used your debit card at Pooch Palace to buy a new leash for \$9.37.
- You deposited a \$5.50 check for dog walking.
- Use the deposit ticket and check register below to enter all transactions.
- What is the new checking account balance?



POOCH PALACE

Enterprise Village Branch
123-555-5688

06/16/201110:39AM

458 4521268 / Classic Red Leash T \$ 8.75

subtotal	\$ 8.75
T=FL/Pinellas Tax 7.0000% on 11.68	.62
Total	\$ 9.37
*7791 debit total payment	\$ 9.37

Receipt ID # 13156589423-7663578-4352-1

Record all charges or credits that affect your account									
Number	Date	Transaction Description	Payment / Debit	✓	Fee	Deposit / Credit (+)	Balance		
									17.25
(DC)	(Date)	Pooch Palace	9 37					-9	37
								7	88
	(Date)	Deposit				5 50		+5	50
								13	38

NAME: _____ (Name)

DATE _____ (Date)

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

sample

SIGN HERE IF CASH RECEIVED FROM DEPOSIT

Bank of America
Enterprise Village
Pinellas County, Florida

CASH CHECKS

				5	5 0
				5	5 0
				5	5 0

CHECKS FROM OTHER SIDE →

SUBTOTAL →

LESS CASH RECEIVED →

NET DEPOSIT

[:000 000:] 12345678 19606:] ACCOUNT NUMBER **083**

What Skills Do I Need To Be Successful At My Job?

Lesson Description

This lesson introduces citizens to the value of teamwork as they participate in several problem-based learning activities. Through a series of workplace dilemmas, citizens begin to understand the importance of negotiation, conflict resolution, and innovative thinking in the world of work.

Learning Objectives

Students will be able to:

1. define teamwork, negotiation, conflict resolution.
2. explain the importance of teamwork in the world of work.
3. demonstrate teamwork skills and innovation in solving business dilemmas.

Materials

- Teacher Resource
 - Debriefing Script - pg 199
- Student Workbook
 - Ice Cream Flavors - pg 53
 - Business Dilemmas - pgs 54-55
 - Additional Practice #6 - pg 56
 - Unit 3 Test : Jordan's Job - pg 57
 - EV-Connect: A Family Newsletter - Work-Readiness - pg 59

Student Procedures

1. Remind citizens that the Enterprise Village job descriptions are posted. Citizens should remember to review the job descriptions to determine which Enterprise Village jobs they would like.
2. Explain that a very important characteristic of a well performing team is that each member contributes his or her skills to make the team the best that it can be. This is what "teamwork" means.
 - Define **teamwork**.
 - Ask if citizens have ever been on a winning team (e.g. a sports team or dance team). Ask citizens to share their experiences and explain what, in their opinions, made the team successful. Write responses on the board.
 - Point out how important it is that employees in the same business learn how to work together as a team to achieve success. This is true at Enterprise Village and in the real world.
3. Write the following phrase on the board: "There is no 'I' in teamwork."
 - Ask a few citizens to explain what this means. Be sure citizens understand that, in order to work effectively as a team, everyone must work together to accomplish the same goal.
 - Invite citizens to provide examples and discuss situations they know about where individuals failed to work successfully as a team.
4. Separate citizens into four teams and ask them to turn to pg 53, Ice Cream Flavors, in their student workbooks. Explain that they have two minutes to work individually to name as many flavors of ice cream as possible.
 - After two minutes, ask each team to identify the citizen with the largest number of different flavors. Write the number on the board for each team.

Teacher Tips

Note:

Classified Ad poster should be displayed at this time. Remind students to refer to poster from time to time.

Teamwork:

The cooperative efforts by members of a group to achieve the same goal overall.

Note:

The expression, "There is no 'I' in teamwork." could also be used as a writing prompt.

Unit 3: Work-Readiness

Lesson 4: What Skills Do I Need?

