Unit One addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. They learned about a wide range of direct service careers in Hospitality, Recreation and the Arts and considered indirect service provider careers that exist in the industry. They learned about the various kinds of career families and employer types available to employees in the Hospitality, Recreation and the Arts sector.

Unit Two addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assess their own interests and conduct a group research project about careers in the Hospitality, Recreation and the Arts sector.

In Unit Three, students learned what it takes to prepare for a career in Hospitality, Recreation and the Arts. They learned about common career pathways and considered how career movement happens in this sector. What kinds of training are required and what kinds of educational opportunities are available for someone interested in working in these fields?

In Unit Four students heard from Hospitality, Recreation and the Arts workers themselves, through firsthand accounts and interviews in text and video, and discussed what they learned. After learning about particular careers as a class, they conducted further research on Hospitality, Recreation and the Arts careers of their choice.

In Unit Five, students learn how to leverage their existing and potential professional networks for job seeking, explore the job search process, including analyzing help wanted ads, learn about workplace expectations, and engage with a panel of Hospitality, Recreation and Arts professionals. They also learn how to become entrepreneurs, reading about Hospitality, Recreation and the Arts workers who have started their own businesses and practice using online resources available to New Yorkers looking to become self-employed.
1. **IDENTIFYING YOUR NETWORK**

Students write a reflection about a personal experience of gathering information from someone they know or have met. They then identify a potential professional network, including people they know and businesses with which they are familiar.

1.1 • **How to Develop Informational Interview Questions**

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

2. **READ AND DISCUSS: BILINGUAL WORKERS IN HOSPITALITY**

Students read and discuss a short article on the market advantages of being bilingual in the Hospitality industry.

3. **CIVIL SERVICE: SPOTLIGHT ON PARKS AND RECREATION JOBS**

Students read about Hospitality, Recreation and the Arts jobs in the public sector and practice paraphrasing and inferring information from the article. They learn how to navigate their local government's job listings and research a job in the public sector.

4. **EXPECTATIONS IN THE WORKPLACE**

Students learn about expectations employers have of employees and practice demonstrating professional expectations through role plays.

4.1 • **Workplace Expectations in Hospitality Settings**

Students learn about workplace expectations specific to the Hospitality field. They read and annotate a fact sheet about Hospitality workplace expectations, and create a quiz using sentence stems for a classmate to answer.

5. **LANGUAGE TO LEVERAGE YOUR PERSONAL EXPERIENCE IN HOSPITALITY, RECREATION AND THE ARTS**

Students practice using vocabulary that can be used in cover letters, resumes and job interviews to describe their potential contributions to an organization or business, including how to frame challenging life experiences in a positive and professional light.

5.1 • **Role Plays: Crafting and “Pitching” Your Story of Employable Qualities**

Using the vocabulary learned in the previous activity, students craft a concise description of themselves and their potential contributions as an employee, then practice it during role plays with a peer.
Unit 5 • Summary

6. **READING SAMPLE HELP WANTED ADS IN HOSPITALITY, RECREATION AND THE ARTS**
   Students read a selection of help wanted ads from the Hospitality, Recreation and the Arts sector. Some of the ads are very detailed; others are not. Students ask questions about and make inferences from the ads to figure out what each job entails and match a fictitious job applicant to an ad for the job that best suits them.

7. **ASSESSING JOB OFFERS IN FILM PRODUCTION**
   Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.

8. **PREDICTIVE SCHEDULING LAW IN FAST FOOD AND RETAIL**
   Students learn about a new law that requires giving employees advance notice about work schedules by reading graphs and a short article and a workplace labor poster. They perform calculations on worker scenarios and learn about civics by researching the role of their city council.

9. **RESTAURANT MANAGEMENT MATH: MENU PRICING**
   Students work in groups to solve a real-world math problem of determining the menu prices for items at a restaurant that offers catering services.

10. **STARTING YOUR OWN BUSINESS SERIES**
    Students learn about starting a business. They perform calculations using statistics about small business employment in New York City. They read narratives from New Yorkers who have started their own businesses and practice using some of the online services available to New Yorkers hoping to open their own businesses.

   **10.1 • Calculating with Percents: Small Businesses in New York City**
   Students read a brief passage about small business employment in New York City, then perform calculations using percents and decimals drawn from information in the passage.

   **10.2 • Small Business Narratives in Hospitality, Recreation and the Arts**
   Students read narratives of people who started their own Hospitality, Recreation and the Arts businesses, then consider the steps necessary to open those businesses.
10.3 • The Nuts and Bolts of Launching a Business*
Students research the legal requirements of opening a business. They learn how to use the website of New York City’s Department of Small Business Services* to find the required steps to open the business of their choice.

11. A PANEL OF HOSPITALITY, RECREATION AND THE ARTS PROFESSIONALS
Students have the opportunity to interact directly with Hospitality, Recreation and the Arts professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

12. MY CAREER MAP
Students map their own career trajectory, including past and current jobs, what they learned from them about themselves, future goals, and steps they can take to reach those goals.

12.1 • Career Map Writing Activity
Students complete a writing activity analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future.
Identifying Your Network

Students learn how to identify a pool of workers and others who can become a source for gathering career information.

PREP

- Be prepared to discuss the terms: Word of Mouth and Networking.

MATERIALS

- Networking handout
- My Network handout
- Journal: Using My Network assignment

EXPLAIN

1. Write the term Word of Mouth on the board. Ask students what it means.
   
   Information that is passed from one person to another verbally. This is one way of conducting research informally, not by using a website or directory, but by asking another person.

2. What is a piece of information you have gathered through word of mouth? Write responses on the board.
   
   An app (computer or mobile application); a recommended doctor or healthcare facility; a school or teacher; a job; an apartment; a roommate; a product, such as a hair product or pharmaceutical; a specific staff person, such as a public assistance caseworker; a neighborhood resource, such as an immigration legal practice; a travel route, such as subway or bus directions.

3. Who have you gotten this information from?
   
   A family member, friend, classmate, teacher, neighbor, member of your house of worship or community group, a local merchant, employee of a service you use, even a stranger.

4. All these people, and likely more, make up your network. A network of people you know and have access to, even if you might not know them very well. Someone can become part of your network after speaking with or meeting them for the first time. Distribute Journal: Using My Network. Ask a student to read the instructions and summarize the goals of the assignment. If students have trouble thinking of a personal experience using their network, direct them to the list on the board.

VOCABULARY

Word of Mouth
Networking
Once students have finished writing, ask them to discuss what they wrote about.

How is this similar to and different from networking? What is networking? What are some ways you have learned about careers in general and job opportunities in particular?

A network can include people you know, media, your places of work, businesses you use. Career networking consists of talking to professionals about their career and industry in order to learn about the career, the industry or about job opportunities. It can be informal, such as talking to someone you meet casually, or more formal as in the case of an informational interview in which you sit down and ask a set of predetermined questions. An informational interview is a conversation between someone wanting to learn about a particular career and someone who already works in that career. This is different from a job interview because the job researcher has not yet applied for a position. The purpose of the conversation is to gather knowledge. Sometimes informational interviews can lead to jobs, even though that is not necessarily their goal.

Divide students into groups of 4 and ask each group to discuss how they got one of their jobs, either a current or past job. If they have not held a job, they can ask questions and keep the conversation moving and on task. While students are in discussion, write the following tasks on the board:

- Summarize the main ideas
- Define a network
- Explain the benefits of networking
- Discuss who is in your network

Distribute the Networking handout and ask students to read the article. After reading, they should respond in writing to the first three tasks written on the board, and discuss the last one together. When they are finished reading and writing, ask them to share their responses.

Now you are going to identify your own network, in as broad a way as possible. The key to networking is to cast as wide a net as possible. The purpose is to think about how to make connections you might not think you already have. Distribute the My Network handout and ask students to complete it individually, listing as many names or businesses as they can.
Journal: Using My Network

Write one page about a positive experience you have had using your network to gather information. Include:

- Who gave the recommendation and how you know or met the person.

- What the product or service was.

- A description of your conversation, including questions you asked and information you received.

- The result of this conversation. How did it affect your life?

- Sometimes talking to people, especially new people, can be difficult. What made this conversation possible?
Networking


“It’s not what you know, it’s who you know.” This common expression is the basis for understanding the importance of networking as a strategy for career development and exploration. Everyone has a network, even if you don’t realize it, and when it comes to job searching, this network may be just as important as your skills and experience. A personal network is that group of people with whom you interact every day - family, friends, parents of friends, friends of friends, neighbors, teachers, bosses, and co-workers. With these people, information and experiences are exchanged for both social and potential professional reasons. Networking occurs every time you participate in a school or social event, volunteer in the community, visit with members of your religious group, talk with neighbors, strike up a conversation with someone at the store, or connect with friends online.

When networking for the purpose of career development, this means talking with friends, family members, and acquaintances about your goals, your interests, and your dreams. Most people actually learn about job openings through friends, relatives, or others who are part of their personal network, and because each person in your network has a network of his or her own, your potential contacts can grow exponentially. This is important because more often than not, hiring managers would rather talk to a potential candidate who has been recommended by someone they know or already employ. Even if a position is not currently available, networking can lead to informational interviews that can help you not only learn about possible career paths, but also get great exposure for you to be thought of as a potential candidate when a job opens up. An informational interview is not the same as a job interview by any means, but it is probably the most effective form of networking there is. In fact, according to Quintessential Careers, one out of every 12 informational interviews results in a job offer. This is a remarkable number considering the fact that research indicates that only one in every 200 resumes (some studies put the number even higher) results in a job offer.
**My Network**

Thinking as broadly as possible, write down as many people with work experience as you can. Some may even be people whose names you don’t yet know, but are people you see regularly, such as a shopkeeper or security guard.

<table>
<thead>
<tr>
<th>How I Know This Person</th>
<th>Name and Job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Connections:</strong></td>
<td></td>
</tr>
<tr>
<td>Friends, Family, Neighbors</td>
<td></td>
</tr>
<tr>
<td><strong>Work Connections:</strong></td>
<td></td>
</tr>
<tr>
<td>Co-workers, Supervisors/Managers</td>
<td></td>
</tr>
<tr>
<td><strong>Places of Business:</strong></td>
<td>Business or Organization</td>
</tr>
<tr>
<td>A place where you do business, such as a store or clinic.</td>
<td></td>
</tr>
<tr>
<td><strong>School Connections:</strong></td>
<td></td>
</tr>
<tr>
<td>Classmates, Teachers, Counselors, Administrators</td>
<td></td>
</tr>
<tr>
<td><strong>Other Connections</strong></td>
<td></td>
</tr>
</tbody>
</table>
How to Develop Informational Interview Questions

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

MATERIALS

- Developing Interview Questions worksheet

DISCUSS

What are ways you can learn about careers or jobs?

- Help wanted ads, friends, family, co-workers, career guide books, observation.

Today we are going to focus on gathering information from workers themselves. Everyone has a network, whether or not they are aware of it. Who could be included in a network?

- Family, friends, classmate, student, professor, people who work at a particular place of business, acquaintances.

EXPLAIN

1. Distribute the Developing Interview Questions worksheet. Ask a student to read aloud the instructions at the top of the page. Check for comprehension by asking students to rephrase the requirements of the assignment. When students rephrase instructions they solidify their understanding of the required tasks.

2. Give students time to complete the worksheet and then share their questions with the class.
Developing Interview Questions

Imagine that you are interviewing a worker about a career you are interested in. Write the questions you will ask them. Think about everything you want to know about working in this field and ask questions that help you learn about their experience and get some advice from an experienced worker. Use the words below to begin your questions.

<table>
<thead>
<tr>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
</tr>
<tr>
<td>How</td>
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<tr>
<td>How often</td>
</tr>
<tr>
<td>How much</td>
</tr>
<tr>
<td>Who</td>
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<tr>
<td>When</td>
</tr>
<tr>
<td>Describe</td>
</tr>
</tbody>
</table>
Read and Discuss: Bilingual Workers in Hospitality

Students read and discuss a short article on the market advantages of being bilingual and why there is a growing need for bilingual workers in the Hospitality sector.

Prep

- Read One Hot Job Skill in Hospitality article

Materials

- One Hot Job Skill in Hospitality article

Explain

1. Write the following statement on the board and ask students to discuss in pairs whether they agree or disagree and why:

   Job seekers whose first language is not English are at a disadvantage when looking for a job.

2. Once students have discussed for 5 minutes, ask them to share their thoughts.

3. Explain that the class is going to read an article about the realities of job opportunities for bilingual workers in the Hospitality industry. Distribute the One Hot Job Skill in Hospitality article, and ask students to read and annotate it, identifying the main idea and marking anything that seems important, interesting, surprising or confusing. NOTE: See the CareerKit User’s Guide for instructions on teaching annotation.

Discuss

What is the main idea of the article?

- There is a demand for bilingual workers in general, and specifically, a need for bilingual Hospitality workers to meet the needs of multilingual clients and staff.
According to the article, why is there currently a demand for bilingual workers in Hospitality?

- **Employers believe that bilingual workers can better serve guests who don’t speak English because they can respond in more detail to guests’ questions and requests. They can provide local information and recommendations to help them feel at home. Their knowledge of a guest’s language can also reduce the possibility of cultural misunderstandings.**

In what ways can bilingual workers support better communication among staff?

- **They can use their bilingual abilities to share important information with non-fluent staff. They can also help with training and act as translators if problems arise on the job.**

According to the article, what are some of the benefits to Hospitality workers who are bilingual?

- **Bilingual workers on average make more money than monolingual workers in the same jobs. Being bilingual can make them more competitive in the labor market. Speaking another language can also increase their value as members of a team in which they use their skills to support their colleagues, making their chances for promotion greater.**
One Hot Job Skill in Hospitality

Adapted from https://www.hcareers.com

Friendliness, efficiency, dedication and a passion for service—these are all characteristics hotel and restaurant managers look for in job candidates. However, one less obvious talent has rapidly become the hottest job skill in the hospitality industry. Do you know what that skill is? The ability to speak more than one language.

Bilingualism is a skill many employers value. Experts agree that fluency in a second language can not only help you stand out among prospective employers, it can also open doors to opportunities that those without foreign language skills might miss. In today’s global economy, the ability to communicate is key, and the ability to communicate in another language has become a significant advantage in the workforce. Consider the following reasons speaking more than one language may help you find work in hospitality.

Many employers believe hiring bilingual workers is better for their hotel, resort or restaurant’s bottom line.

In an increasingly global world, and especially in major cities such as New York City, it’s not uncommon to regularly encounter guests from other countries. International tourism contributes millions of dollars to local economies each year, and it’s not uncommon to meet visitors from Asia, Europe and South America. Hotel and restaurant workers who are able to speak the languages of their guests are better able to make them feel at home.

For example, consider the role of a concierge (hotel staff who assist guests) manager at a hotel near the Russian or Ecuadorian consulates in New York City. Hotel staff may encounter many Russian or Spanish speaking tourists or business guests. Fluency in these languages will better enable them to meet their needs, making their stay as enjoyable as possible including restaurant recommendations, directions to popular landmarks, and even a friendly goodbye in their native tongue. A bilingual manager may be able to translate key information to guests and workers. Some Hospitality employers consider bilingual candidates only for certain positions, which can range from concierge and attendant to marketing representative and director of business development.
Employers know that language and cultural misunderstandings can be costly for their business.
According to the U.S. Committee on Economic Development (CED) American businesses may be losing more than $2 billion a year as a result. Nearly 80 percent of the business leaders the CED surveyed felt their companies would be more successful if they had more internationally aware employees on their staff. This is especially true in sectors like Hospitality, where so many of the clientele are international.

Bilingualism (or multilingualism) is even more important if you want to work in Hospitality internationally.
The ability to travel the world while earning a satisfying living is one of the benefits of working within the Hospitality industry, whether you’re employed by a cruise line or a chain of international hotels and resorts. However, going after these positions will require you to know more than one language.

Bilingual workers earn more than workers in similar jobs who speak only one language.
Though estimates differ (from $1 more an hour to 10 or 15 percent more overall), many experts agree that learning to speak more than one language can lead to higher pay—a fact that holds true whether you’re working as a hotel room attendant, customer service representative, manager or executive.

Bilingual workers and managers support better staff communication and increase their chances for advancement.
The Hospitality industry commonly hires workers who are not fluent in English. Staff who speak the languages of non-English speaking workers may be called upon to act as translators, to support training efforts and to troubleshoot when problems arise. Bilingual employees who take on these roles increase their value to their managers, which will help their path to promotion. Managers in hotel departments such as Housekeeping and Maintenance, which often hire non-English speaking employees, can better support these employees if they are fluent in their languages. Interaction in their native languages will improve training and eliminate potential safety issues.

Speaking a second language can help you stand out in any job market. Though the U.S. economy continues to recover and Hospitality employment has been steadily growing, you’re still likely to compete with other applicants for Hospitality jobs. Fortunately, landing a job will be easier if you speak another language.

So which languages can give you a leg up on the job market? Insiders agree the most popular and marketable languages are Spanish, German, French, Italian, Russian and Japanese, with a growing emphasis on Arabic and Chinese. Sectors with a strong demand for bilingual workers include (but aren’t limited to) Finance, Sales, Technology, Manufacturing, Professional services and Government jobs.
Civil Service: Spotlight on Parks and Recreation Jobs

Students read about Parks and Recreation jobs in the public sector and practice paraphrasing and inferring information from the article, then learn how to navigate their local government’s job listings and research one job of their choice.

PREP

- Become familiar with your local government’s civil service online job resource in general, and Parks and Recreation job availabilities in particular. In New York City, it can be found through www.nyc.gov
- Be prepared to explain vocabulary: public sector, public servant, cultural competency.

MATERIALS

- This activity requires computers
- Public Employment in Parks and Recreation handout
- Paraphrasing and Inferring: Advantage and Challenges in Civil Service handout
- Civil Service Jobs in Parks and Recreation handout

EXPLAIN

1. If someone asked you to name someone who works in or for the government, who comes to mind?
   - The President, the Mayor, the Governor, City Council, police officers.

2. There are a lot of people involved in making city, state, and federal governments run and all of those people work in civil service, also known as the public sector. The biggest difference between working for the government and working for other employers is that, in the government, the money to pay the salaries comes from taxes and fees that are collected from individuals and businesses. In other words, when you pay sales tax when buying something or when taxes are taken out of your paycheck, you are helping to pay the salary of government employees. The government has many jobs that also exist in the private sector, from accountants, cooks and engineers, to lawyers,
mechanics, and web developers. Other jobs, like firefighters and public health inspectors, are only found within the government. The primary employer of Parks and Recreation jobs is your state or local government.