- Ask each team to calculate the total number of different flavors that their team - as a whole - listed. Have each team share its number. Students can add new flavors as lists are compiled. Write the team's total number of flavors next to the previous number on the board.
 - Point out that the teams generated a larger number when working together. Emphasize the value of working in teams to come up with many different solutions to a problem, rather than working alone.
5. Write the following phrase on the board: "The whole is greater than the sum of its parts." Ask what this saying means.
 - Be sure the citizens understand that, when everyone works together, the outcome will be greater than when everyone works alone.
 - Explain that every Enterprise Village business team should strive to achieve a well-run business, in which employees get along with one another and work together as a team.
 - Define **quality business**.
 6. Help citizens understand the meaning of two terms that are central to effective teamwork in the workplace.
 - Ask citizens to define "negotiation" in their own words. Define **negotiation**. Ask for examples of times when citizens have negotiated to solve a problem.
 - Explain that negotiation is particularly important in the process of resolving conflicts. Define **conflict resolution**.
 7. Tell citizens to turn to pgs 54-55, Business Dilemmas, in their student workbooks. Explain that their task, as a team, is to use the skills of negotiation and conflict resolution to generate innovative solutions to the business dilemmas on the page.
 - Assign each team of 3-4 citizens one of the dilemmas. Inform teams that they will have 10 minutes to complete the activity. Some teams may have the same dilemma.
 - Ask citizens to share their team's innovative solution. Ask for examples of how the process of generating innovative solutions to these dilemmas was better by working together as a team.
 - Point out examples of negotiation and conflict resolution that you observed during the activity.
 - Point out how the same problem may have generated several different solutions among various teams.
 8. Explain that during their visit to Enterprise Village, they will be faced with many "business dilemmas." Citizens will need to work together to generate innovative solutions to problems such as, time management, following the break schedule, completing jobs in a timely manner, friendly customer service, balancing check books and participating in business meetings to name a few.

Teacher Tips

Note:

The expression, "The whole is greater than the sum of its parts." could also be used as a writing prompt.

Quality Business:

A business that tries to meet its customers' needs and wants through a process of continuous improvement and teamwork.

Negotiation:

The process of two or more people, who may disagree at first, working together to solve a problem.

Conflict Resolution:

The process of resolving a dispute or disagreement.

Note:

During the team discussions, walk around the room looking for examples of negotiation and conflict resolution.



Teacher Tips

Additional Practice:
Have citizens practice, using pg 56, in the student workbook.

Note:
Some writing prompts may be submitted to the St. Petersburg Times, Enterprise Village edition for publication in the Enterprise Village newspaper.

Writing Prompt :
“Talent wins games but teamwork and intelligence win championships.”

Michael Jordan

Additional Practice #6

- Your checking account balance was \$18.00.
- You deposited a \$10.00 check that your aunt sent.
- You purchased a toy for your dog at Bow-Wow Wow! for \$2.89.
- What is your new balance?

Lesson Summary

Summarize the lesson by stating the following.

1. Teamwork is very important in the world of work. The more members of a team work together to achieve the same overall goal, the better that team will perform.
2. When individuals work together as a team, they generate more ideas for solving a problem than if they work alone.
3. Teams that use the skills of negotiation and conflict resolution are usually effective in coming up with innovative solutions to business dilemmas.

Social Studies Connection: Teamwork in the Declaration of Independence

Most people know the importance of the Declaration of Independence, but few know how critical teamwork was to creating it. After Thomas Jefferson wrote the first draft, many people worked together to develop innovative solutions to create a government that Abraham Lincoln referred to many years later as a government “of the people, by the people, and for the people.”

Ask citizens to meet in small groups to discuss how the Declaration of Independence might not have been as effective as it was in 1776 if those who worked on the document had not practiced good teamwork skills.

Language Arts Connection: The Power of Team

Have citizens write about how coaches help develop teamwork among the team players. They should explain what they can learn from coaching strategies for team building.

Teacher Tips

Math Connection: The Proportional Value of Teamwork

Describe the following scenario to citizens:

The owner of a gas station asked her four employees to generate as many innovative ideas as possible for getting more customers to buy gas from their station. The chart below shows how many innovative ideas each employee came up with.