3. **What kinds of Parks and Recreation Jobs do you think civil service workers might do?**
   - Landscape architects, parks enforcement (rangers), scientists (conservationists, environmental biologists), grounds specialists, arborists (climbers and pruners, groundskeepers), mechanics, office workers (administrative assistants, communications coordinators).

4. We’re going to learn more about what working for the government in a civil service job is all about and why people might choose civil service instead of another type of employer, such as a private company.

5. Distribute *Public Employment in Parks and Recreation* handout. Ask students to read and annotate it, marking anything they find important, interesting, confusing, or surprising. NOTE: Support for teaching annotation is available in the User’s Guide piece, *How to Teach Annotation*.

6. When students are finished, distribute *Paraphrasing and Inferring: Advantages and Challenges in Civil Service* worksheet and ask them to complete it in pairs.

7. When students are finished, ask them to open a browser on their computer and navigate to [http://www1.nyc.gov](http://www1.nyc.gov).

8. In order to find civil service jobs that are available in New York City* you can visit the city government’s official website and search their job listings. Most cities have government websites where job listings for civil service jobs are posted.

9. Ask students to click on the **Jobs** link, then ask them to look at the page, noting the various resources available. Then ask students to click on **Explore Careers**.

10. **Ask:** What are the three ways you can search for a job?
    - By interest, by agency (the government is comprised of different agencies that handle different areas of expertise, like Housing or Education, for example), or by Internships and Fellowships (programs that help people gain work experience in a desired field).
Tell students that today we are going to search for jobs in Parks and Recreation by clicking the **Search by Agency** button. Ask students to click on **Search by Agency** and then to click on **Environment**. Then ask them to scroll down the page and click on **Department of Parks and Recreation**.

*Note:* They may also reach the Parks and Recreation page directly at: [https://www.nycgovparks.org/opportunities/jobs](https://www.nycgovparks.org/opportunities/jobs)

12. Take a minute to read the list of job openings, and click on one that sounds interesting to you.

13. Distribute *Civil Service Jobs in Parks and Recreation* worksheet and ask students to complete it based on one of the job postings on the Department of Parks and Recreation page.

14. When students have finished, ask them to turn to a partner and share what they’ve learned.
Public Employment in Parks and Recreation


By far the largest number of public employees in the Hospitality, Recreation and the Arts sector work in the city department of Parks and Recreation as Landscape Architects, Scientists, Rangers, Construction Engineers, and Office Clerks, among many others.

Public employment is a term used for people who work for the government. Typically, working in a public capacity has many rules and regulations regarding where and when employees do their jobs. Some of the benefits of working in public service include:

- **Excellent benefits packages**, such as dental, vision and medical benefits.
- **Generous retirement packages**
- **Stable and predictable pay increases** due to a graded salary system based on seniority. Union membership for many positions

Public sector workers who work in Parks and Recreation hold many kinds of jobs that require working directly with the public. These include Rangers who patrol the parks to keep them safe, Recreation workers such as Lifeguards, Counselors and workers in Recreation facilities, and Educators who teach the public about conservation, human impact on the environment, and local natural history. As representatives of the government, they are held to the highest standards of professionalism. Usually, governments provide extensive and valuable training in areas such as cultural competency. These trainings give workers the resources...
needed to work effectively with a diverse public. Typically, Parks and Recreation employees who are hired as full-time civil service workers receive extensive on-the-job training and opportunities for professional development that can lead to advancement.

Public service employees who work in parks have a strong appreciation for nature and may also have a passion for helping the public have enriching, enjoyable experiences in the parks without harming the resources. While some Parks and Recreation positions require a high school diploma or equivalent, most require a bachelor’s degree. This degree varies depending on the position.

Civil service law requires that candidates for most New York City* jobs take and pass an exam before they can be hired. Jobs that require a government exam are called “competitive class” jobs. These exams test individuals on the skills and abilities that they need to do the job. They are administered by the Department of Citywide Administrative Services (DCAS). Some public sector jobs are “noncompetitive”—they do not require that applicants take and pass an exam, although candidates must possess specific degrees and/or work experience.

Below are resources to find out about civil service careers and upcoming civil service exams:

- Official Website of the New York City Department of Parks and Recreation
  https://www.nycgovparks.org/opportunities/jobs

- The Official Website of New York City*
  http://www1.nyc.gov/jobs

- The Chief: The Insider’s Guide to Civil Service Careers and Advancement*
  In print at newspaper stands or online at http://thechiefleader.com
Paraphrasing and Inferring: Advantages and Challenges in Civil Service

In your own words, write three advantages of working in civil service. Provide a quote from the article to support each paraphrase. Then, using the information you learned from the article, write down three things you think might be challenging about working in civil service.

Advantages of working in civil service:

1.

Supporting Quote:

2.

Supporting Quote:

3.

Supporting Quote:

Challenges of working in civil service:

1.

2.

3.
There are many ways to find opportunities in New York City government.

Find a job based on your career interests:

- Administration & Human Resources
- Communications & Intergovernmental Affairs
- Constituent Services & Community Programs
- Engineering, Architecture & Planning
- Finance, Accounting & Procurement
- Health
- Technology, Data & Innovation
- Legal Affairs
- Building Operations & Maintenance
- Policy, Research & Analysis
- Public Safety, Inspections & Enforcement
- Social Services
Civil Service Jobs in Parks and Recreation

Choose one job from the list of Parks and Recreation jobs available and find the following information as it pertains to your job of choice.

1. Job Title: ____________________________________________

2. Location: ___________________________________________

3. Agency: _____________________________________________

4. Career Level: _______________________________________

5. Salary: _____________________________________________

6. Describe this job in your own words:

7. Job Duties:

8. Job Qualifications:

9. Would you be interested in this job? Why or why not?
Expectations in the Workplace

Students learn about expectations employers have of employees and practice demonstrating professional expectations through role plays.

PREP

- Read through each scenario and decide the number of actors you will need for each scene. Roles will include employer or supervisor and employee, and may also include co-workers, or customers.
- Cut up enough Employer Expectations Scenarios to assign a positive and negative scenario of each characteristic to each group of students. It's okay to give the same scenario to more than one group.

MATERIALS

- Workplace Expectations handout
- Workplace Expectations Scenarios

EXPLAIN

1. Ask students to imagine they are the manager of a restaurant and are responsible for hiring a new waiter. What skills and qualities would you want that new employee to have? List their answers on the board.
   - Reliable, responsible, trustworthy, punctual, attention to detail, good math skills, good communication, customer service skills, respectful, team player.

2. Employers hire people to contribute to the success of their company or organization. Whether it’s a manager who makes business decisions, a receptionist who makes the first impression on customers or a maintenance worker who makes the building a safe place to conduct the company’s business, every workplace has expectations of its employees. An employee’s success at his or her job will depend on how well she or he lives up to these expectations. We’re going to learn about characteristics that employers value in their employees, characteristics that can be possessed by anyone, regardless of their job title.

3. Write each of the expectations/characteristics from the Workplace Expectations handout on the board one at a time and ask students to brainstorm synonyms or phrases that describe the meaning of the word. Write their answers on the board under each term.
4 Distribute the *Workplace Expectations* handout. Call on students to read each expectation and its description aloud. Ask students to explain why an employer might value each characteristic.

5 Put students into groups of an appropriate size depending on the scenario, and explain that they are going to work with their group to role play workplace expectation scenarios based on the characteristics they have been discussing. This is an opportunity to see what can go wrong and practice what to do right in the workplace.

6 Distribute the scenarios. Each group should receive one positive and one negative scenario for the same characteristic. Explain to students that they are going to create two skits: one that shows what the employee might do when not meeting this expectation and another skit that shows what the employee might do in order to meet this expectation. Tell the group what the roles for the scenario will be. For example, the Dependability scenario could have: Joe, the worker; Joe’s supervisor; Joe’s daughter; Joe’s daughter’s babysitter; Joe’s co-worker; a customer.

7 The group should decide which student will play which role.

8 Give groups 20 minutes to develop and practice both the positive and negative skits for their assigned expectation. Skits should be no more than 2-3 minutes long.

9 After 20 minutes, have each pair or group perform their scenarios in front of the class.

10 After a group presents, the class discusses what it saw. Use the following or additional questions to engage deeply with the scenario and workplace expectation.

   - Which characteristic did this skit demonstrate, either positively or negatively?
   - Was the employer or supervisor satisfied with the worker? Why or why not?
   - How did the employer show she or he was satisfied or dissatisfied?
   - What were the consequences, either negative or positive, of the worker’s performance?
   - How did the worker’s performance affect the business?
   - What would you do if you were the worker?
   - What would you do if you were the employer or supervisor?
Workplace Expectations

Below are descriptions of common expectations employers have of their employees.

**Dependability**

Dependability is one of the most important employer expectations. A dependable employee will be on time, dress and work in a professional manner, and demonstrate a high level of commitment to their job. Employers know they can count on dependable employees to be trustworthy, responsible, and dedicated workers even when their job is challenging or stressful.

**Positive Attitude**

Great employees maintain a positive attitude, even during difficult situations. Your attitude affects the relationships you have at work and how happy you are with your job. Employees with a positive attitude take on challenges without complaining, promote team spirit among co-workers, are easy to get along with, and handle conflict with maturity and respect for everyone involved. A positive attitude also includes being honest and always doing your very best.

**Initiative**

Employers want employees who are motivated to make things work better, who are self-motivated, have new ideas they aren’t afraid to share, can think ahead and be prepared, can deal with problems, take action and make decisions. Employers should guide and support you, but they won’t want to hold your hand every step of the way. They will want you to be independent. Employees who are self-motivated and take initiative stand out among their co-workers and will likely be noticed in a positive way by their employers.

**Cooperation**

Employers expect employees to get along with each other and help each other succeed in the workplace. In many work environments, you won’t be able to get a job done without collaborating with your co-workers. If you can work well with others, you will be able to use the talents and skills you have together to make your company a better place.

**Ongoing Learner**

We are always learning new things at our workplaces to make us better workers, co-workers, employees, and people. Being an ongoing learner means you take the time to learn new skills, attend trainings, ask questions, and ask for feedback on your performance from your employer and co-workers so that you can learn how to become even better at your job.
Employee Expectations Scenarios

Dependability

JOE has to be at his job at the Restaurant Management Solutions store at 7am, where he sells kitchen management software. He is the managing supervisor and it is his job to open the store so the employees can get the store ready for the day. They open for business at 8am. At 6:30am Joe finds out his daughter’s babysitter cannot make it today and he does not have a back-up. He will need to get her ready for school and drop her off. He doesn’t call the boss to tell him because he knows he will probably be only be about 15-20 minutes late. He figures his co-workers will understand and they will just have to work twice as fast to get the store open on time. When he arrives to work 30 minutes late because of traffic, his co-workers are upset with him and have already called the boss to tell him Joe hadn’t shown up to open the store.

Dependability

The team leader has been out on disability leave and LISA has been asked to run the weekly meeting at the corporate cafeteria where she works. She has been hoping for an opportunity like this for a long time. Every night for a week, Lisa has come home from work and prepared for the meeting so that her bosses will know they can count on her. She picks out a very professional outfit to wear and leaves a half hour earlier than usual to be certain she is there on time. When everyone arrives for the meeting, Lisa is there to greet them, and has the meeting agenda ready to distribute.

Positive Attitude

SHEILA is a security specialist in a small neighborhood motel. She loves ensuring guests’ safety, but she absolutely hates completing incident report forms she and the other specialists have to fill out so they can keep track of security-related events and their resolution. Today she has been asked to make sure all her coworkers’ reports are complete and up to date. The hotel has been very busy lately and they need to make sure all their records are up to date. When her supervisor comes by Sheila’s desk, he asks how her day is going. Sheila responds by complaining about how much she hates filling out forms, creating reports and checking data because it’s so boring and she can’t wait until the day is over.
Positive Attitude

CARLOS is part of a team of fundraisers for The Collective, a not-for-profit theater and film production company that produces theater and film and, as part of its mission provides low or no-cost seating for low-income audiences as a way to make the arts more affordable and accessible. Lately, his co-workers have been really discouraged because it is taking longer than expected to meet their fundraising goals. They are working long hours making phone calls that do not yield donations and it feels like the job might never end. When they are on their lunch break, Carlos hears some of his coworkers complaining to each other, which seems to be bringing everyone else down. Carlos knows that their negative attitudes are only going to make their work harder and the day go by slower. Even though Carlos is tired and frustrated too, he decides to encourage everyone by telling jokes and reminding them that the longer they work, the more money they make. Carlos makes a game out of it, challenging his co-workers to not complain for the rest of the work day just to see if they feel better at the end of the day or if it has gone by any faster.

Initiative

JOHN works as a server in a catering company. His boss mentions at a meeting that he needs a team of waiters to cater a private party for a long-time client. This client’s parties last from early evening to early morning and the catering staff are usually not able to take breaks. The client is known to be rude to catering staff and is a notoriously bad tipper. On two occasions he yelled at servers publicly. John averts his eyes during the meeting, hoping he won’t get the bad luck of having to work this party.

Initiative

CHRIS works as office staff in the Parks Department. Under the mayor’s plan to reduce New York’s carbon footprint, the department has been asked to cut down on paper use to make their business better for the environment. Chris came up with an idea about how to help solve the problem, but he isn’t sure his idea is good enough or will work. He really wants his boss to know how dedicated he is to his job and to the department reaching its goals, so he decides to overcome his fear and tell his boss the idea. His boss is very impressed with Chris’s initiative and decides to implement his idea.
Cooperation

**Aliyah**’s co-worker, José, has asked her to help move all the files of clients from 2005–2015 into storage, at the gym where they work as personal trainers. This is not a task that Aliyah enjoys and José did not ask very nicely, but their boss has said the task needs to be finished by 4:00pm and it is already 3:00pm. Aliyah knows José will not be able to get the job done on his own and that it is important for the work to be done by the end of the day, but she has somewhere to be at 3:30pm and it’s not her fault that José didn’t work hard enough that day. Aliyah leaves the office for the day to rush to her appointment.

Cooperation

**Veronica** has to create a brochure for a museum lecture series at the Frick Museum where she works as a student intern. It needs to include a description of the workshop, dates and times, location, and images in an attractive design. Veronica is a good writer, but she doesn’t have the graphic design skills to make the brochure look nice. She knows that her co-worker, Sam, took a graphic design class at the local community college last semester and that another co-worker loves to take pictures as a hobby on the weekends. She decides to ask her co-workers to help her on the project so that the brochure can be the best it can be. Her co-workers gladly agree and the brochure turns out great.

Ongoing Learner

**Lawrence** has been asked to count and record the inventory of cameras, lenses, microphones, tripods and batteries, at New York Film Shop, where he works assisting the owner. He has never done this task before. He wants to do his very best at this task so he asks his boss if there is another co-worker who can show him how to do the task or a manual he could read that would help him learn this new skill. His boss gives him a binder that has detailed instructions for how to take inventory. Lawrence studies the binder carefully. The next day he arrives at work confident he can do the job well. When he is finished his boss is very impressed and glad that he now has another person he can count on to do inventory.

Ongoing Learner

**Roberta**’s job at a franchise restaurant is offering to pay for her to take a weekend workshop in stress reduction techniques for line cooks. Her sister calls her that afternoon and asks Roberta if she wants to go to a concert that she got free tickets to. Roberta likes having her weekends to herself and really wants to go to the concert. Besides, she already does her job well. Her boss has approached her for an answer and the registration forms to fill out for the workshop. She tells her boss that she won’t be able to make it because she already has other plans.
Workplace Expectations in Hospitality Settings

Students learn about expectations specific to the Hospitality field. They read and annotate an article and create a quiz for a classmate to answer.

PREP

• Read Expectations in the Hospitality Workplace article.

MATERIALS

• Workplace Expectations in Hospitality Settings article
• Write Your Own Quiz: Hospitality Expectations handout

EXPLAIN

1. In addition to the common workplace expectations that employers have across sectors, there are some expectations that Hospitality workers in particular must comply with at their workplaces. Today you will read about expectations that are specific to the Hospitality field and use question stems to develop quizzes for your classmates to take.

2. Distribute the Workplace Expectations in Hospitality Settings article. Ask students to read and annotate it, underlining unfamiliar words and marking anything they find interesting, confusing or surprising. NOTE: Support for teaching annotation is available in the User's Guide piece, How to Teach Annotation.

3. When students are finished ask:
   • Were there any words you were unfamiliar with?
   • What did you find interesting in the reading that you didn’t know before?
   • Were you surprised by any of the facts that you learned?
   • Did you read anything that was confusing?

4. Explain that they will now use sentence stems to write a quiz for a classmate to take, based on the article they just read. Distribute Write Your Own Quiz: Hospitality Expectations handout and ask students to develop their questions.

5. When students are finished, have them exchange papers with a partner and complete each other’s quizzes. Point out that they need to supply a quote from the text to support each of their answers. Afterwards, they should exchange papers back and correct each other’s quizzes.

6. Facilitate a brief discussion in which students share their selections from their quizzes and you clarify any remaining questions they have.
Workplace Expectations in Hospitality Settings


Customer Service

In restaurants and hotels, your job as a Hospitality service provider is to maintain customer happiness and satisfaction. Gone are the days when customers were happy just receiving “please” and “thank you” or getting service with a smile. Although those go into the recipe for proper etiquette, it’s just not enough. Satisfied customers are looking for a memorable experience and dynamic service when they visit hotels, restaurants, entertainment venues and tourist attractions. From receiving quick service to bending the standard practices—such as extending a guest check-out in a hotel or customizing a menu item in a restaurant—customers want to feel as if their business is appreciated. As a result, employers expect Hospitality workers to go above and beyond when it comes to customer service. Experts in the Hospitality industry recommend workers have or build the following customer service skills:

- **Patience:** If you deal with customers on a daily basis, you’ll need to stay patient when they come to you stumped and frustrated. Also be sure to take the time to truly figure out what they want or need.

- **Attentiveness:** Take the time to identify customer needs by asking questions and concentrating on what the customer is really saying. Listen to their words, the tone of voice, body language, and most importantly, how they feel. Beware of making assumptions—thinking you intuitively know what the customer wants. Keep in mind that customers might not always come out and say exactly what they mean. What are your customers telling you without saying it?

- **Clear Communication Skills:** When it comes to important information you need to relay clearly to customers, keep it simple and leave nothing to doubt.

- **Knowledge of Product:** Whether it’s the menu items at a restaurant, the various sights to see at a tourist attraction, or the amenities at a hotel, Hospitality workers must have a thorough understanding of the product or
services they are offering to their guests. Without knowing your service inside and out, you won’t know how to help customers and make sure they have a great experience.

- **Make Customers Feel Important and Appreciated**
  Treat them as individuals. Learn and use their name, when possible and appropriate, and be friendly and sincere. People value sincerity. It creates good feeling and trust. Think about ways to generate good feelings about your services and establishment. Customers are very sensitive and know whether or not you really care about them. Thank them every time you get a chance.

- **Know How to Apologize**: When something goes wrong, apologize. It’s easy and customers like it. The customer may not always be right, but the customer should always be satisfied. Deal with problems immediately and let customers know what you have done. Make it simple for customers to complain or offer feedback. Value their feedback. As much as we dislike complaints, it gives us an opportunity to improve. Even if customers are having a bad day, go out of your way to make them feel comfortable.

**Schedule**

Due to the long business hours and unpredictability of business in the Hospitality industry, workers are often expected to work demanding and irregular schedules. A restaurant or hotel employee may be up all night at work, then grab a few hours’ sleep and return for the next shift. And while people who work standard business hours get two days off every weekend, Hospitality workers’ day off could be a Monday one week and a Wednesday the next, and they typically are expected to work weekends and holidays, as customers are more likely to visit Hospitality establishments during their free time. Hotels, motels and inns might expect workers to be available for overnight shifts since they must remain open for guests at all hours of the day and night. Depending on the establishment and the worker’s lifestyle, schedule preferences and income, work hours can be an advantage or a disadvantage. For students with class schedules that permit them to work part time, nighttime or split shifts (working two or more separate periods during a day), this kind of scheduling can be a great advantage. On the other hand, work hours also can be a disadvantage due to the lack of consistency and predictability. It can be difficult for workers to plan the rest of their lives when their schedules sometimes change from week to week or they are expected to work on-call shifts, where workers don’t find out if they are required to come in until hours before their shift starts. While there are certainly careers in Hospitality that offer a regular 9-5 work schedule, workers should know what the schedule expectations are of any establishment where they are considering employment and be sure their lifestyle is a good fit with these expectations.
Teamwork
In a restaurant, bar or hotel, no matter the concept or price-point, the one thing that sets you apart from the others will be your quality of service. If every part of the business is not on point at all times, the guests will notice…and they won’t hesitate to let you (and the world) know. When a customer complains, someone’s to blame and employees begin to point fingers. This is especially the case during very busy times when etiquette and/or procedures seem to be thrown out the window. This causes mistakes, service bottlenecks, long customer wait times, unsafe conditions, and overall dissent from those trying to do the right thing. A breakdown in teamwork often spreads, affecting many. In a restaurant, for example, servers who don’t break down their dishes when delivering to the dish pit cause the dishwasher unwanted (and nasty) extra work, which can affect the availability of clean dishes for the cooks. Line cooks, expediters or sous chefs who send out unfinished, unattractive, or wrong plates cause servers an undue earful and embarrassment from dissatisfied customers, which reflects back on the management and often requires some kind of compensation, like offering to pay for the guest’s meal, which means the restaurant is losing money. Teamwork is an expectation in many industries, however, in Hospitality it is an absolute requirement and often one of the most important ones.

Physical Demands
Careers in Hospitality nearly always require that workers be able to meet certain physical requirements. For example, servers are expected to be on their feet during the entire shift, balancing trays and plates. They are also usually required to deliver hot food, which has the potential to burn them. Cooks and chefs often need to be able to lift and carry heavy bags, boxes, and containers of food to and from the kitchen that can weigh up to 50 lbs. or more. In addition they must work with sharp knives, fire, and extreme heat. Hotel employees are often expected to stand and walk throughout their entire shift, which can often be overnight, since hotels are open 24 hours a day. Hotel employees may also be required to lift and carry guest supplies or luggage up to 50lbs or more, climbs stairs and ladders, and push or pull carts full of heavy supplies. It is important that hospitality workers know exactly what physical demands a job requires before accepting the position and whether or not they are able to fulfill them. Workplaces are required by law to make “reasonable accommodations” for qualified job applicants living with a disability, so that they might fulfill the physical expectations of the job. It is also important that workers take the necessary care and precautions to reduce the amount of physical and emotional stress they might experience due to the physically demanding nature of many Hospitality careers.
Write Your Own Quiz: Hospitality Expectations

Use the sentence stems below to develop questions about the Workplace Expectations in Hospitality Settings reading. The goal is to make a quiz to test your classmate’s knowledge. Do not write the answers to the questions. That will be your partner’s job. When it is time to take each other’s quizzes, provide a quote from the text that supports each of your answers.

1. Why do Hospitality workers have to ______________________________?  
   A. Answer:  
   B. Supporting Quote:  

2. How should Hospitality workers ______________________________?  
   A. Answer:  
   B. Supporting Quote:  

3. In your own words, explain how______________________________.  
   A. Answer:  
   B. Supporting Quote:  

4. In a Hospitality setting, it might be dangerous for a worker to ______________________________. Why is this?  
   A. Answer:  
   B. Supporting Quote:
Section 4.1

5 How does __________________________ affect __________________________?
   A. Answer:
   
   B. Supporting Quote:

6 Why does the author suggest __________________________
   __________________________?
   A. Answer:
   
   B. Supporting Quote:

7 Do you agree that Hospitality workers should __________________________?
   Why or why not?
   A. Answer:
   
   B. Supporting Quote:

8 In your opinion, do you think it's important to __________________________?
   Why? Or why not?
   A. Answer:
   
   B. Supporting Quote:
Language to Leverage Your Personal Experience in Hospitality, Recreation and the Arts

Students use context clues to determine the meaning of terms used in resumes, cover letters and interviews, then answer questions and write original sentences using the new terms.

PREP

- Be prepared to explain the word *stigma* and the terms on the *Key Terms* worksheet included in this activity.

MATERIALS

- *Key Terms for Resumes, Cover Letters and Interviews* worksheet
- *Definitions of Key Terms for Resumes, Cover Letters and Interviews* handout

EXPLAIN

1. **Would you describe yourself as a “people person?”** Many, if not most, careers in Hospitality, Recreation and the Arts require workers to interact directly with the public on a regular basis. In fact, the main responsibility of these jobs is often to make sure customers, participants and audiences have a pleasurable and memorable experience. Education, credentials, and recommendations are important for getting hired in Hospitality, Recreation and the Arts, but so is your personality, your disposition, and the way you are able to relate to and communicate with people. When applying or interviewing for a job that requires a lot of public interaction, the way you describe yourself, your abilities, your experience with people, and your potential to make meaningful contributions to the company are very important.

2. Often times, the way we treat other people and the values we have are based on past experiences. You might have had to overcome challenges that made you into the person you are today who loves interacting with people and helping them. Or you may have been helped in unforgettable ways that made you want to help others. How can you talk about the challenging or difficult experiences you’ve had in a way that makes them an asset to a business? Or you may not have any experience working with the public, but you still...
need to convey to the interviewer why you’d be good at it and be able to give concrete examples from your own life. Perhaps you have younger brothers and sisters and have helped solve problems and conflicts between them. How might this translate to a customer service skill?

Today we are going to practice using vocabulary that you can use to describe your strengths regardless of the profession you want to pursue and regardless of the challenges you may have overcome in your past. The way you describe yourself in writing, in your resume and cover letter, determines whether or not you are called for an interview. And the way you describe yourself during an interview can determine whether or not you are offered the job. Using professional language correctly makes an enormous positive impact. It shows that you are professional, educated and have taken time to carefully consider the words you choose to describe yourself. Since every employee of a company becomes a representative of that company, your professionalism will make the company look good. Having a professional vocabulary also helps you speak with confidence about yourself and when you have confidence in yourself and your abilities, others will believe in you too.

Distribute *Key Terms for Resumes, Cover Letters and Interviews* and ask students to work on Parts I and II in pairs.

When students are finished, have them discuss their answers as a class. Clarify students’ understanding of the vocabulary and offer additional information from *Definitions of Key Terms for Resumes, Cover Letters and Interviews* handout.

After the discussion, distribute the *Definitions* handout to students and ask them to complete Part III of the worksheet on their own in class or for homework.
Key Terms for Resumes, Cover Letters and Interviews

**PART I:** For each word, read the sentence and try to determine the meaning of the underlined vocabulary word from the context. Explain the meaning in your own words.

1. **Asset**
   At first I thought I should hide the fact that I didn't have any prior experience in the Recreation industry, but then I realized my experience taking care of my little cousins in the summers would make me an asset for a job organizing kids to do outdoor activities.
   
   **Meaning of the word:** 

2. **Benefit**
   It's taken me many years writing stories and articles about other people to realize that sharing the story of my struggle with domestic violence can be a benefit to magazine readers who might be going through the same thing.
   
   **Meaning of the word:** 

3. **Identify**
   Working in hotels for a number of years, I've learned that it's not good to try to identify with guests too much when they are frustrated or have an issue with any of our accommodations or services because then I might assume that I know what they need based on my own experiences. Often they need something very different than I might if I were a guest in the same situation.
   
   **Meaning of the word:** 

4. **Overcome**
   Even though I prefer talking with people one-on-one, my job at the Natural History Museum requires me to talk to groups of visitors about the various exhibits they are about to see, so I've had to overcome my fear of speaking in public.
   
   **Meaning of the word:** 

5 Experience
My experience as a former foster youth who was moved between multiple homes growing up taught me how to be independent, a self-starter, and be resourceful and creative when solving problems.

Meaning of the word: ____________________________

6 Perceive
As an older person re-entering the Hospitality workforce, I highlight my computer skills on my resume, since some people perceive older workers as not being very computer savvy.

Meaning of the word: ____________________________

7 Validate
I work at an upscale beach resort where people come to stay on vacation and have everything taken care of for them. When a guest is dissatisfied and yells at me, is disrespectful, or blames me for something I don’t have any control over, it can be hard to validate them and their experiences, but it’s part of the job, and ultimately makes the guest feel that we care deeply about their needs and want them to have the best experience possible.

Meaning of the word: ____________________________

8 Challenge
Just because I consider myself a people person, does not mean that providing “service with a smile” always comes easily to me. Some days staying positive in all my interactions with customers can be a challenge.

Meaning of the word: ____________________________

9 Empathize
You don’t need to have experienced something similar to another person to be able to empathize with them.

Meaning of the word: ____________________________
PART II: Answer the following questions using complete sentences. Make sure to use the vocabulary word in your answer.

1. What do you consider to be your most important workplace asset and why?

2. What are some possible benefits of sharing a difficult past experience with potential employers?

3. What is a potential downside to identifying too much with a customer?

4. Describe something that you have had to overcome in order to be an employee or student.
5. How can you discuss your past experiences with a potential employer while keeping the conversation professional and focused on the job you are interviewing for?

6. Describe a time when you were perceived in a way that you felt was inaccurate. Why do you think you came across that way?

7. What are some ways of making a person feel validated?

8. Describe a challenge you have overcome that you think would help you get a job in Hospitality, Recreation or the Arts.

9. Describe how you can empathize with someone whose experiences are very different from your own.
Definitions of Key Terms for Resumes, Cover Letters and Interviews

**Asset**
A positive quality (or thing) that can be used to someone’s advantage.

*Being bilingual is an asset to many New York job-seekers.*

**Benefit**
A good or helpful result of something.

*The NYCID benefits New Yorkers because it grants free memberships to many museums in addition to being a form of identification.*

**Identify**
To have something in common with or be able to relate to a person or experience.

*Employees in many industries must try to have patience and understanding for all of their clients, even the ones with whom they might not identify.*

**Overcome**
To succeed in moving past a challenge.

*Many people can overcome their addiction to smoking with the proper support.*

**Experience**
To go through something, an event or period in which something specific occurs.

*Support groups can help people overcome difficult experiences by talking with others who have experienced similar situations.*

**Perceive**
Coming to a conclusion about a person, place or event, based on one’s experience of it through the senses—seeing, hearing, touching, tasting and/or feeling.

*People perceived her as being outgoing, even though she was really quite shy.*

**Validate**
To make someone feel heard and understood.

*Being able to validate a client’s concerns is a key skill required of many Community and Social Service workers.*

**Challenge**
A physically, mentally or emotionally difficult experience.

*It is a challenge for most students to balance school, work and family responsibilities.*

**Empathize**
To be able to understand another person’s feelings of struggle. To be able to imagine what another person is going through as they experience a challenging time.

*It is hard to truly help someone in need if you do not empathize with them and their situation.*
PART III: Write sentences—each should use one of the vocabulary terms—that you could say to an employer during an interview. The sentence must include the vocabulary word and enough details to demonstrate your understanding of the word. The sentences should highlight your employment skills and interest to the interviewer.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________

9. ____________________________________________________________
Role Plays: Crafting and “Pitching” Your Story of Employable Qualities

Students brainstorm qualities that employers look for in Hospitality, Recreation and the Arts. They then select three qualities from the list that they themselves possess. They identify the real-life experiences or challenges that led them to develop these qualities. They then role play job interviews, describing their skills born from overcoming challenges, using the terms practiced in the previous activity.

MATERIALS

- Definitions of Key Terms for Resumes, Cover Letters and Interviews handout from previous activity

EXPLAIN

1. Some Hospitality, Recreation and the Arts workers hold degrees or certifications from educational programs that prepare them for their jobs. Other jobs in the sector do not require formal credentials. Regardless of having training or not, what are some characteristics that Hospitality, Recreation and the Arts employers look for in new hires? Divide the class into groups of four and ask each group to brainstorm these qualities on one piece of paper.

   - Patience, good listening, clear communication, public speaking, resourcefulness, problem solving, conflict resolution, creativity, warmth, friendliness, attention to detail, love of working with people.

2. Ask groups to share their responses and write the qualities on the board.

3. If students have done the previous activity, ask them to take out the Definitions of Key Terms for Resumes, Cover Letters and Interviews handout. If not, distribute it now. Ask them to write on a separate piece of paper three qualities from the list on the board that they themselves possess. For each quality, they should write a paragraph describing a memorable experience or challenge they overcame or are currently facing that led them to develop the quality. Each paragraph should use one or more terms from the worksheet. This is an opportunity for students to practice using the terms in relation to their own employability, to craft their own personal narratives they can use during job interviews.
Examples of experiences or challenges leading to employable qualities could include: Growing up with five siblings leading to developing patience or problem solving; or emigrating to the United States leading to developing resourcefulness.

4 Students should review their paragraphs and prepare to “pitch” themselves to a classmate playing the role of a potential employer.

5 Students should get into pairs with one student playing the role of a potential employer and the other playing the role of themselves as a job applicant. Together, the pair should decide on what the job is (it should be in the Hospitality, Recreation and the Arts sector) and who the interviewer is, for example, Are they the person the job applicant would report to? Are they a supervisor? A business owner? They should each take a few minutes to prepare for the interview. The interviewer should consider and write down what questions she will ask based on what the job is. The interviewer should anticipate what questions might be asked, and take notes on how he will describe himself and his talents.

6 The interviewer should begin the interview by asking questions that can help him or her learn about the applicant. The job applicant should describe themselves using the qualities they wrote about, explaining why they would be a good candidate for the job. They have 90 seconds to make a great impression. The interviewer should ask at least three of the following follow-up questions, or others that are relevant during the course of the conversation.

- Tell me more about…
- What was difficult about…?
- How did you improve?
- What steps did you take to overcome…?
- How will you connect with customers and make sure they know you care?
- What makes you a good Hospitality (or Recreation or Arts) worker?
- What are some workplace skills you are still working on?

7 Students should switch roles and repeat the activity, so that both students have the opportunity to play the employer and the interviewee. If time allows, students should “pitch” themselves several times, making any necessary refinements. The teacher should decide how many times to repeat the process, and when students should switch roles from employer to applicant and vice versa. In addition to practicing presenting themselves and their strengths, this is a good listening activity for those playing the role of employer. They need to listen and ask appropriate follow-up questions.
Reading Sample Help Wanted Ads in Hospitality, Recreation and the Arts*

Students read a selection of help wanted ads for Front Desk positions posted on the Indeed website. Some of the ads are very detailed; others are not. Students will ask questions about and make inferences from the ads to figure out what the job entails, match three different job applicant profiles to the job that seems a good fit for them. The three ads are for the same career—Front Desk Agent—so that students have grounds for comparison. They can be used to discuss the distinctions between help wanted ads in general.

PREP

- Read the Selected Job Ads for Front Desk Agent*  

MATERIALS

- Selected Job Ads for Front Desk Agent*
- Job Ad Information Checklist worksheet*
- Paraphrasing and Inferring Help Wanted Ads worksheet*

EXPLAIN

1 Imagine you have completed training in the field of Hospitality, have had some experience, and are now ready to look for a job. You’re looking through help wanted ads. What information is included in the ads? Write student responses on the board. Review this information as a class.

   > Salary, Location, Start date, Responsibilities, Population served, Contact person

2 Put students into groups of three. Distribute Ad Information Checklist* and ask students to copy the list from the board into the left-hand column on the worksheet, and add any additional types of information they think should be included.
3 Distribute the *Selected Job Ads* and ask students to read the job ads from the three hotels, and put a check on the worksheet in the box corresponding to the information included. For example, if the job ad for Midtown Hotel* lists the start date, they will put a check in the corresponding box. If not, they will leave it blank.

4 Distribute the *Paraphrasing and Inferring Help Wanted Ads* worksheet* and have students work on it in their group. They should paraphrase the duties required of the worker, and infer which characteristics the ideal candidate would have, based on the help wanted ad.

5 Students read applicant profiles and match the applicant to the job. Distribute the *Job Applicant Profiles* and ask the students to continue working in pairs to recommend a job for each applicant.

**DISCUSSION**

Ask students about their experience of reading the job ads:

- How are they different from one another?
- Were some more informative than others? How so?
- What information was missing from the less informative job ads?
- What questions should a job-seeker ask for the less informative ones?
- How can this information be applied to positions besides Front Desk Agent?
### Ad Information Checklist*

In the left-hand column, write information you expect to find in a help wanted ad. Then read the sample ads and note which ads contain which pieces of information by marking a check in the corresponding box.