Employee's Name	Number of Innovative Ideas
Karen	10
Phil	12
Tanya	14
Oliver	8

1. What is the average number of innovative ideas generated by an employee?
2. Which of the following statements regarding the total number of ideas generated by the team (as a whole) is accurate?
 - a. Tanya generated twice as many innovative ideas as Oliver did.
 - b. When working together as a team, the employees (as a whole) generated four times as many innovative ideas as an individual employee did on average.
 - c. The combined number of ideas generated by Karen and Tanya was 25% greater than the combined number of ideas by Phil and Oliver.

Solution:

1. $44 \div 4 = 11$
2. b

Business Dilemmas



Name: _____

Directions: *Using negotiation and conflict resolution skills, work as a team to generate an innovative solution to the dilemma your team is assigned. One member of your team should be prepared to present your team's innovative solution to the class.*

Dilemma One: You work for a restaurant that has a reputation for serving the best hamburgers in town. Much of your business is a result of this reputation. Unfortunately, due to some recent bad weather, your restaurant did not receive the shipment of hamburger buns that you had ordered. What is your innovative solution for dealing with the shortage of hamburger buns?

Dilemma Two: You and your best friend have decided to start a dog-walking business in your neighborhood. For the past two weeks, you have talked with the owners of almost every house in the neighborhood. Twelve dog owners have hired you to walk their dogs for an hour on Saturday afternoon between 12:00 and 6:00 p.m. When you go to your friend's house on Saturday morning, you find out that your friend is sick and will not be able to help you walk the dogs. What is your innovative solution to this dilemma?

Business Dilemmas

Name: _____

Directions: Using negotiation and conflict resolution skills, work as a team to generate an innovative solution to the dilemma your team is assigned. One member of your team should be prepared to present your team's innovative solution to the class.

Dilemma Three: In hopes of earning money to save for the summer, you and your friends start a lawn-mowing service. You decide to charge \$20 to mow a person's front and back lawns. After distributing flyers to all houses in your neighborhood, you receive phone calls from six different people who want you and your friends to mow their lawns this weekend. On Saturday morning, you realize that the lawn mower you were going to use is broken. When you go to one friend's house to get her lawn mower, you realize that her lawn mower is out of gas, and none of you has any money to buy more gas for it. What is your innovative solution for solving this problem?

Dilemma Four: You work at the local movie theatre at the refreshment stand. One Saturday morning, right after you start working, the popcorn machine breaks down and the drink machine runs out of soda. The lines at the refreshment stand are getting very long because many children and their parents are waiting in line to get their refreshments before going into the theatre. What is your innovative solution for solving this problem?



Citizen Alert!

Remember that as a team you will determine many more ideas for solving a problem than if you tried to solve the problem by yourself.

Additional Practice #6

What's My Balance?

Scenario:

- Use today's date and account number 083.
- Your checking account balance was \$18.00.
- You deposited a \$10.00 check that your aunt sent.
- Using your debit card, you purchased a toy for your dog a Bow-Wow Wow! for \$2.89.
- Use the deposit ticket and check register below to enter all transactions.
- What is the new checking account balance?



Bow-Wow Wow!
 Enterprise Village Branch
 123-555-5688
 08/25/2012.....08:46PM

958 4521648 / Fetch Ball	T	\$ 2.70
subtotal		\$ 2.70
T=FL/Pinellas Tax 7.0000% on 11.68		.19
Total		\$ 2.89
*7538 debit total payment		\$ 2.89

Receipt ID # 5842568423-7663692-4352-1

Record all charges or credits that affect your account							
Number	Date	Transaction Description	Payment / Debit	✓	Fee	Deposit / Credit (+)	Balance \$
							18.00

NAME: _____

DATE _____

DEPOSITS MAY NOT BE AVAILABE FOR IMMEDIATE WITHDRAWAL

SIGN HERE IF CASH RECEIVED FROM DEPOSIT

Bank of America
 Enterprise Village
 Pinellas County, Florida

CASH

CHECKS

CHECKS FROM OTHER SIDE →

SUBTOTAL →

LESS CASH RECEIVED →

NET DEPOSIT

[:000 000:] 12345678 19606:] ACCOUNT NUMBER _____

Additional Practice #6

Answer Key

Scenario:

- Use today's date and account number 083.
- Your checking account balance was \$18.00.
- You deposited a \$10.00 check that your aunt sent.
- Using your debit card, you purchased a toy for your dog a Bow-Wow Wow! for \$2.89.
- Use the deposit ticket and check register below to enter all transactions.
- What is the new checking account balance?