<table>
<thead>
<tr>
<th>Job Information</th>
<th>Midtown*</th>
<th>The Mark*</th>
<th>DaVinci*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
FRONT DESK AGENT

MIDTOWN HOTEL
NEW YORK, NY 10019

The Front Desk assumes a pivotal role in every logistical operation relating directly and indirectly to overall guest satisfaction and the ultimate success of the hotel.

Responsible for greeting guests, check-in and check-out, reservations and concierge services.

Requirements:

- Kind and intelligent demeanor.
- Knowledge of Opera is a plus
- Comprehensive knowledge of New York

Salary:

n/a

Required education:

HS Diploma

Required experience:

Hotel Experience: 1 year

Required license or certification:

None
FRONT DESK AGENT

THE MARK
NEW YORK, NY

POSITION SUMMARY:

As Front Desk Agent, you will provide reception services for Guests to contribute to an overall exceptional experience from check-in through check-out and complete audits, as required. A Front Desk Agent contributes to the first impressions of our guests and, therefore, must perform the following tasks to the highest standards.

Responsibilities:

• Achieve positive outcomes from Guest queries in a timely and efficient manner
• Ensure that both the Front Office Manager and Reception Supervisors are kept fully aware of any relevant feedback from guests and, or, other departments
• Demonstrate a high level of customer service at all times
• Use the correct procedures regarding the acceptance of foreign currencies, credit cards and cash in accordance with the hotel credit policy
• Assist other departments, as necessary
• Assist guests regarding hotel facilities in an informative and helpful way
• Other duties as assigned

Qualifications:

• Must be flexible, reliable and committed- Attendance for scheduled shifts is crucial
• An eye for details and willingness to follow directions are important
• Ability to work as part of a team
• Delivering great customer service and troubleshooting
• Weekend availability is required
• Standing for long periods.

Preferences:

• Multiple languages are a plus
• Previous Hotel experience

Job Type: Full-time (hourly)

Required education: High school or equivalent

Required license or certification: None
FRONT DESK AGENT

DAVINCI HOTEL
NEW YORK, NY

JOB DESCRIPTION:

We are a small European boutique style hotel located in midtown Manhattan looking for a front desk associate. Our turnover rate is small therefore we are looking for a dependable individual willing to go that extra step in maintaining our hotel quality. Long Term Applicants only.

Responsibilities include for hotel clerk position, but not limited to, answering phones, making reservations, night auditing, breakfast set up, helping guests and maintaining hotel needs. Training will be required, therefore experience will not be necessary however, if you have please state. Bilingual is a plus. Must be available to work holidays.

Looking for a steady individual who will be responsible and dependable for their shift hours and duties, someone who calls out will not work.

*** Shift time is as followed and will need someone who can work overnight and day shifts:
  - Overnight Shift: 12 am–8 am
  - Morning Shift: 8 am–4 pm
  - Evening shift: 4 pm–12 am (midnight)

*** Please write in the subject “Night time shift, OK” also please do not send resumes as attachments as they will not be opened.

Job Type: Full-time

Salary: $11.00 to $14.00 /hour

Required education: High school or equivalent

Required language: English
### Paraphrasing and Inferring Help Wanted Ads*

Using the Help Wanted Ads, complete the chart below, paraphrasing the job responsibilities and inferring what characteristics would make an ideal worker for each position.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Responsibilities</th>
<th>Ideal Candidate Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midtown*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Mark*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DaVinci*</td>
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</tbody>
</table>

*RAENs will provide regional adaptations.
Job Applicant Profiles*

**Rosie** recently graduated from John Adams High School in Queens, NY. She wants to start working in the Hospitality industry, and is looking for a job where she can grow and learn about the inner workings of a hotel. As a first-generation American, Rosie believes her ability to flow between cultures and speak two languages will be a great asset to any hotel. She currently lives with her family and plans to stay there, giving her the flexibility to work her way up in the industry.

**Ali** loves to travel, and is passionate about making others’ travel experiences as enjoyable as possible. He moved to New York just a few years ago, but made it his mission to learn as much about his new city as possible. He’s now an encyclopedia of fun New York facts. By far, his favorite part of the city is the amazing access to live music, particularly opera. Ali has worked in hotels in a few different countries. He’s hoping to use his experience here in New York at one of the city’s many fancy hotels.

**Cynthia** is 31 years old. She has an Associate’s Degree in Hospitality Management from City Tech in New York. She is tired of the job hopping she did early in her career, and is looking for a position she can settle into for a while. She previously worked as a Front Desk Associate at another hotel in town, and wants to find a similar position but with better pay. She believes her ability to speak English, French and Spanish will be a huge asset to her new employer, and will help her reach her long-term goal of one day running her own hotel.
Assessing Job Offers in Film Production*

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.

MATERIALS

- Assessing Job Duties handout
- Assessing Job Wages handout
- My Job Acceptance writing assignment

EXPLAIN

1. After conducting an interview and checking references, an employer chooses an employee. But an employee also chooses. She can accept, reject, or negotiate. What factors will you consider when assessing a job offer?
   - Examples: work responsibilities, wages, bonus/commissions, workplace, responsibilities, commute, time off, hours, benefits.

2. Distribute the Assessing Job Duties handout. Ask students to work in pairs to identify as many job responsibilities for each job as possible.

3. Share responses with the class.
   - Ask: What personal attributes would make a good employee for each job? How is this different from the responsibilities?
   - Responsibilities are what an employee does. Attributes are the qualities that the employee possesses, such as patience or facility with calculating large numbers, for example.

4. If a computer lab is available, ask students to navigate to CareerCruising or CareerZone to find additional duties and write them in the chart.
   - Ask: If you are looking for film editing, what are some keywords you can use to search?
   - Film editor, film production
   - If you are looking for videographer, what are some keywords you could use?
   - Cameraperson, camera operator

*RAENs will provide regional adaptations.
5 If a computer lab is not available, print the entries from CareerZone or CareerCruising.

6 Distribute *Assessing Wages* worksheet. Let students know that some questions have one clear answer and others have multiple possible answers. Ask students to read the worksheet and determine which type of answer each question will have. Ask students to complete the worksheet.

7 Ask students to discuss which job they would prefer, taking into account the job responsibilities, wages, schedule, commute and any other factors.

8 Distribute *My Job Acceptance* writing assignment and ask students to complete it. Teachers should divide this assignment into steps according to how they teach the writing process, for example, by using an outline, a freewrite or pair discussions.
### Assessing Job Duties

Great news! You've been offered a Documentary Editing Assistant position with the Public Broadcasting Service (PBS) and a fellowship as a Videographer with Jersey City Office of Intercultural Affairs. What duties do you think would be required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentary Editing Assistant with the Public Broadcasting Service (PBS)</td>
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<tr>
<td></td>
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</tbody>
</table>

## Assessing Wages*

The two jobs offer very different hours, wages and benefits. Analyze the chart to answer the questions on the following page. Show all of your calculations.

<table>
<thead>
<tr>
<th></th>
<th>THE PUBLIC BROADCASTING SERVICE (PBS)</th>
<th>JERSEY CITY OFFICE OF INTERCULTURAL AFFAIRS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOURS</strong></td>
<td>2–6pm Wednesday–Thursday, 12–9pm Friday and Saturday, 10am–5pm Sunday As needed to meet deadlines Closed federal holidays with no pay</td>
<td>40 hours per week. Schedule varies depending on assignment. Closed federal holidays with no pay Two weeks vacation in Winter and one long weekend break in Spring</td>
</tr>
<tr>
<td><strong>PAY RATE</strong></td>
<td>$17/hr</td>
<td>Transportation and meals paid for. $200 living stipend every two weeks</td>
</tr>
<tr>
<td><strong>BONUS</strong></td>
<td>None</td>
<td>$5,775 Education Award at the end of service to be used to pay for previous or future college education. College credit available.</td>
</tr>
<tr>
<td><strong>LOCATION</strong></td>
<td>Manhattan office</td>
<td>Jersey City, NJ</td>
</tr>
<tr>
<td><strong>COMMUTE</strong></td>
<td>45 minutes by subway</td>
<td>One hour subway plus one hour on the PATH train.</td>
</tr>
<tr>
<td><strong>BENEFITS</strong></td>
<td>None for part-time employees</td>
<td>Limited medical insurance (routine and emergency care) $400/mo for childcare</td>
</tr>
<tr>
<td><strong>DUTIES</strong></td>
<td>Assist the documentary editing team in all aspects of the editing process. View raw footage, label sequences, communicate regularly with senior editors and meet with filmmakers to discuss editing decisions. This job requires being able to work long days when needed to meet deadlines.</td>
<td>Film and photograph cultural, global awareness, and social justice community events. Interview attendees and record remarks during and after events. Download and edit footage before saving it on the Intercultural Affairs hard drive. Ability to work evenings and weekends a must.</td>
</tr>
<tr>
<td></td>
<td>Documentary Editing Assistant</td>
<td>Videographer</td>
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<tr>
<td></td>
<td>THE PUBLIC BROADCASTING SERVICE (PBS)</td>
<td>INTERCULTURAL AFFAIRS</td>
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<tr>
<td>Monthly Pay</td>
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<tr>
<td>Monthly Transportation Costs</td>
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<tr>
<td>Schedule Predictability</td>
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<tr>
<td>Benefits</td>
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</tr>
</tbody>
</table>
My Job Acceptance

Taking into account all that you know about each job and all that you know about yourself, which job would you choose?

Write a 1-2 page letter to your friend or sibling, describing your choice and the reasoning behind it. Be sure to include:

- Expected responsibilities and why you think you would enjoy this job.
- Your skills and interests and how you can grow as a professional in this job.
- How this job fits in to your short-term or long-term goals.
- A discussion of the wages, including salary, awards and benefits.
- A discussion of the work hours and how this fits in with your schedule.
- Was it a difficult or easy choice? Explain why.

Make sure that each paragraph has one main idea and that all paragraphs are organized in a way that is easy to follow.
Predictive Scheduling Law in Fast Food and Retail*

New York City’s “Fair Workweek” law, that requires employers to give advance notice about work schedules in the Fast Food and Retail sectors, went into effect in January 2018. Students learn about the law by reading graphs, a short article, a workplace labor poster and performing calculations on worker scenarios to determine if the employee has been paid the correct wages based on compliance with the law. Also included is a civics lesson in which students identify their councilmember and practice using the city council website.

PREP

- Consider the problem of employers providing late notice to employees about changes to their schedules. Has this affected you as a teacher? Have you ever had students struggle with attendance due to their unstable work schedules? What other problems can instability in work schedules cause to workers?

MATERIALS

- How Much Notice Does Your Employer Give About Schedule Changes? graph
- Advanced Notice for Work Schedules Varies by Income Level graph
- Math in Context: Work Schedules and Income Levels handout
- New York City’s Fair Workweek Law reading
- New York City Council* reading
- Worker Scenario from Fair Workweek Hearings handout
- Using the City Council Website* handout

DISCUSS

1. Introduce the topic of unstable work schedules. You might ask questions such as:
   - Have you had a job where your work schedule varied from week to week?
   - Did you ever find out your schedule just a day or two before the shift?
   - Was work ever canceled within 24 hours of a scheduled shift?
   - What kinds of issues does it cause when you don’t have adequate notice about your work schedule?
• What kinds of jobs have schedules like these?
• What do these jobs have in common?

Students might say they earned less income than they anticipated, creating problems paying rent or bills; they struggled to find childcare at the last minute; they had to miss class, creating problems with attendance or keeping up with class work, or even were dismissed or had to withdraw from a class due to work-related absences; they had to miss important family events, creating friction with relatives; low wage jobs give little notice while high paying jobs are more stable—that’s not fair.

**EXPLAIN**

2 There is a new law in New York City* that requires employers in fast food and retail businesses to give employees advance notice in scheduling their work shifts. Today we are going to learn about this new law, while practicing reading and math.

3 Write on the board:

   How much notice does your employer give about schedule changes?

We will look at a graph with this title. What kind of information do you think will be included in this graph?

4 Distribute the graph, How Much Notice Does Your Employer Give About Schedule Changes? Ask students to explain what is written in the axes and what they represent – the numbers going up the left side of the graph and the text that is written under each bar.

5 With a partner, discuss and write statements on a piece of paper about what you notice in the graph.

   Over the course of discussion, students should note that over 80% of fast food workers and almost 50% of retail workers receive less than two weeks notice of schedule changes.

6 With the same partner, discuss and write statements about what you wonder based on this graph.

7 Write a two-column chart on the board, marked Notice on one side and Wonder on the other.
Ask students to share what they noticed, citing what part of the graph gave them the information. Write their observations on the board, under the **Notice** heading. Then ask them to share what they wonder, writing their questions under the **Wonder** column on the board.

8 Repeat steps 3 and 4 with the graph, *Advanced Notice for Work Schedules Varies by Income Level*, discussing the title of the graph, then the axes and how to read the graph. Describe what the colored bars represent.

9 Ask students to form groups of 3 and discuss the meaning of the *Federal Poverty Guidelines* chart and text at the bottom of the page. Then discuss it as a class. You might ask questions such as:
   
   - What are the Federal Poverty Guidelines?
   - Why do we have Federal Poverty Guidelines?
   - Why are there different amounts for different family sizes?

10 Distribute the *Math in Context: Work Schedules and Income Levels* handout. Ask students to complete it in groups. Review it together as a class.

11 Repeat steps 5-7 above for the *Advanced Notice for Work Schedules Varies by Income Level* graph, discussing what students notice and wonder.

12 **Explain:** In 2017, New York City passed a law that made it illegal for employers of fast food and retail businesses to provide less than 2 weeks’ notice of schedule changes. Distribute *New York City’s Fair Workweek Law*. Read it, then with a partner discuss all the steps employers need to take in order to comply with the law.

13 Discuss what employers need to do if they do not comply with the law.

14 Share responses as a class. Make sure students understand that premium pay rates need to be paid to employees for violations of the Fair Workweek Law.

15 The Fair Workweek Law was created and passed by New York City councilmembers. Ask students what they know about the city council.

   ▶ They might say things like, it’s part of New York government or there’s an office in my neighborhood.
16 Distribute *New York City Council.* Ask students to read it and discuss with a partner the purpose of the city council and describe what city council hearings are.

17 Discuss the reading as a class, noting how bills are passed, how committees work and how they relate to the predictive scheduling bill.

18 Distribute *Worker Scenario from Fair Workweek Hearings* handout. This reading is adapted from a city council testimony from a worker about how the Fair Workweek bill could affect him and people like him. With a partner, read it, then answer the questions. Use the *New York City’s Fair Workweek Law* to perform the necessary calculations.

**OPTIONAL: CIVICS (Requires use of computer or smartphone)**

19 This activity presents an opportunity to make connections to civics information students may need for tests such as the TASC.

Navigate to [https://council.nyc.gov/districts/](https://council.nyc.gov/districts/).

Scroll down the list of council members. What do you notice? What do you wonder?

 mê I notice that 11 out of 51 are women. I wonder which committees each member sits on, and what issues are important to them.

20 Distribute *Navigating the City Council Website* handout and ask students to complete it.
How Much Notice Does Your Employer Give About Schedule Changes?

Adapted from *Unpredictable: How Unpredictable Schedules Keep Low-Income New Yorkers From Getting Ahead* by the Community Service Society of New York

http://www.cssny.org/publications/entry/unpredictable-schedules

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* Denotes a sample size of under 75 observations that should be interpreted cautiously.

** Sector is based on self-identification by survey respondents. It is likely that fast food workers associate themselves with the restaurant sector.
Advanced Notice for Work Schedules Varies by Income Level

Adapted from *Unpredictable: How Unpredictable Schedules Keep Low-Income New Yorkers From Getting Ahead* by the Community Service Society of New York

http://www.cssny.org/publications/entry/unpredictable-schedules

The **Federal Poverty Level (FPL)** is the amount of annual income, set by the government, that determines eligibility for financial support from the government, such as food stamps or financial aid for college.

<table>
<thead>
<tr>
<th>Persons in family/household</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
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<tbody>
<tr>
<td><strong>Poverty guideline</strong></td>
<td>$12,140</td>
<td>$16,460</td>
<td>$20,780</td>
<td>$25,100</td>
<td>$29,420</td>
<td>$33,740</td>
<td>$38,060</td>
<td>$42,380</td>
</tr>
</tbody>
</table>

Math in Context: Work Schedules and Income Levels

Answer the questions below using information on the graph, *Advanced Notice for Work Schedules Varies by Income Level* and the chart on Federal Poverty Guidelines.

1. The graph describes poor people as those who earn:
   A. 100 times the poverty level
   B. Exactly the poverty level
   C. The poverty level or less
   D. Not enough money to live on

   If a family of 4 has income at the federal poverty level, how much do they make per year? _______________________

   If a family of 5 has income at the federal poverty level, how much do they make per month? _______________________

2. If a single individual has moderate income, about how much money do they make per month? _______________________
   Explain your thinking below.

3. About much would a high earning family of 3 earn per year? _______________________

4. The highest earners on the graph are approximately Choose one: half / twice / 3 times as likely to receive at least 2 weeks’ notice on schedule changes as are workers with the lowest incomes. I know this because…

Low income earners are Choose one: more likely / less likely than other earners to get their schedules less than 2 weeks in advance.

5. Jerome works at ABC Burgers and lives with his mother who is disabled and unemployed. If he earns $15/hour and works 25 hours a week, is he below or above the federal poverty guidelines according to the Federal Poverty Guidelines chart? Show your work below.
New York City’s Fair Workweek Law

The goal of the City’s Fair Workweek legislation, put into effect in January 2018, is to ensure that fast food and retail workers have access to predictable, reliable, and adequate hours and paychecks, so they can support themselves and be able to plan for child care, school, appointments and other needs. The law requires that fast food employers give workers advance notice of their work schedules, including, at the start of their employment, an estimate of their hours and schedules, and from then on, accurate and regularly written schedules.

Workers are entitled to premium pay when the employer changes their schedule with less than two weeks’ notice. A separate law bans the practice of scheduling workers to close a store late at night and re-open it in the morning, called “clopening,” unless the worker agrees and receives a $100 premium to their pay.

The legislation includes a measure that requires employers to offer any new hours to their existing workforce, rather than hiring new workers, encouraging employers to provide workers with access to full-time jobs and reduce part-time employment. Retail employers will also be greatly restricted from scheduling workers on an on-call basis with no guarantee of hours or pay, and will no longer be allowed to force workers to keep their schedules open for work with no guarantee of hours or pay.

Fair Workweek Law Workplace Poster

| Good Faith Estimate and first work schedules in writing on or before first day of work |
| 14 days’ (2 weeks’) advance notice of work schedule |
| Written worker consent for any additions to a written schedule within 14 days of the start of the shift |
| Premium pay for all schedule changes with less than 14 days’ notice – SEE TABLE BELOW |
| Written worker consent plus $100 premium to work clopening* shifts |
| Priority to existing workers to work newly available shifts before employer hires new employees |

Deductions Law

- Receive disclosures from nonprofit
- Authorize employer to deduct voluntary payments from paycheck to send to a nonprofit
- Automatic deduction and payment to nonprofit after DCA registers nonprofit
- Revoke authorization to deduct voluntary payments

* A clopening involves working 2 shifts over 2 days when the first shift ends a day and there are less than 11 hours between shifts.
**Section 8**

**Student Handout**

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### Minimum Wage Rates for Fast Food Workers

<table>
<thead>
<tr>
<th>New York City</th>
<th>New York State</th>
</tr>
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<tbody>
<tr>
<td>12/31/2017</td>
<td>$13.50 per hour</td>
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<tr>
<td>12/31/2018</td>
<td>$15.00 per hour</td>
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<tr>
<td>12/31/2019</td>
<td>$13.75 per hour</td>
</tr>
<tr>
<td>12/31/2020</td>
<td>$14.50 per hour</td>
</tr>
<tr>
<td>07/01/2021</td>
<td>$15.00 per hour</td>
</tr>
</tbody>
</table>

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**Premium Pay Rates for Last-Minute Schedule Changes:**

<table>
<thead>
<tr>
<th>Amount of notice before the change is effective</th>
<th>Additional work time or shifts</th>
<th>Change to shifts but no change to total work time</th>
<th>Reduced work time or shifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 14 days’ notice</td>
<td>$10 per change</td>
<td>$10 per change</td>
<td>$20 per change</td>
</tr>
<tr>
<td>Less than 7 days’ notice</td>
<td>$15 per change</td>
<td>$15 per change</td>
<td>$45 per change</td>
</tr>
<tr>
<td>Less than 24 hours’ notice</td>
<td>$15 per change</td>
<td>$15 per change</td>
<td>$75 per change</td>
</tr>
</tbody>
</table>

**Premium pay is not required when:**

1. Employer closes due to threats to worker safety or employer property; public utility failure; shutdown of public transportation; fire, flood, or other natural disaster; government-declared state of emergency.
2. Worker requests a schedule change to a specific shift.
3. Worker trades shifts with another employee.
4. Employer must pay overtime for changed shift.

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http://www1.nyc.gov/site/dca/workers/workersrights/fastfood-retail-workers.page
New York City Council*

Laws can be on the federal (nationwide), state, or local (city or town) level. In New York City, local laws are created and passed by the New York City Council. The people who live in a councilmember's district are called constituents. Constituents have the ear of their councilmember. If a city service isn't being adequately provided, for example, residents can complain to their councilmember who may have the power to make sure the city systems are working properly, or may decide a new law needs to be created to respond to a problem that many people experience. Each councilmember sits on various committees, such as the Committee on Education or the Committee on Immigration, and focuses especially on laws that impact those issues.

Councilmembers are the people who create and pass local laws. Getting a new law created and passed is a long process. Before a bill is voted on in the city council, there is often a public hearing. At the hearing, the public can speak before the voting members of the city council, to explain how the proposed bill would affect them. It is an opportunity to participate in U. S. democracy and shape change!

While the Fair Workweek bill was being debated in the City Council, there was a public hearing. Many workers, especially immigrant workers in the fast food and retail sectors, gave their testimonies explaining how unstable work conditions negatively impact health, family, education, almost every area of personal and family life. We’re going to read one testimony, from a New York City fast food worker. •

Worker Scenario from Fair Workweek Hearings

Read the worker testimony below. Consider the worker’s schedule, schedule notification and the Fair Workweek requirements for employers and determine:

1. Are there any violations of the NYC Fair Workweek Law here? If so, what are the violations?
2. How much should the total paycheck be before taxes and deductions? Include hourly wage and premiums paid as a result of violations.

Testimony from Pierre Flambert, Brooklyn, NY:

Hello. I have worked in the fast-food industry in Brooklyn for the past 4 years. While I have worked for three big fast-food companies that make billions of dollars in sales, I have always struggled to support myself and my family. Fighting for and winning a path to a $15 minimum wage was a big victory but I can’t get enough hours of work at my store. I usually only get 2 or 3 days of work a week and it’s not enough to support myself, my partner and our 4-year-old daughter. We live with my partner’s family because we can’t afford our own place. Right now, I don’t have a cell phone because I haven’t gotten enough hours of work to be able to pay the bill. And the cost of childcare is so expensive that my partner stays home with our daughter because we can’t afford daycare for her.

I have a lot of dreams for myself and for my family but I’m worried about how I will achieve them if I can’t find more hours of work. From week to week, I don’t know how much money I’ll earn. I have to go to my store on Sundays to find out if I’m on the schedule for the week. And sometimes I only get two days. Other times, they call to ask me to come in the same day. Last week they canceled a shift, so I ended up with a smaller paycheck than I was expecting. I need the money so I try to take the extra shifts, but it’s very disruptive to my family. I have asked for more hours at my store. The manager claims there’s not enough business to hire me for more hours but I often see new employees starting work. Meanwhile I am struggling to put food on the table for my daughter.
Consider the following work week for Pierre:

Pierre is currently working for ABC Burgers in Brooklyn. He makes minimum wage doing food and drink preparation. Pierre was given the following schedule on Sunday, May 6th:

<table>
<thead>
<tr>
<th>5/7 Monday</th>
<th>5/8 Tuesday</th>
<th>5/9 Wednesday</th>
<th>5/10 Thursday</th>
<th>5/11 Friday</th>
<th>5/12 Saturday</th>
<th>5/13 Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5AM–1PM</td>
<td>-</td>
<td>7AM–3PM</td>
<td>2PM–10PM</td>
<td>5AM–12PM</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- On Tuesday afternoon, May 8th, Pierre’s manager texted him to say that he shouldn’t come in Wednesday.
- On Wednesday, Pierre’s manager told him to come in on Sunday from 5PM–10PM.

1. Are there any violations of the NYC Fair Workweek Law here? If so, what are the violations?

2. Calculate the total paycheck based on hourly wages. Add additional premium pay for last-minute schedule changes. Show your work below.
**WORKER SCENARIO ANSWER KEY**

**Pierre’s compensation**

**Hours worked:**

- Mon 5AM–1PM 8 hours
- Wed cancelled
- Thu 7AM–3PM 8 hours
- Fri 5AM–12PM 7 hours
- Sun 5PM–10PM 5 hours

**Total hours**: 28

\[ 28 \times \$13.50/hr = \$378 \]

**Premium Pay:**

- Additional shifts, less than 24 hours’ notice of schedule change: Mon \( \$15 \times 1 = \$15 \)
- Additional shifts, less than 7 days’ notice of schedule change: Thur, Fri, Sun \( \$15 \times 3 = \$45 \)
- Reduced shifts, less than 24 hours’ notice of schedule change: Wed \( \$75 \times 1 = \$75 \)
- Clopening shift: Thur \( \$100 \times 1 = \$100 \)

**Total in premium pay**: \( \$15 + \$45 + \$75 + \$100 = \$235 \)

**Total Pay:**

\[ \$378 + \$235 = \$613 \]
Navigating the City Council Website

Navigate to council.nyc.gov to answer the questions below.

1. My city councilperson is Carlos Menchaca, the first Mexican-American and the first openly gay councilmember in New York City! Who’s yours? Click on Find Your District/Member.

2. Click on your councilperson and read their profile. What committees are they on?

3. What’s something interesting or noteworthy about your councilperson?

4. At the top of the page, click About, then Committees. Read through the committees and list 4 that interest you. Explain your interest in these committees.

5. What’s an issue in your neighborhood that you think your councilperson should pay attention to? Write a paragraph explaining what the issue is and why it needs the councilperson’s attention.
**Restaurant Management Math: Menu Pricing**

Students work in groups to solve a real-world math problem of determining the menu prices for items at a restaurant that offers catering services.

**PREP**
- Prior knowledge of calculating with percents is helpful, but not necessary.
- Complete all worksheets for this activity to be used as answer keys.
- Be prepared to discuss the vocabulary terms: Food cost, overhead, payroll, profit, wholesale, retail

**MATERIALS**

It is recommended that students be allowed to use calculators for this activity.
- Food Cost and Menu Prices worksheet
- Using Benchmarks to Calculate Percents worksheet
- Setting Menu Prices worksheet (3 pages)
- Pricing Orders for a Catering Business, Part One worksheet
- Wholesale Food Order Spreadsheet, with Coffee Spill worksheet
- Pricing Orders for a Catering Business, Part Two worksheet
- Wholesale Food Order Spreadsheet, Completed handout
- Support and Push—For Pricing Orders for a Catering Business (cut along the dashed lines)

**EXPLAIN**

1. How many people like to cook? How many people like to eat? What mathematics can be used when cooking at home?
   
   Responses include: Measuring for recipes (cups, teaspoons, ounces, etc.), shopping for food, managing money, keeping a household budget. Fractions, decimals, adding, subtracting, estimating.

2. What if you were a restaurant manager? What mathematics do you need to run a restaurant?
Responses include: Writing recipes, accounting, daily receipts, taxes, payroll, buying food and supplies, paying rent and utilities. Fractions, decimals, percents, estimation. Spreadsheets, accounting software.

3 Restaurants make money by selling food and beverages. Money comes in from sales, but restaurants have to pay for food supplies, rent, utilities, insurance, and payroll for their employees. In order to make a profit, they have to make sure they have money left over after all these expenses are paid. How do restaurant managers set the menu prices and determine the profit they would like to make? Distribute Food Cost and Menu Prices worksheet.

4 Items to discuss before letting students work independently:

- People in restaurants sometimes refer to the “30/30/30/10 rule”. They use this rule to think about budgeting their business. When thinking about the money collected by the restaurant through menu prices, the first 30% refers to food cost. What would be included in this cost? Ingredients for dishes on the menu, beverages, cooking oil, condiments, etc. The second 30% refers to overhead. What would be included in this cost? Rent, repairs, insurance, equipment, etc. The last 30% refers to payroll, unemployment insurance, health insurance (possibly) and other costs related to employees. The 10% is the profit that restaurants hope to collect after all the expenses are paid.

- Wholesale cost per unit is the price the restaurant pays in bulk orders for ingredients and items that it sells. Cost per serving is how much the ingredients in one menu item (the bun on a veggie burger, for example) costs the restaurant.

- How is the cost per serving determined?

  - The restaurant manager divides the wholesale cost per unit by the number of servings in the wholesale unit (pack, case, etc.). For example, a pack of 8 buns costs $2.50 and the veggie burger requires 1 bun, so the manager divides $2.50 by 8 to get .3125, which is the cost in dollars for 1 bun.

- Rounding decimals: When we look at money, we usually see just two places to the right of the decimal point, which represents tenths (dimes) and hundredths (pennies). However, some calculations will give us answers that will have more decimal places than that. When calculating with money, we will often want to round off to the nearest penny (the hundredths place). To round off to the nearest penny, we look at the digit in the thousandths place to see if it is 5 or more. If it is, we round up to the next penny. If it isn’t, we discard the digits after the penny.

- Ask students to try $2.50 ÷ 8 on their calculators. How much money is .3125? Rounding to the nearest penny gives us 31 cents, since the 2 in the thousandths place is less than 5.
Lesson Guide

Section 9

- $\approx$ means “approximately equal to.” We use this symbol instead of the equals sign because rounding changes the original number so that the two numbers are no longer exactly equal to each other.

5. Ask students to complete the worksheet independently. When students are finished, take volunteers for the total food cost and write them on the board.

Do different students agree? What would account for differences in the answer?

**Veggie Burger Patties**
$9.80$ divided by $12 = \approx 0.81667 \approx 0.82$

**Tomatoes**
$1$ divided by $4$ slices per tomato = $0.25$
$\frac{1}{4}$ of a tomato is used on each veggie burger

**Cheese**
$10$ pounds, $8$ servings per pound = $80$ servings of cheese
$\frac{1}{8}$ of a pound of cheese is used on each veggie burger
(2 ounces out of 16 ounces in every pound)
$9.50$ divided by $80 = \approx 0.11875 \approx 0.12$

**Potato Chips**
$12$ divided by $40 = 0.30$

**Total Food Cost for Menu Item = .31 + .82 + .25 + .12 + .30 = 1.80**

Is $1.80$ the price the restaurant should charge for the veggie burger and chips? Why or why not?

Some students may say yes, since that’s how much the food costs to make the veggie burger and chips. Eventually students should understand that $1.80 isn’t high enough, because that wouldn’t leave any money to pay for expenses and make a profit. We’ll return to this question later in the class.

Let students know they are going to be doing some work with that $30/30/30/10$ rule that restaurants often use to calculate prices. Just a reminder that each of those numbers refer to a percent of the menu price. First, we’ll do a quick review. Write $\frac{1}{10}$ on the board and have the class turn to a partner and discuss what it means. Walk around and listen to the different ways your students explain $\frac{1}{10}$. 
Ask for a few volunteers to share what they talked about. Record student responses on the board. Students may say things like, “A pie divided into ten pieces with one piece colored in.” Eventually, you want to get to: “1/10 means you have some whole and it is divided into 10 equal parts/pieces. And we are talking about one of those parts/pieces.”

If students have not already raised equivalent ways of writing one-tenth, say, “There are other ways to say or write 1/10. Let’s see how many we can come up with.”

Students may say things like, “One out of 10, .10, 10%, ...”

Ask students how .10 fits our definition of 1/10. Consider where we often see .10 in our lives. $0.10 is 1/10 of $1. If you divide the value of $1 into ten equal pieces, each piece would be .10. $0.10 is a dime and there are ten dimes in one dollar.

Similarly, 100% is the whole. That is 100% of our plates. If you divide 100% into ten equal parts, each part is 10%. Let’s say we have 360 plates in our restaurant. If we divide those 360 plates into ten equal groups, how many would be in each group?

Thirty-six. $360 \div 10 = 36$

You can draw the following on the board to help all students see:

<table>
<thead>
<tr>
<th>36</th>
<th>36</th>
<th>36</th>
<th>36</th>
<th>36</th>
<th>36</th>
<th>36</th>
<th>36</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Once we determine 10% of a number, we can use that information to figure out other percents. For example, if 10% of 360 is 36. What would 20% be?

10% — 36 plates
20% — 72 plates

How could we find 60% of 360?

10% + 10% + 10% + 10% + 10% + 10% = 60%
36 + 36 + 36 + 36 + 36 + 36 = 216. (Or $36 \times 6 = 216$)
We are going to be doing some work to understand how the menu price for an item is calculated from the food cost, which is where 30% of the money that comes into a restaurant usually goes. First, let’s review/practice using 10% to find 30%.

Distribute the Using Benchmarks to Calculate Percents worksheet and ask students to fill in the table.

There may be students who already know that when you divide any number by ten, you can move the decimal point one place to the left. At first, let students divide it any way they can, including using a calculator. After they have completed the table, you can ask the whole class to see what they notice when they look at the 100% (Whole) column and the 10% column. This will give all students a chance to practice using the calculator, more time to think about what they are actually doing when they move the decimal (dividing by ten) and then to identify a pattern that will let them make more efficient calculations in the future.

Once they are done, have students check their answers with a partner.

The Setting Menu Prices worksheet presents the menu price situation in terms of a function. Functions are emphasized in recent high school equivalency exams, where they are often presented in workplace situations. We can use functions to show the relationship between two quantities. The repeated step of dividing by 30% to get the menu price shows a relationship between food cost and the menu price which we can represent with the function:

\[ \frac{c}{.30} = p \]

The variable \( c \) represents the food cost, which works as the input in this function. The variable \( p \) is the menu price and works as the output. We put each item’s food cost into the function, run the calculation and we get the menu price as our answer.

For a complete set of lessons introducing functions to adult education students, see the CUNY HSE Curriculum Framework (www.collectedny.org/hseframework).

Restaurant managers use the 30/30/30/10 rule as a guide to help them set menu prices in their restaurants. When following the rule, they know that the food cost should be 30% of the menu price. In order to find out the menu price, they need to figure out what 100% would be if the food cost is 30%. In order to do this, many restaurants use the function: *Food cost divided by 30% equals the menu price.*
17. Hand out the Setting Menu Prices worksheet.

18. Review answers with students.

- Questions 1-2 use food cost as the input in order to calculate the menu price. Veggie burger and chips, $6.00 & Fried chicken dinner, $10.00

- Notice that Question 3 requires students to find out the food cost given the menu price. The fish sandwich has a food cost of $1.50. Some students may give an answer of $16.67 as the menu price. Really? But isn’t the menu price $5.00? We encourage you to let students struggle a bit with this one before providing help. Can they use the work they did in the Benchmarks Percent worksheet to help answer this question?

- Ask for volunteers to share their menu items and food costs from question 4. Students should feel free to estimate the food cost. Ask the rest of the class to figure out the menu prices for these items.

- In Question 5, students should complete the table with missing values. For most of the items, they will need to divide the food cost by 30% to get the menu price. Notice that they will need to move the opposite direction for the milkshake and the pizza slice. Some students may want to continue dividing by .30 and write $5.00 as the food cost for the milkshake. You might ask, How much are you charging for the milkshake on the menu? $1.50. Okay, how much does it cost to make the milkshake? $5.00? Does it seem right that it costs more to make the milkshake than what you charge? No. So, if the price is $1.50, how much do you think it costs to make it? Whatever the food cost is has to be divided by .30 to get $1.50. What number divided by .30 equals 1.50?

- In Question 6, students should calculate the profit on 4 of the menu items from the table in Question 5. If students finish early, they can do calculations for the rest of the items.

19. Optional: Watch the Real-Life Math Chef and Restaurant Manager videos together in class or assign videos to students to watch outside of class. Assign the restaurant manager video to half the class and the chef video to the other half. As students watch, they should think about the types of mathematics that these two people use in their daily work. Ask them to take notes to share with the class. (Note that there are additional classroom materials at the links below.)