Bow-Wow Wow!
Enterprise Village Branch
123-555-5688
08/25/2012.....08:46PM



958 4521648 / Fetch Ball T \$ 2.70

subtotal \$ 2.70
T=FL/Pinellas Tax 7.0000% on 11.68 .19
Total \$ 2.89

*7538 debit total payment \$ 2.89

Receipt ID # 5842568423-7663692-4352-1

Record all charges or credits that affect your account									
Number	Date	Transaction Description	Payment / Debit	✓	Fee	Deposit / Credit (+)	Balance		
	<i>Date</i>	<i>Deposit</i>				10 00	\$ 18.00		
							28 00		
<i>DC</i>	<i>Date</i>	<i>Bow-Wow Wow!</i>	2 89				-2 89		
							25 11		

NAME: _____

DATE _____

DEPOSITS MAY NOT BE AVAILABE FOR IMMEDIATE WITHDRAWAL

SIGN HERE IF CASH RECEIVED FROM DEPOSIT

Bank of America
Enterprise Village
Pinellas County, Florida

CASH

CHECKS

CHECKS FROM OTHER SIDE →

SUBTOTAL →

LESS CASH RECEIVED →

NET DEPOSIT

[:000 000:] 12345678 19606:] ACCOUNT NUMBER _____

ENTERPRISE
Village
Unit 3 Debriefing Script

Review the following with the citizens. Citizens provide the answers in parentheses.

1. The third unit in Enterprise Village focused on work-readiness skills. What do we mean by work-readiness? (*It's about what skills help a person get ready for the world of work.*) During the last several lessons, we explored many things that you will use at Enterprise Village, including on the one day when you seek a job.
2. What specific skills did you work on recently that will help you one day when you want to get a job? (*interviewing, shaking hands, completing a job application*) When you complete a job application and have an interview, what must you always remember? (*to be honest*) Can you remember any interview questions that are often asked? (*Answers will vary but may include: What activities do you enjoy? How would your friends describe you? Whom do you admire?*)
3. We learned that there are many ways people categorize or group jobs, but one way is Career Types. What were those four categories? (*PEOPLE, IDEAS, DATA, and THINGS*) We learned that if your skills and interests lean toward one category and someone else's lean toward another category, both of you have to find ways to work together.
4. What is it called when people cooperate in a group to achieve the same goal? (*teamwork*) Think about the phrase we discussed - "There is no 'I' in teamwork." What was the lesson we learned in the "Flavors of Ice Cream" activity? (*There is value in working together as a team to come up with many different solutions to a problem, rather than trying to work alone.*)
5. We learned that negotiation and conflict resolution can help teams generate innovative solutions to problems.
6. Why do most people want a job? (*to receive a paycheck*) At Enterprise Village you will work hard and receive a paycheck. On the Enterprise Village Community Map, you can see that people sell resources to businesses. That's shown by which arrow? (*yellow arrow C*). Each citizen has a job that is important to his or her business and important to the Enterprise Village economy. People receive money for the use of their resources. Which arrow shows that? (*yellow arrow D*)
7. Why do people pay taxes? (*Taxes pay for public goods and services.*) People enjoy the public goods and services provided by governments, but those goods and services must be paid for with taxes. Where do you see that happening on our map? (*parks, roads, fire station, school*)

Jordan's Job

Name: _____

Directions: Use the following word bank to complete the story below.



applicant	deductions	employees	employers
entrepreneur	ethical	gross pay	interests
job application	job interview	net pay	pay check
payroll taxes	pay stub	punctual	resolving conflicts
skills	teamwork	work-readiness	