- Real-Life Math: Chef

- Real-Life Math: Restaurant Manager
Distribute *Pricing Orders for a Catering Business, Part One*. Have students read it and make sure the instructions are clear.

Distribute *Wholesale Food Order Spreadsheet, with Coffee Spill* and give students five minutes to record what they notice and what they wonder. Ask students to work solo on this—they will have time to collaborate soon.

After about 3 minutes, if students haven’t moved on to wondering, prompt them to do so.

After five minutes, ask students to take a couple of minutes and share what they noticed and what they wonder with a partner.

In a whole class discussion, have students share what they noticed and what they wonder. Record their observations and questions on the board. Here are some things they might notice:

- There are different measurements used in the Units column and in the Serving size column (packs, cups, tablespoons, lbs., fl. oz, quarts, slices, etc.)
- Hot dogs are the most expensive item on the list
- More than half of the Costs per Serving are missing. The Servings per Unit for the last 5 items is missing for the chart.

If no one notices that the Unit Cost divided by the Servings per Unit gives the Cost per Serving, you might give students a few more minutes with their calculators to see if they observe any relationships between the numbers in each row. If students don’t realize the connection, you can remind them that on the *Food Cost and Menu Prices* worksheet, they were dividing the Wholesale Cost per Unit by the number of items in the unit to get the Cost per Serving.

Here are some things they might wonder:

- Can we figure out the missing numbers?
- What does Wholesale Cost per Unit/Serving Size/Servings per Unit/Cost per Serving mean?
- Why are the items so cheap?

At this point in the lesson, it is important to only answer the questions that are about clarifying what is in the table. Questions about the missing numbers should be allowed to linger.
26 If the question doesn’t come up, thank your students for their thoughtful questions, and ask for them help solving a question you have: We are on our way to this meeting and we need the information lost by the coffee spill. Can we use the information in the table and fill in the missing numbers?

27 Have students get into groups of 2-3, but ask them to work individually for a few minutes first. This will give students to have a moment to make their own sense of things.

28 Once group work begins, walk around the room and look for students who may be struggling. Here are some things to look out for:

- Students may need some support understanding what each of the columns in the chart mean.

- Students who are working on cheese and divide the Wholesale Cost per Unit ($9.50) by the Servings per Unit (80) and get 0.11875 for the cost per serving. Teachers can refer students back to the earlier conversation during the Food Cost and Menu Prices worksheet.

- Students working on the turkey slices will need to know that there are 16 ounces in a pound.

- Students who need more support making the connection between their work on the Food Cost and Menu Prices worksheet and how the Cost per Serving is calculated.

29 If any students finish early, this question can help extend the problem for them, while keeping them engaged with the same activity:

Design a sandwich using any of the items from the Wholesale Food Order Spreadsheet. Determine the menu price for your sandwich.

This question requires students first calculate the food cost and then use that number to calculate the menu price.

30 Now that we have a complete Wholesale Food Order Spreadsheet, we are ready to take orders from customers. Hand out Pricing Orders for a Catering Business, Part Two with the HSE Catering Menu (back to back). Each group will now get an order from a client. Give each group order A, B, or C. Some groups will probably have the same order, but you may want to have them work in separate parts of the room, at least at first.

31 You can use the Support and Push Cards to help students who need more support and extend the problem for students who move quickly through the initial activity. We recommend cutting out the cards in advance, so that you can give them out quickly in response to the progress you see in different student groups.
Possibilities for reviewing student work:

- If two student groups had the same order, ask them to check with each other to see if they came up with the same total price in their quote. If not, ask them to find out why.

- Students can make posters to present their calculations and explain their pricing to the rest of the class as if they were the client.

The following list showing the food cost and menu price for different items is for teacher’s reference in reviewing student work.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Food Cost</th>
<th>Menu Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheeseburger</td>
<td>$1.54 (bun $.31, patty $.56, cheese $.12, tomato $.25, chips $.30)</td>
<td>$5.13</td>
</tr>
<tr>
<td>Veggie Burger</td>
<td>$1.80 (bun $.31, patty $.82, cheese $.12, tomato $.25, chips $.30)</td>
<td>$6.00</td>
</tr>
<tr>
<td>Turkey Sandwich</td>
<td>$1.30 (bread $.28, turkey $.50, cheese $.12, tomato $.25, potato $.15)</td>
<td>$4.33</td>
</tr>
<tr>
<td>Hot Dogs</td>
<td>$.96 (hot dogs $.67, buns $.29)</td>
<td>$3.20</td>
</tr>
<tr>
<td>Salad</td>
<td>$.88 (lettuce mix $.63, tomato $.25)</td>
<td>$2.93</td>
</tr>
<tr>
<td>Soda</td>
<td>$.26</td>
<td>$.87</td>
</tr>
<tr>
<td>Iced Tea</td>
<td>$.28</td>
<td>$.93</td>
</tr>
<tr>
<td>Water</td>
<td>$.10</td>
<td>$.33</td>
</tr>
<tr>
<td>Ice cream</td>
<td>$.25</td>
<td>$.83</td>
</tr>
<tr>
<td>Cake</td>
<td>$.37</td>
<td>$1.23</td>
</tr>
</tbody>
</table>
Food Cost and Menu Prices

In order to make a profit, restaurant managers have to make sure they have money left over after buying food, paying rent and utilities and paying employees. But how do they know how to set menu prices and determine how much profit they will make?

If everything is working well, restaurants often use the following breakdown for how to spend the money that comes in:

- 30% goes to food cost
- 30% goes to overhead
- 30% goes to payroll
- 10% goes to profit

Determining Food Cost

When a restaurant wants to put a new item on its menu, they first determine the wholesale cost of the food in the item.

For example, let’s say a restaurant wants to sell a veggie burger with a side of potato chips. The food cost is the amount of money the restaurant spends on food supplies to make that dish. The recipe calls for 1 bun, 1 tomato slice (¼ of a tomato), 1 veggie burger patty, and ¼ pound of cheddar cheese. Use the chart below to calculate the total food cost for the veggie burger.

Wholesale prices are included below for the items in this dish.

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Wholesale Cost per Unit</th>
<th>Cost per Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buns</td>
<td>$2.50 per pack of 8 buns</td>
<td>$2.50 ÷ 8 = .3125 = $.31</td>
</tr>
<tr>
<td>Veggie Burger Patties</td>
<td>$9.80 per pack of 12 patties</td>
<td></td>
</tr>
<tr>
<td>Tomatoes</td>
<td>$1.00 per tomato</td>
<td></td>
</tr>
<tr>
<td>Cheese</td>
<td>$9.50 per 10 pound block</td>
<td></td>
</tr>
<tr>
<td>Potato Chips</td>
<td>$12.00 for 40 small bags</td>
<td></td>
</tr>
</tbody>
</table>

Is this the price the restaurant should charge for the veggie burger? Why or why not?
Using Benchmarks to Calculate Percents

There are different ways to calculate percents. One way is to use common percents called benchmarks. 50%, 25% and 10% are all common benchmark percents. Let’s focus on 10%.

10% is equivalent to .10 or 1/10. Each of these mean we are talking about a whole divided into ten equal parts.

Let’s imagine we have a total of 360 plates in our restaurant. That 360 represents 100% of the plates we have. If we divide those 360 plates into 10 equal groups, we would have 10 groups of 36. (360 ÷ 10 = 36)

<table>
<thead>
<tr>
<th>36</th>
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<th>36</th>
<th>36</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
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<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

So we can see that 10% of 360 is 36. Once we determine 10% of a number, we can use that information to figure out other percents. For example, if 10% of 360 is 36 plates, 20% would be 72 plates. 30% would be 108 plates, etc.

(continued on next page)
In this exercise, you will use the benchmark of 10% to determine 30% of a number. Complete the table.

<table>
<thead>
<tr>
<th>100% (Whole)</th>
<th>10%</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>50</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.00</td>
<td></td>
<td>1.80</td>
</tr>
</tbody>
</table>
Section 9

Setting Menu Prices

When figuring out how much to charge for an item on the menu, many restaurants use the following function: *Food cost divided by 30% equals the menu price* or \[ \frac{c}{.30} = p \], where \( c \) is the food cost and \( p \) is the menu price.

1. Using this function and your work from page 1, what should the menu price be for the veggie burger and chips? Explain how you determined your answer.

2. Let’s say the food cost of a fried chicken dinner is $3.00. What should the menu price be? How do you know?

3. When you are looking at the menu in a restaurant, you might wonder what the food cost is for a particular menu item. For example, if a fish sandwich is listed in a menu for $5.00, about how much is the food cost of that sandwich? How do you know?

4. Make up your own menu item for a restaurant you might open. Decide on the food cost and calculate the menu price.
Functions are a big part of high school equivalency exams. We can use functions to show the relationship between two quantities.

The function above can be used to describe the relationship between the food cost and the menu price of various food items. Use the rule to complete the function table below.

**RULE:**

\[
\frac{c}{.30} = p
\]

*(Food cost divided by 30% equals the menu price)*

<table>
<thead>
<tr>
<th>Menu Item</th>
<th>Food Cost (c)</th>
<th>Menu Price (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubble Tea</td>
<td>$0.90</td>
<td>$3.00</td>
</tr>
<tr>
<td>Lasagna</td>
<td>$2.40</td>
<td></td>
</tr>
<tr>
<td>Burrito</td>
<td>$1.65</td>
<td></td>
</tr>
<tr>
<td>Taco</td>
<td>$0.45</td>
<td></td>
</tr>
<tr>
<td>Potato salad</td>
<td>$0.30</td>
<td>$1.00</td>
</tr>
<tr>
<td>Baked Ziti</td>
<td>$1.05</td>
<td>$1.50</td>
</tr>
<tr>
<td>Milkshake</td>
<td></td>
<td>$1.50</td>
</tr>
<tr>
<td>Ramen</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Pizza slice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If all is going well, using the 30/30/30/10 rule, 10% of the menu price would go towards profit. Choose 4 menu items from the table above and calculate the profit for each one.
Pricing Orders for a Catering Business, Part One

Congratulations, you have started your very own catering business! A local business would like to hire you to provide food for their annual company picnic. They are looking to provide sandwiches, sides, beverages and dessert for 50 people.

You are on your way to meet with the client to go over your menu, discuss their order and calculate a total price quote. But, oh no! You spill coffee on your Wholesale Food Order Spreadsheet, which has information you will need to calculate your food costs and your menu prices.

Take a look at the Wholesale Food Order Spreadsheet.

<table>
<thead>
<tr>
<th>I notice...</th>
<th>I wonder...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Wholesale Food Order Spreadsheet

<table>
<thead>
<tr>
<th>Ingredients/Menu Items</th>
<th>Unit</th>
<th>Wholesale Cost per Unit</th>
<th>Serving Size</th>
<th>Servings per Unit</th>
<th>Cost per Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cake, half sheet</td>
<td>54 servings</td>
<td>$20.00</td>
<td>1 piece</td>
<td>54</td>
<td>$0.37</td>
</tr>
<tr>
<td>Cheese</td>
<td>10 lb.</td>
<td>$9.50</td>
<td>2 ounces</td>
<td>80</td>
<td>$0.12</td>
</tr>
<tr>
<td>Hamburger buns, whole grain</td>
<td>pack of 8</td>
<td>$2.50</td>
<td>1 bun</td>
<td>8</td>
<td>$0.31</td>
</tr>
<tr>
<td>Hamburger patties</td>
<td>pack of 48</td>
<td>$27.00</td>
<td>1 patty</td>
<td>48</td>
<td>$0.56</td>
</tr>
<tr>
<td>Hot dog buns, whole grain</td>
<td>pack of 24</td>
<td>$3.50</td>
<td>2 buns</td>
<td>12</td>
<td>$0.29</td>
</tr>
<tr>
<td>Hot dogs</td>
<td>pack of 24</td>
<td>$8.00</td>
<td>2 hot dogs</td>
<td>12</td>
<td>$0.67</td>
</tr>
<tr>
<td>Ice cream</td>
<td>5 quarts</td>
<td>$5.00</td>
<td>1 cup</td>
<td>20</td>
<td>$0.25</td>
</tr>
<tr>
<td>Iced tea cans</td>
<td>36 pack</td>
<td>$10.00</td>
<td>1 can</td>
<td>36</td>
<td>$0.28</td>
</tr>
<tr>
<td>Ketchup</td>
<td>114 fl. oz.</td>
<td>$4.00</td>
<td>1 tablespoon</td>
<td>228</td>
<td></td>
</tr>
<tr>
<td>Lettuce mix</td>
<td>1 lb.</td>
<td>$5.00</td>
<td>2 ounces</td>
<td>8</td>
<td>$0.63</td>
</tr>
<tr>
<td>Mayonnaise</td>
<td>128 fl. oz.</td>
<td>$7.00</td>
<td>1 tablespoon</td>
<td>256</td>
<td>$0.03</td>
</tr>
<tr>
<td>Mustard</td>
<td>105 fl. oz.</td>
<td>$4.25</td>
<td>1 teaspoon</td>
<td>630</td>
<td>$0.01</td>
</tr>
<tr>
<td>Potato chips</td>
<td>pack of 40 bags</td>
<td>$12.00</td>
<td>1 bag</td>
<td>40</td>
<td>$0.30</td>
</tr>
<tr>
<td>Potatoes</td>
<td>10 lb.</td>
<td>$6.00</td>
<td>4 ounces</td>
<td>40</td>
<td>$0.15</td>
</tr>
<tr>
<td>Salad dressing</td>
<td>128 fl. oz.</td>
<td>$7.00</td>
<td>2 tablespoons</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>Soda cans</td>
<td>35 pack</td>
<td>$9.00</td>
<td>1 can</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Tomatoes</td>
<td>10 tomatoes</td>
<td>$10.00</td>
<td>1/4 of tomato</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey sliced, oven rstd</td>
<td>3 lb.</td>
<td>$8.00</td>
<td>3 ounces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veggie burger patties</td>
<td>pack of 12</td>
<td>$9.80</td>
<td>1 patty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water bottles</td>
<td>40 pack</td>
<td>$4.00</td>
<td>1 bottle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole grain bread</td>
<td>loaf with 16 slices</td>
<td>$2.25</td>
<td>2 slices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pricing Orders for a Catering Business, Part Two

Now that you have your full Wholesale Food Order Spreadsheet, you are ready to hear your client's order.

Using Wholesale Food Order Spreadsheet and your client's order, your task is to complete the HSE Catering Menu and determine the total price quote for your client.

USE THE SPACE BELOW TO DO ALL YOUR CALCULATIONS:
Client Catering Orders

Make copies of this sheet and cut out the orders below. You will need one order per group. Some groups may have the same order.

<table>
<thead>
<tr>
<th>Order A</th>
<th>Item</th>
<th># of Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cheeseburger</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Veggie Burger</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Turkey Sandwich</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Hot Dogs</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Salad</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Soda</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Iced Tea</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Water</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Ice cream</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Cake</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Order B</th>
<th>Item</th>
<th># of Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cheeseburger (includes bun, patty, cheese, tomato and potato chips)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Veggie Burger (includes bun, patty, cheese, tomato and potato chips)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Turkey Sandwich (includes bread, turkey, cheese, tomato and potato salad)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Hot Dogs (includes two hot dogs and buns)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Salad (includes lettuce mix and tomatoes)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Soda</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Iced Tea</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Water</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Ice cream</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Cake</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Order C</th>
<th>Item</th>
<th># of Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cheeseburger (includes bun, patty, cheese, tomato and potato chips)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Veggie Burger (includes bun, patty, cheese, tomato and potato chips)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Turkey Sandwich (includes bread, turkey, cheese, tomato and potato salad)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Hot Dogs (includes two hot dogs and buns)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Salad (includes lettuce mix and tomatoes)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Soda</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Iced Tea</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Water</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Ice cream</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Cake</td>
<td>25</td>
</tr>
</tbody>
</table>
### HSE Catering Menu

This is our menu for company picnics and other corporate events. Please choose the items and quantity you would like for your event. We will provide an estimated cost of your event within 24 hours.

<table>
<thead>
<tr>
<th>Item</th>
<th># of Servings</th>
<th>Menu price</th>
<th>Total Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LUNCH MENU</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheeseburger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veggie Burger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey Sandwich</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot Dogs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BEVERAGES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iced Tea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DESSERT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice cream</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cake</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Price Quote**
Support and Push
For Pricing Orders for a Catering Business

Cut out these cards before class. Share a card with a group of students only if they need it to keep working productively.

**SUPPORT**

- What is the food cost for each ingredient in the cheeseburger?
- What's the difference between food cost and menu price?

**PUSH**

- If everything is going well, your profit should be 10% of the menu price. What would be your profit for this job?
- Your client wants to know exactly how you calculated your total price quote. On a piece of newsprint, explain your method in a way your client will understand.

- Your client reviewed your proposal for the catered picnic and has determined that the price is beyond their budget. As a group, consider whether you can offer a lower price. How much lower would you be willing to go? Explain your reasoning.
- Your client reviewed your proposal for the catered picnic and has determined that the price is beyond their budget. What 2 suggestions could you make to the client that would lower the total price quote? Explain your reasoning.
In this series, students learn about starting a business from a number of different angles. They perform calculations using statistics about small business employment in New York City. They read narratives from New Yorkers who have started their own businesses. And they practice using some of the online services available to New Yorkers hoping to open their own businesses.

**ACTIVITIES IN THIS SERIES**

- **10.1 • Calculating with Percents: Small Businesses in New York City**
- **10.2 • Small Business Narratives in Hospitality, Recreation and the Arts**
- **10.3 • The Nuts and Bolts of Launching a Business**
Calculating with Percents: Small Businesses in New York City*

Students read a brief passage about small business employment in New York City, perform calculations using percents drawn from information in the passage, and interpret pie charts and bar graphs.

PREP

- This activity requires prior knowledge of calculating with percents.
- Complete all worksheets for this activity to be used as answer keys.
- Be prepared to discuss the terms: Self-employed, small business owner, owner-operator, entrepreneur

MATERIALS

- Prediction Guide: Types of Businesses in NYC worksheet, cut along the dashed lines
- Types of Businesses in NYC worksheet
- Pie Chart: New York City Businesses worksheet
- Bar Graph: Change in Number of NYC Businesses, 2001-2012
- Bill’s Report worksheet

EXPLAIN

1 When many people consider career choices, they think about getting hired by a company or organization, but working for oneself is an option too. What is a term for someone who works for themselves?
   > Self-employed, small business owner, owner-operator, entrepreneur.