Jordan was excited. The marching band was traveling to Ireland next year! He had to pay for his own plane ticket, so Jordan needed a job. He asked some friends if they knew of any _____ seeking someone to work for them. One friend called a person he knew and learned they were hiring _____. Jordan located the store that had a "Now Hiring" poster in the window and he asked for a _____. He wrote his name neatly next to the word _____. He remembered to be _____, answering each question honestly. Under the section labeled, "_____", he wrote several things he did well, including playing the tuba. A woman read his application and asked if he could stay for a _____ with Mrs. Elter, the owner. Mrs. Elter talked about her business and how she became an _____ to start her innovative business. She asked Jordan to share his _____ with her, so Jordan talked a lot about marching band. Jordan wanted to show Mrs. Elter that he had _____ skills, so he promised to be _____ to work each day at 4:00 p.m. He also impressed her by noting two other important points about good work behavior: 1. _____ and 2. _____. Jordan was offered the job! After his first week, he took his _____ to the bank to make a savings account deposit. First he gently tore off the _____ and noticed the total amount he earned - his _____. Then, he noticed the _____, including the _____ that were subtracted from his earned income. He filled out his deposit ticket with the total amount of his paycheck, which was his _____. If he continued to save, Jordan would be able to buy his plane ticket to Ireland!

Jordan's Job

Answer Key

Name: _____

Directions: Use the following word bank to complete the story below.



applicant	deductions	employees	employers
entrepreneur	ethical	gross pay	interests
job application	job interview	net pay	pay check
payroll taxes	pay stub	punctual	resolving conflicts
skills	teamwork	work-readiness	

Jordan was excited. The marching band was traveling to Ireland next year! He had to pay for his own plane ticket, so Jordan needed a job. He asked some friends if they knew of any employers seeking someone to work for them. One friend called a person he knew and learned they were hiring employees. Jordan located the store that had a "Now Hiring" poster in the window and he asked for a job application. He wrote his name neatly next to the word applicant. He remembered to be ethical, answering each question honestly. Under the section labeled, "skills", he wrote several things he did well, including playing the tuba. A woman read his application and asked if he could stay for a job interview with Mrs. Elter, the owner. Mrs. Elter talked about her business and how she became an entrepreneur to start her innovative business. She asked Jordan to share his interests with her, so Jordan talked a lot about marching band. Jordan wanted to show Mrs. Elter that he had work readiness skills, so he promised to be punctual to work each day at 4:00 p.m. He also impressed her by noting two other important points about good work behavior: 1. teamwork and 2. resolving conflicts. Jordan was offered the job! After his first week, he took his pay check to the bank to make a savings account deposit. First he gently tore off the pay stub and noticed the total amount he earned - his gross pay. Then, he noticed the deductions, including the payroll taxes that were subtracted from his earned income. He filled out his deposit ticket with the total amount of his paycheck, which was his net pay. If he continued to save, Jordan would be able to buy his plane ticket to Ireland!



EV-Connect: A Family Newsletter



WORK-READINESS

Your child has just completed the third unit in the Enterprise Village curriculum, and the following lessons were included: Will I Be Ready For Work? How Do I Get A Job? How Do I Get Paid? What Skills Do I Need To Be Successful At My Job?

These four lessons encouraged students to relate specific classroom learning to the act of obtaining and keeping employment. Students discovered how interests and skills can be linked to various career and job alternatives. However, no matter what job a person holds, there are work-related behaviors that are important. After several role-playing skits, students discussed how important it is for employees to be punctual, dress appropriately, work as a team, and be polite to customers. Students also solved several workplace dilemmas by considering the importance of teamwork, negotiation, and innovative thinking. When the class visits Enterprise Village, these work-related reminders will be important too.

Speaking of visiting Enterprise Village... Students completed Job Applications for their Enterprise Village positions. They also practiced interviewing as they continue to prepare for their upcoming visit to the Village. As Enterprise Village citizens, they spent classroom time learning how to understand Enterprise Village paychecks; and extra time was devoted to learning the difference between gross pay and net pay. Students are beginning to understand the reality that pay received often is less than the amount earned. The good news is that Enterprise Village citizens will not have to pay taxes during their visit.

EV-TALK!

Ask which Career Type your student likes — PEOPLE, IDEAS, DATA, or THINGS.

EV-TALK!

Ask your student for some typical questions asked in a job interview.

EV-TALK!

Ask your student how their teacher used pennies to explain payroll taxes.