2 Why would someone want to open their own business?
   > You are your own boss. You make all the decisions—set the hours, can choose your own clients and decide how big or small the business becomes.
   > Passion for a project! Some people start their own business out of a passion to serve a particular population by providing a specific service—sometimes one that might not yet exist, or is lacking in a particular area.

*RAENs will provide regional adaptations.
Some qualified workers who have had difficulty getting hired by employers for a variety of reasons, including their appearance, past experiences or other factors, can become very successful entrepreneurs. Sometimes the factors that deterred employers from hiring them make them especially appealing to clients, for example, women-owned construction companies or businesses owned by formerly incarcerated workers.

What might be especially challenging about owning your own business?

- Everything rests on you. In addition to becoming an expert in the service you provide, you also need to know a lot about and be good at running a business. You’re responsible for paying yourself and any employees, making sure people who sell you materials or services are paid on time, finding the best prices for materials and services you’ll need, finding clients, advertising, and more!

- For one-person businesses, if you are unable to work, for example due to illness, personal reasons or vacation, your business may be closed and may not generate revenue—or you may need to find a way to cover your absence or generate income while you are away.

- For businesses with more than one employee, you are responsible for hiring, training and terminations. You’re responsible for understanding labor laws and ethical practices—how much employees should be paid, what benefits they should receive, managing their schedules, preparing their tax forms and more.

Ask students to write down the names and/or services of businesses in their neighborhood that might be owned by entrepreneurs. Entrepreneurs may be the only employee of their business, or they may employ others. When students are finished writing the names of small businesses and business owners, ask them to share some of them with the class and write them on the board.

Examples can include bodegas, “Mom and Pop” pharmacies, hardware or other stores, laundromats, dog walkers, babysitters and nannies, handypersons, accountants, restaurant owners (restaurateurs) and caterers.

Distribute the Prediction Guide: Types of Businesses in NYC. Don’t worry if you don’t know the answer—take a guess. By the end of the lesson you will learn the correct answers.
Once they’re done, ask students who thinks they have the highest percentage for the first question. Take notes on the board. Then ask if anyone has an answer that is higher. Continue until you have the highest guess for the first question. Then do the same to get to the lowest. Continue this for the remaining questions. You will return to this sheet at the end of the lesson.

Distribute *Types of Businesses in NYC*. Ask students to work individually to complete the handout. Once they are done, ask them to talk about the passage with a partner. Write the passage on the board and fill in the blanks one by one. If there is disagreement, ask students to discuss their answers until there is consensus.

The passage reads:

*New York City is a city of small businesses. Of the approximately 220,000 businesses located in the City, 98% are small (fewer than 100 employees) and 89% are very small (fewer than 20 employees). These businesses already employ nearly half of the City’s workforce and they are growing. Very small businesses were responsible for nearly a quarter of the new hires in the City between 2007 and 2012.*

Ask students to underline other numbers and/or measurements in the paragraph: Fewer than 100, 89%, nearly a quarter, etc.

Ask your students to consider this statement: “Of the approximately 220,000 businesses located in the City, 98% are small.” What does 98% mean? Can someone explain it without using the word “percent”? This is a way to get a sense of your students’ understanding of percents. Look for students to explain that almost all businesses in New York City are small. Hopefully, one of your students will say that 98 out of every 100 businesses are small. If no one says this, this is an opportunity to explain the meaning of **per cent** (“for every 100”). Then, see if anyone knows how to find out the number of small businesses in New York City.

\[ 0.98 \times 220,000 \]

Distribute *Pie Chart: New York City Businesses*. Ask students to work on it independently for five minutes before allowing them to work in groups of 2-3.

When students are finished, share the answer key you've prepared to review their responses. Ask who might use a graph like this.
12 Distribute *Bar Graph: Change in Number of NYC Businesses, 2001–2012*. Ask students to take a few minutes to try to understand what kind of information is in the graph. Give them a few more minutes to share with a partner. Bring the class together and ask the following questions:

**In your own words, what do the numbers on the left side of the graph (vertical) mean?**

- Groupings of businesses according to the number of employees they have.

**In your own words, what do the numbers along the bottom of the graph represent?**

- The percent change in the number of businesses in each category between 2001 and 2012.

I want to have a better understanding of how this works. Who can explain what this graph tells us about businesses of 10-19 employees?

- In 2012 there were 7% more businesses employing 10-19 people than there were in 2001.

13 Ask students to write the following statement underneath the graph:

**Write at least three true statements, based on the information in this graph.**

14 Ask students to write their statements on their own. As they finish, ask them to share with a partner. Do they agree that all the statements are true? Then see if they can write a few more true statements together.

15 Write the following statement on the board:

**Between 2001 and 2012, businesses with the largest number of employees experienced the greatest growth.**

16 Ask students to talk in groups of 2-3 and decide if the statement is true or false. Ask them to be prepared to explain their answer. If they think the statement is false, they should re-write it to make it true.
Take a vote and see how many students think the statement is true and how many think it is false. Have students on both sides explain their reasoning.

There are many ways to answer this question. Here is one possible response:

- The statement is false. There was a 3% decrease in the number of businesses with 1000+ employees. The categories of businesses with the largest increases were businesses with 5-9 employees (a 15% increase) and businesses with 1-4 employees (a 11% increase).

After a few students have explained their thinking, take another vote. If many students still think it is true, explain why it is false.

Return to the Prediction Guide and ask students to correct their original answers based on their work in today’s lesson.

**OPTIONAL ACTIVITY: Bill’s Report**

Ask students to get into groups of 2-3 and discuss the worksheet. There are two levels of answers here:

- We know that the total number of businesses cannot be more than 220,000, but according to Bill’s graph there are 415,800 businesses in NYC. Also, a full pie chart represents 100%—here we have 189%. Also, since pie charts represent 100%, the 98% should be almost the whole thing, not about half.

- The root of Bill’s misunderstanding is that the very small businesses are a subset of small businesses. So the 89% is part of the 98%. A better version of the graph might just show small businesses (98%) vs. large businesses (2%). The graph in the previous pie chart worksheet would also work.
Prediction Guide: Types of Businesses in NYC

1. What percentage of businesses in NYC employ more than 100 people?
2. What percentage of businesses in NYC employ less than 100 people?
3. What percentage of businesses in NYC employ less than 20 people?
4. How many businesses are there in NYC?
Types of Businesses in NYC

Use each of the following to fill in the blanks in the passage below.

New York City is a city of small businesses. Of the approximately _________________
businesses located in the City, _________________ are small (fewer than 100
employees) and 89% are very small (_______________ employees). These
businesses already employ _________________ of the City’s workforce and they are
growing. Very small businesses were responsible for nearly a quarter of the new hires in
the City between 2007 and _________________ .

This passage was adapted from http://www1.nyc.gov/assets/smallbizfirst/downloads/pdf/small-business-first-report.pdf
New York City is a city of small businesses. Of the approximately 220,000 businesses located in the City, 98% are small (fewer than 100 employees) and 89% are very small (fewer than 20 employees). These businesses already employ nearly half of the City’s workforce and they are growing. Very small businesses were responsible for nearly a quarter of the new hires in the City between 2007 and 2012.
1. How many NYC businesses have fewer than 100 employees? Show your work.

2. How many NYC businesses have more than 100 employees? Show your work.

3. How many NYC businesses have fewer than 20 employees? Show your work.

4. Fill in missing information in the pie chart above.

5. Which title for this graph do you think is best? Write it above and be prepared to explain your choice.
   A. Businesses in New York City
   B. New York City Employment
   C. Small Businesses Strengthen New York City’s Economy
Bar Graph: Change in Number of New York City Businesses, 2001-2012

- 1000+ Employees: 3%
- 500-999 Employees: 1%
- 250-499 Employees: 0%
- 100-249 Employees: 0%
- 50-99 Employees: 6%
- 20-49 Employees: 6%
- 10-19 Employees: 7%
- 5-9 Employees: 15%
- 1-4 Employees: 11%

Percentage Change in Number of Establishments, 2001-2012

Source: U.S. Census Bureau, County Business Patterns

This chart is from http://www1.nyc.gov/assets/smallbizfirst/downloads/pdf/small-business-first-report.pdf
Bill’s Report

Bill works for the City of New York. His boss asked him to create a graph that showed the breakdown of the kinds of businesses in the city to show that it is important for New York City’s government to support small businesses. He checked over his work and didn’t see any mistakes, but he feels like there is something wrong. He brings it to you for help.

What problems do you see in Bill’s graph?
**Small Business Narratives in Hospitality, Recreation and the Arts**

Students read narratives of people who started their own businesses in Hospitality, Recreation and the Arts, then consider the steps necessary to open those businesses.

**PREP**

Write the following questions on the board:

1. **What products or services does the business provide?**
2. **Why did the owner start this business (or businesses)?**
3. **What steps do you think the entrepreneur took to open this business?**

**MATERIALS**

- *Kaiser Kemal: Artist Run Gallery* article
- *Kabir’s Food Cart* article
- *Bringing Books to the Bronx* article

**EXPLAIN**

1. We’re going to read about people who have started their own businesses in Hospitality, Recreation and the Arts and we’re going to consider what it takes to start a business. Do you know anyone who runs their own business—someone in your family, a neighbor?

2. Divide the class into three groups and assign each group one of the articles to read. As they read, students should underline parts of the article that address questions #1 and #2 on the board.

3. When they are finished reading, students should discuss the article as a group and write answers to #1 and #2 on a piece of paper.
4 Ask students to share their responses, noting that some of the businesses highlighted are well established and others are in the start-up phase of development.

5 Ask students to discuss in their group the steps that they think are required to start this business, and write the list of required steps to answer #3 on their sheets. Some of the steps are mentioned in some of the articles, and others will need to be identified by students’ close consideration of what it takes to start a business. What are all the steps the business owner needed to take to bring their business from idea to opening day?

▷ There are dozens of steps a business owner needs to take to become a fully operating business, depending on the type of product or service being offered. Some of the steps for developing a Hospitality, Recreation and the Arts business include: identifying a community need, identifying a service you can provide to address that need, developing a name for the business, securing a location, if appropriate, deciding on fees for the service, advertising the service and lots more!

6 When groups are finished writing their lists, ask them to share with the class and write the steps on the board.

7 In New York City, there are over 6,000 rules that businesses have to comply with. (Not all 6,000 apply to the same business!) To make it easier for New Yorkers to start businesses, there are many free city services that help future business-owners know what they need to do to open up shop and remain a vendor in good standing with the city. There are free courses in how to file the proper legal documents, how to secure funding, even how to compete to have the City of New York as a customer for minority or women-owned businesses. The Office of Small Business Services offers courses in these and other topics. Some of these resources appear on the next page.
Assistance from the City of New York to Start a Business

New York City's Office of Small Business Services offers free courses in all five boroughs to help New Yorkers open small businesses.


New York City has business services specifically designed to help immigrants open small businesses.


There are also resources customized for women starting their own businesses.

https://we.nyc/
Kaiser Kemal: Artist Run Gallery

Long Island City, Queens

Adapted from https://www.queensny.org/qedc/business/programs/entrepreneurial_assistance_progr/

Business partners and artists Kaiser Kamal and Alam Tipu began their friendship over a decade ago as art students in Bangladesh. After moving to NYC to pursue their art careers, they found themselves increasingly collaborating on design projects for small Bangladeshi businesses and for other immigrant business owners in Queens who were in need of graphic, web, logo and packaging support.

A lightbulb went off: they decided to create a business that combines their interest in freelance design work with their passion for art by connecting their extensive social and professional artist community with their growing number of design clients. The result is ArtistsRun Gallery—a diverse, grassroots art gallery and design business Long Island City that’s run by artists and serves a diverse and “glocal” (global/local) community of artists and art lovers operating outside of the Manhattan/Chelsea gallery scene.

“We’re the only Bengali-run art gallery and design space in NYC, and we reach clients who don’t know where to go for high-quality design work and who can’t afford the services of high end art galleries in Manhattan. Many of our clients are Bengali immigrants, but we’ve already expanded our base to other immigrants and New York natives,” Kaiser explained to his Queens Economic Development Council (QEDC) mentor. “We also help up and coming artists gain exposure in NYC, which is difficult to do if you are new to this city.”

To help artists create, produce, exhibit, study and survive as artists in Queens, the organization offers services as a gallery and as a studio. The gallery offers professional art in a variety of styles and media—including drawing, painting, sculpture and video installation—and provides a unique opportunity for international artists to be introduced to the NYC art market. The gallery’s activities include invitational shows, exchange exhibits with other galleries, art competitions, educational workshops and art demonstrations.
On the design-end, ArtistRun’s studio services are vast and growing—including graphic and web design, banner, sign and magazine printing, social media and digital marketing, photography and commercial film. “There is definitely a hunger for art and for high-quality design work in Queens that’s been overlooked and that we are serving with our business,” Kaiser pointed out during a QEDC follow-up meeting in May 2014.

Kaiser’s relationship with QEDC started in October 2013, at the same time that he and Tipu launched ArtistRun Gallery in Long Island City with their third partner, ceramist Bishwajit Chawdhury. A student in the Entrepreneur Assistance Program (EAP), a ten-week training course that helps entrepreneurs develop their business, operations and marketing strategy, Kaiser has utilized the expertise of QEDC staff throughout his first year as a start-up. And it’s paid off.

In under six months, Kaiser hired two part-time staff members to meet their customer demand, and has hosted six art exhibitions with openings attended by hundreds of artists and art lovers. The design team has grown their customer base to 50 clients, and by the end of 2014, they plan to hire a full-time staff person to focus on sales and marketing in order to grow this customer base and sustain them into their second year. “Our next goal is to find one or two large clients, a company or agency that needs a lot of regular design work, which will inject capital into our business,” he discussed, while outlining his teams primary challenges and aims.

By promoting the mission that art should be accessible to people of all backgrounds, no matter their ethnicity, income or place of residence, and by creating exposure for upcoming immigrant and native NYC artists, ArtistRun has two bottom-lines: to create a sustainable operation through their design services and gallery art sales, and to topple economic and social barriers to accessing art and artist networks in NYC. As Kaiser put it: “We want to create an opportunity for art lovers to become art collectors, by maintaining quality and affordability.”

For more information on ArtistRun Gallery’s monthly exhibitions and events, check their website: http://artistrungallery.com/ •
Kabir’s Food Cart

By Tejal Rao


It’s 6:00 on a Wednesday morning, and Kabir Ahmed steps softly around his small, second-story apartment in Jamaica, Queens. He is late, but careful not to wake his wife and their three children, or his mother, who will be up in an hour to say prayers and cook breakfast. He puts on his baseball hat, slides his feet into rubber clogs and hurries out without coffee.

Mr. Ahmed, 46, is in the business of chicken and rice. He immigrated from Bangladesh 23 years ago, and is now one of two partners in a halal food cart that sets up on Greenwich Street close to the World Trade Center, all year long, rain or shine. He is also one of more than 10,000 people, most of them immigrants, who make a living selling food on the city’s sidewalks: pork tamales, hot dogs, rolled rice noodles, jerk chicken.

These vendors are a fixture of New York’s streets and New Yorkers’ routines, vital to the culture of the city. But day to day, they struggle to do business against a host of challenges: complex city codes and regulations on street vending, large fines for small violations (like setting up an inch too close to the curb) and the occasional rage of neighboring businesses or residents. Not to mention the weather, the whims of transit and foot traffic, and the trials of standing for hours, often alone, with no real shelter or private space.

“What’s hard about this job?” Mr. Ahmed says. “Everything is hard. If I get old, I can’t do it anymore.” The work is both demanding and routine. Mr. Ahmed commutes five or six days a week, clocking eight-hour shifts. His ride into Lower
Manhattan is just over an hour, so if he can find a seat on the E train, he sleeps, squashed between the bodies of strangers, or watches part of a movie on his phone. But today, Mr. Ahmed checks his email first, hoping for news from one of the preschools processing the application of his youngest child, Karen.

By 7:15 a.m., he has reached his usual spot, which he found three years ago by word of mouth: a wide stretch of sidewalk in front of a bank that gets hectic around noon when a mix of Wall Street bankers and construction workers, students and tourists are all looking to spend $5 or $6 on a fast, hot lunch.

Like many cart owners, Mr. Ahmed hires someone to deliver the cart to him every morning and return it to a garage each night. (Other owners hitch the carts to their cars and drive them in, then face the ordeal of finding a parking spot.) But by 7:40, Mr. Ahmed is getting antsy; the driver is late. “Maybe he has a flat tire,” he says. He stays calm, though sometimes he can’t help but imagine the worst. Mr. Ahmed was a New Yorker on 9/11, and this part of the city holds meaning for him. “Many people, they went to work like me, they thought it was an ordinary day,” he says.

It’s cloudy and cold for April, and Mr. Ahmed is still sleepy, but he won’t be tempted by the hot jolt of a second coffee. He knows he can’t leave the cart to go to the bathroom (at the Target across the street, or the Whole Foods a few blocks away) until his partner shows up hours from now.

The driver pulls up with Mr. Ahmed’s cart at 7:52. Inside, the cart is cold, clean and packed with boxes of ingredients. The food comes from a commissary kitchen attached to the garage in Long Island City, Queens. The city requires that food carts be serviced and supplied by a commissary, and there are many of them, of varying sizes, all around New York. At an extra cost, this one has provided everything Mr. Ahmed needs for the day: heads of lettuce, a few dozen tomatoes and potatoes, ready-sliced halal lamb, several bags of boneless chicken thighs, two 12-pound bags of basmati rice, four large plastic containers of potable water for cooking and washing, clamshell containers and napkins.

Mr. Ahmed ties on his apron and pushes a few boxes underneath the cart so he can squeeze inside and get to work. Any boxes peeking out beyond the cart’s footprint could result in a fine (penalties can run up to $1,000), as could parking his cart closer than six inches to the curb, or 20 feet to the building entrance. Mr. Ahmed knows all the rules by heart.

He connects the 40-pound propane tank and turns on the flattop grill and burners. He cuts lettuce and tomatoes, browns lamb and vast amounts of chicken. He takes care, in the cramped kitchen space, to keep his vegetarian cooking separate. For a long time, Mr. Ahmed chops onions in silence. “If I play music or anything, I get distracted,” he says. “I forget the salt.”

Although Mr. Ahmed had little cooking experience when he started, his wife, Sheren Akter, says his food is better than that at most other carts — less greasy,
more flavorful, well seasoned. His menu consists of about 20 dishes, most of them cooked to order, but regulars know to ask for the chicken biryani, flecked with fried onion and cilantro, garnished with half a hard-boiled egg, all for $6, with a drink. He’d like to raise the price, but worries that he would lose customers.

Salman Akhtar, a pre-med student at Borough of Manhattan Community College, is Mr. Ahmed’s first customer of the day, at 9:30. The men chat in Bangla, and when Mr. Ahmed speaks in Bangla, he is louder and faster, quicker to tell a joke.

Mr. Ahmed came to New York alone, at age 23. He had studied Accounting and Commerce at Dhaka College, but in Queens, it took him a few months to find a job. By then, he owed his roommates in Sunnyside almost $3,000. He worked off the debt, busing tables and driving cars. But later, after Mr. Ahmed married and had children, he dreamed of a small business that he could expand.

He applied for a food vendor’s license, took a required health and safety class, bought a used cart and took it for an inspection by city officials. (The health department inspects carts at least once a year, and more frequently if a violation is reported.) Mr. Ahmed still needed a food-vending permit, though, and because of a cap on permits imposed in the 1980s, only 4,000 or so circulate. He acquired his from a permit owner who has charged him and his partner $25,000 for two-year leases (for a permit that cost the owner just $200), which they are still paying off.

A day ago, Mr. Ahmed received a text message: 100 vendors were protesting the cap. Organized by the Street Vendor Project, a nonprofit group that offers legal representation to city vendors, they hoped to pressure the City Council to pass legislation that would double the number of food-vending permits, gradually, over the next seven years. Mr. Ahmed, who believes the costs for those starting out should be more manageable, wanted to join them, but like many vendors, he couldn’t get away from work. “Whoever has a license, give them a permit. It’s good for all of us.”

Once the lunch rush starts around 11:30, Mr. Ahmed can’t budge from the cart. These hours blur together. By noon, he is joined by two more men in the 10-foot-long space—his partner and an assistant—working efficiently around the grill, fryer and steam table, finding their rhythm in the surges of orders as clusters of people appear.

On a good day, after paying the driver and the garage, and splitting the cash proceeds with his colleagues, Mr. Ahmed earns about $125. For a cart owner, that
sum is not unusual. He could make more, working longer hours alone, but he won’t. Mr. Ahmed tells the cautionary tale of a pushcart vendor who made the best food—so good he once netted $3,000 in one day. That vendor worked alone, and worked himself so hard, Mr. Ahmed says, that he got sick. Now he can’t take care of anyone and has no one to take care of him. Mr. Ahmed’s son, Kowshik, who dreams of working for NASA, will be a high school senior in the fall, and Mr. Ahmed wants all his children to go to college. “But now I cannot get sick,” Mr. Ahmed says, “and I cannot stop working."

At 3:30 p.m., Mr. Ahmed’s shift ends and he walks back to the subway; his partner will stay until the cart closes at 8:00. By now, Mr. Ahmed’s feet are sore and his back is aching, as usual. The F train is delayed, but Mr. Ahmed, who likes to keep up on all the latest memes, doesn’t mind. He passes the time catching up on funny videos. Three times, he watches a 2015 clip of a 102-year-old woman who intends to blow out her birthday candles but instead sends her false teeth flying out onto the cake. People on the platform turn to stare as Mr. Ahmed belly-laughs, nearly weeping with delight. On the train, he learns that a preschool has accepted his daughter.

By 5:00, he is home. Ms. Akter, who works part time as a cashier at a nearby Key Food, is also home. She makes a pot of coffee and warms up the food that Mr. Ahmed’s mother cooked earlier: beef curry, potatoes in broth, shredded bitter melon sautéed with onions, a cucumber and tomato salad, and two kinds of rice. They eat at a narrow table in the living room, where a soap opera plays on TV.

Every year, they save money so Ms. Akter can take the children to visit relatives in Dhaka in the summer. But last week, she suggested that they plan a Caribbean cruise for the six of them instead. Mr. Ahmed didn’t think they could afford that kind of vacation, not to mention so much time away from his cart. But riding the E train today, peeling potatoes, changing out the empty propane tank, he’d been thinking about it all the same. What would it be like to go on a cruise? he wondered. To board a big ship with your family, to vacation as they do in the movies, to fall asleep at night listening to the ocean. •
Bringing Books to the Bronx

Adapted from https://www.forbes.com/sites/thestoryexchange/2017/03/01/an-enterprising-woman-makes-bringing-books-to-the-bronx-her-business/#2b78d30648eb
Image at right: http://static.vibe.com/files/2017/02/Noelle-Santos-Lit-Bar-1485959189.jpg

Last December, Barnes & Noble’s store in the Bronx closed its doors for good, bringing the total number of bookstores in New York City’s second-most populous borough to zero. But lifelong Bronx resident Noëlle Santos is determined to change that. Later this year, she’ll be opening The Lit. Bar, a combination bookstore, wine bar and event space that she hopes will inspire and engage readers of all ages in this economically depressed, yet rapidly changing area.

Many women start businesses out of a desire to solve a problem, our research has shown. And Santos, who is currently a human resources and payroll director at an IT firm in Tribeca, is taking on a big one: access to literature for children and adults alike in her underserved neighborhood.

Her effort is resonating with residents in unexpected ways, she says. Not only are they excited about having a bookstore again, they’re regaining a sense of possibility about their neighborhood. “Young girls have said to me, ‘I’ve always wanted to move out of the Bronx for a better quality of life. But now I see what you’re doing, and it’s inspired me to develop at home, instead of running away.’” It’s an impulse Santos understands all too well. “I used to be one of those people who measured my success by how far away I could get from the Bronx,” she says. Now she’s committed to improving it, and is sinking everything she’s got into a future shop within walking distance of where she was born and raised.

Campaigning for a Community

Santos’ journey began in 2014, when she received a petition to fight the closure of the Barnes & Noble, which was near her Bronx home. She signed and shared it, but that didn’t feel like nearly enough to
her, given the lack of other bookstores in the area and her lifelong love of classic literature.

Galvanized into action, she spent months setting up an Indiegogo campaign, detailing plans for the store to supporters and soliciting donations for the donor perks. She also started attending festivals and taking on mentors who could show her the ropes of the book industry. Financially and personally, she says her biggest supporters have been area residents, who helped make her crowdfunding campaign a viral success. Thanks in large part to them, she recently reached her goal of $100,000, and money continues to pour in with 17 days left to go. “These are not rich people, but they’re putting in a dollar or five dollars or ten dollars, and it’s adding up,” she says. In turn, Santos has made the community’s needs a primary focus of her business model. Indeed, thinking locally has influenced her thoughts on everything from the store’s inventory to the “feel” of the place—including a new focus on kids.

**Grooming the Next Generation of Readers**

Santos says children’s literature was not always a part of her business plan—as evidenced by her concept’s prominently featured wine bar made out of books. But as word of her plans spread, locals began to see the store as a place to inspire kids to read, and she felt a sense of “responsibility to step up and learn.” She now plans to create a children’s section—called “Kiddie Lit’er”—and will bring on a manager who specializes in kids’ books. A number of the festivals and seminars she has attended specialize in children’s literature, and the more Santos has learned, the more passionate she has become about engaging younger readers. After all, research shows that reading for fun has lasting, positive effects on children’s overall reading abilities and test scores. And it’s a pressing matter for Bronx residents. A 2015 analysis from the New York Daily News found that just 10 percent of elementary and middle school students in District 7 in the South Bronx demonstrated reading proficiency. So to ensure that she serves Bronx’s children well, Santos spoke with industry experts and local school officials alike to “identify why we’ve adopted a culture where reading is not at the forefront.” One culprit, she argues, has been a lack of effort by large publishers and bookstore chains to engage the borough’s young readers with titles that light their fire—something Santos intends to address head-on. “While it’s important to expose younger generations to all different cultures from around the world, it’s also important to include diverse subjects that hit home for these kids.” •
The Nuts and Bolts of Launching a Business*

Students research the legal requirements of opening a business. They learn how to use the website of New York City’s Department of Small Business Services* to find the required steps to open the imaginary business of their choice. NOTE: This activity focuses on New York City services for entrepreneurs. For information on starting businesses outside of New York City, use https://www.businessexpress.ny.gov/ or look for local entrepreneurial services.

PREP

- Navigate to https://www1.nyc.gov/nycbusiness/startabusiness/default.* Familiarize yourself with this site. Students will use it in this activity.
- Write the website above on the board.

MATERIALS

- This activity requires computer use.

EXPLAIN

1 Did you know that hair braiders are required to have a license to work? Many professions, particularly ones in which a worker has the potential to cause harm to the public, require licenses. Plumbing, nursing, food preparation and education are just a few of the dozens of professions that require professional licenses. These licenses are granted by the state and usually require a set number of training or education hours, a set number of supervised work hours, and the passing of a certifying exam.

As entrepreneurs plan to open their businesses, especially ones in food service, one of their important tasks is to research and comply with legal requirements.

2 New York City has recognized that it is sometimes difficult for a new business owner to understand the legal requirements of starting a business. The Mayor’s Office recently created a way to simplify the process so that businesses can open quickly. After all, new businesses are good for the economy. People preparing to open a new business can take free courses through New York City’s Office of Small Business Services in everything from creating a business plan to applying for grants or finding investors to advertising. They can even enter contests to win start-up money. In addition,
they can find out the legal requirements by taking a short survey online.

3 Today we are going to explore a website that helps New Yorkers figure out the steps required to open a business. Ask students to navigate to the URL on the board. Circulate to make sure all students are at this page before going to the next step.

4 Ask students to imagine a type of business they would like to learn about opening, for example a restaurant or a construction business. They will select one of the business types from the drop-down menu that they would like to explore. They will then imagine certain details of their business, for example, do they have a “brick-and-mortar” location or do they work from home? After answering a few questions, they will receive a list of requirements for opening that type of business.

https://www1.nyc.gov/nycbusiness/startabusiness/default
5 Scroll to the bottom of this page and click on **Start the Requirements Questionnaire**. You will be asked a short series of questions about your imagined business. After answering the questions, you will receive a list of requirements for opening that type of business.

6 When students are finished, have them read about the requirements, then discuss the following questions as a class:

- How was your experience of finding requirements for your imagined business?
- What were some of the required steps on your list?
- What additional steps that are not on your list do you think you would have to take?
- Do you think you would like to become a small business owner at any point in the future? Why or why not?
A Panel of Professionals in Hospitality, Recreation and the Arts

Having watched video interviews and read narratives by Hospitality, Recreation and Arts professionals, students now have the opportunity to interact directly with professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

COORDINATION

Having a career panel requires a lot of preparation, but it is very engaging to students.

1 Identify professions of interest to students. You may want to create a career interest survey prior to the class.

2 Invite 5–6 panelists who work in fields of interest to students. These can include professionals and students. Students can offer some insight into the career preparation process, while professionals can discuss actually working in the field.

3 Where to find panelists:
   - Ask people you know—relatives, friends, neighbors.
   - Ask other teachers at your site for recommendations.
   - Ask student services personnel or professors at a local college. Some academic departments require that faculty complete a certain number of presentation or outreach hours per semester.
   - Ask at places of business with which you are familiar.
   - Ask students for recommendations.

4 What to ask for:
   - Explain that you teach basic education classes, or specify literacy, HSE or ESL, to adult students who are studying careers while they are working on their academic skills.
   - Explain that as part of the class you are creating a career panel, and that students are interested in hearing about their profession. Ask the panelists to be available for 1.5 hours (adjust this time as needed). Explain that you will ask them to briefly describe what they do and be available to answer questions from students.
   - Let your interest in your students come through. Talk about what impresses you about them. For example, they are parents who returned...
to school after their children have graduated, or people who come to school after working a night shift, or young people who do their homework while their friends are socializing.

Confirm, confirm, confirm
You can never confirm too many times. It’s terrible to have panelists not show up and be left with a thin panel. Confirm the date, time and location.

Prepare the panelists
The panelists might have never participated in a panel before. They might be nervous and unsure of what to discuss. Choose 4-5 from the topics below.

- Email the panelists a list of 4-5 topics you would like them to discuss. Use the ones listed below or create your own.
- Can you describe what you do on a daily basis at work?
- How did you get your job?
- What do you like about it?
- What is difficult about your job?
- What majors or certificates are required? Is licensing required?
- Is there a path to advancement? What are some higher level and lower level positions on this track?
- What personality traits are a good match for this career?
- What hours do you work?
- What benefits are typical in this profession?
- How do you think this profession is changing? What do you think it will be like in 3-5 years?

Let them know that the students will also generate their own questions for discussion.

**TIPS FOR A SUCCESSFUL CAREER PANEL**

**A Mix of Formal and Informal Settings**
A mix of formal and informal settings is ideal, for example, a moderated panel followed by lunch that the panelists are invited to. Maybe your site can order pizza, or you ask students and panelists to bring their lunch. This allows for more intimate conversations and networking. Another way is to simply have the panel take up a portion of class time, ask the panelists to stay during a break before the next part of the class begins, and ask students to take advantage of the panelists’ presence.

**Be Flexible**
It’s ideal if panelists can stay for the entire event, but if one needs to leave at a certain time, it may be better to have that panelist for some of the time than not at all.

**Be gracious**
Be gracious and tell the panelists the value of their participation. Also remember that this can be a rewarding experience for panelists. It’s inspiring to meet hard-working students and feel like you’ve contributed to their learning.
Preparing Students for a Career Panel

In order for the panel to be successful, students need to be prepared, so that they can engage with the panelists. They should be clear on what to expect from panelists and what will be expected of them.

**EXPLAIN**

1. You have read graphs and maps, watched video and read written interviews. Now it’s time to meet the professionals themselves. We’ve invited professionals here today so that you can learn about their experience in the workplace.

2. The professionals we have invited work as ________________, ________________, and ________________. You will hear about their experiences in the workplace and will have the opportunity to ask them questions.

3. Write at least two questions—they shouldn’t be the same—for each panelist. *What is it you really want to know about this career?* Make sure the questions are complete and contain no spelling or grammatical mistakes. You may ask students to write different types of questions, for example, WH-questions.

4. If students have a difficult time thinking of questions, ask for one or two examples and write them on the board.
My Career Map

Having studied many aspects of careers, students will now draw their own career maps, based on their work histories.

MATERIALS

- *My Career Map* handout
- Paper and markers

INSTRUCTIONS FOR UPPER LEVELS

Give the following instructions, one at a time, making sure the class completes one step before giving instructions on the next.

1. Today you are going to map your career changes, and consider what you can learn from your work so far.

   Take out two pieces of paper. On one, list your jobs in order, starting with the earliest and moving to more recent jobs. Include jobs that you’ve held as well as ones that you interviewed for, but did not hold, either because they weren’t offered to you or because you couldn’t accept.

2. Next to each job, list anything you did to help you get or find out about the job, either one you accepted or one you didn’t. This could include research about the company or the job, talking to other employees, or preparing for the interview in other ways.

3. On the other piece of paper, draw a map, with a circle around each job you accepted, and a circle with a diagonal line through it for jobs you did not accept.

4. Between each job, write the step you took to secure or try to secure that job, and draw a box around the step, for example, seeking advice from someone who already worked in the field.

5. Draw dotted lines to show how you moved from one job to the next.
6 Draw a legend or key, explaining what the circles, boxes and dotted lines mean. Add any additional symbols that will make your map more informative and clear.

**KEY:**

- **Step** =
- **Job** =
- **=**

**Lower Level Option:**

For a more scaffolded approach, use the worksheet on the following page.
**My Career Map**

Tell the story of your work history by completing the chart below, from earliest to most recent.

<table>
<thead>
<tr>
<th>Job</th>
<th>What Made Me Interested in this Job</th>
<th>What I Did to Get the Job</th>
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<td></td>
</tr>
</tbody>
</table>
Career Map Writing Activity

Students practice writing skills by analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future.

Note: Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.

PREP

- Review the writing assignment.
- Optional: Choose a writing strategy to incorporate into the activity. This could be a skill you have already introduced or are introducing for the first time. Some possible options include:
  - **Topic Sentences:** Use sentence starters/stems to help students focus on developing effective topic sentences for their paragraphs. For example:
    - According to the article,…
    - The article focused on…
    - The key issue discussed in the article…
  - **Paragraph Structure:** Use a Sandwich Paragraph (or other) graphic organizer to help students understand the different parts of a paragraph. See the following link or google “sandwich paragraph” for more guidance.
    - https://mississippiparagraphpage.weebly.com/paragraph-sandwich.html
Transition phrases/sentences: Use transitional sentence stems/starters to help students understand strategies useful for transitioning between ideas. For example:

- In addition,…
- As a result,…
- First,… Second,… Third,… Finally,…

MATERIALS

- Career Map Writing Activity worksheet

EXPLAIN

1. Tell students they are now going to write about their Career Map. They will need paper and pens or pencils.

2. Review any applicable writing skills you have decided to focus on, such as topic sentences, paragraph structure, transition sentences, etc. (See Prep section for examples)

3. Distribute Career Map Writing Activity worksheet. Have students read and explain the instructions and then give students time to write.
Career Map Writing Activity

Analyze your Career Map to complete the following writing activity. Each paragraph must answer all of the questions listed for each paragraph, but may also include as many more details as you would like to add. Each paragraph should have a topic sentence, details, and examples. Make sure your sentences flow with clear logic from one idea to the next and that your paragraphs address the topic completely.

PARAGRAPH 1:
Describe your Career Map. What does it look like? Is the path moving toward one specific goal? Does it move between jobs in different industries? Does it move between jobs in the same industry? Which industries does it include? Do you notice any similarities or differences between the steps you took to get new jobs? Are there any patterns that you notice? If you could sum up your map using only one word or phrase, what would it be? What did you learn from looking at your work experience laid out on paper?

PARAGRAPH 2:
Job 1: What was your first job? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 3:
Job 2: What was it? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 4:
Job 3: What was it? What steps did you take to get it? What did you like about it? What did you not like about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 5:
Career goals: Given your career map history, your experiences and your interests, what kinds of jobs do you think you are well suited for? What kinds of jobs are you interested in learning more about? What do you know about yourself and your career goals now?