In Unit One, students are introduced to the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. They learn about a range of careers that exist in the Retail industry. They also learn about the various kinds of career families available to employees in Retail, and consider local legislation that is currently affecting workers in all sectors.

1. **WHAT IS THE RETAIL SECTOR?**

Students read a description of the Retail sector overall, then, in groups, take a closer look at one of the six areas that comprise the sector. The groups present what they learned about their respective Retail area.

2. **LABOR VOCABULARY: WHAT ARE WE TALKING ABOUT WHEN WE TALK ABOUT LABOR?**

Students learn the language of labor—careers, jobs, industries, sectors—what does it all mean?

3. **DEVELOPING A RETAIL VOCABULARY**

Students use context clues to determine the meaning of Retail-related vocabulary, then answer questions and write original sentences using the new terms.

4. **PRODUCTS FROM DESIGN TO USER**

Students learn about the steps involved in taking a product from idea to production, and finally distribution. They work in groups to identify tasks in each phase required to produce, distribute and sell a product.

5. **HOW MANY RETAIL JOBS DOES IT TAKE TO SELL A BELT?**

Students learn about the range of Retail positions involved in selling a belt while practicing annotation and making inferences.

6. **READING BAR GRAPHS SERIES: EMPLOYMENT TRENDS IN RETAIL**

Students read about the local labor market by analyzing graphs of job growth and loss.

   **6.1 • Interpreting Bar Graphs: Job Losses and Gains Across Sectors**

   Students predict then analyze a graph showing the job losses and gains by sector and consider which fields are ones to watch.
UNIT 1 • ANALYZING THE RETAIL LABOR MARKET

6.2 • Interpreting Bar Graphs: Total Employment in Retail
Students read, analyze and write about a bar graph containing the total number of Retail jobs filled between 2010 and 2016.

6.3 • Retail Careers Brainstorm
Students brainstorm careers in Retail with which they are already familiar, including the name of the occupation and primary responsibilities.

7 • SPOTLIGHT ON RETAIL CAREERS—IT'S NOT JUST SALES
Students read an article about jobs in Retail that do not involve sales or selling, and discuss how cross-training (being trained in more than one role or skill) can help workers advance in Retail careers.

8 • TECHNOLOGY IN RETAIL SERIES
Students learn about the impact technology has on the labor market in general and on the Retail sector in particular.

8.1 • How Does Technology Affect Today’s Labor Market?
Students learn how technology both positively and negatively impacts the workplace, including the number and type of jobs available, the job search process and the need to stay current on technology to remain a valuable worker.

8.2 • Technology’s Impact on Retail Employment
Students read one of two articles about technological advances in the Retail sector and how they impact employment in the sector, while practicing annotation. They then share their findings with a partner who has read the other article.

8.3 • Technology’s Impact on Retail Products
Students view short videos about people describing start-ups and other initiatives at the intersection of Retail and technology and write responses to questions about the videos.

9 • CAREER FAMILIES IN RETAIL
Across sectors, careers can be grouped into types, according to the kind of work the worker does. Students identify commonalities among careers of a particular type. They consider what type they themselves might be well suited for.

10 • TASC ESSAY SERIES: NEW FOR NEW YORK’S WORKERS
Students practice writing informational and argumentative essays, both of which appear on the TASC exam. Each essay prompt is modeled after TASC exam prompts and activities include various levels of scaffolding, including model essays for students to analyze, developing guiding questions for reading the texts, essay templates, and graphic organizers for essay planning.
What is the Retail Sector?

Students read a description of the Retail sector overall, then, in groups, take a closer look at one of the six areas that comprise the Retail sector. The groups present what they learned about their respective Retail area.

PREP

- Read Retail Sector Profile
- Be prepared to discuss the terms: Brick-and-mortar, fast-paced environment, inventory, merchandise, trend, pattern, data, supply, demand, raw material, GDP, lay off, goods (as in, products)

MATERIALS

- Retail Sector Profile
- Chart paper and markers

DISCUSS

1. When you think of jobs in Retail, what jobs do you think of?
   › Cashiers, salespeople, stockers, buyers, customer service, advertisers.

2. What else?
   › Bookkeepers, marketers, distributors, window dressers.

3. Where do people in Retail work?
   › Supermarkets, clothing stores, home and garden centers, department stores, office supply stores, optician shops, online shopping websites.

4. Are all jobs that involve selling part of the Retail sector? For example, are hotel workers part of the Retail sector? Why or why not?
   › No, Retail workers are involved in the selling of items and products in businesses whose main purpose is selling products. Hotel workers are considered part of the Hospitality sector, which is a service industry, meaning that workers in this industry provide (or sell) services (housekeeper, waiter, concierge, etc.) rather than products.
EXPLAIN

1. We’re going to learn a lot about working in the Retail sector and about the different jobs that are part of the sector. Let’s begin with thinking about which careers and employment settings are included in the Retail sector. Distribute Retail Sector Profile.

2. Read the first two sections (“What is the Retail Sector?” and “Two Types of Retail”) and the last page of the profile (“Sector Highlights: E-Commerce”). Then turn to a partner and discuss what you consider to be the most important points.

   - Retail involves selling products and takes place in physical stores as well as online stores. Retail is a big part of the US economy.
   - E-Commerce poses many advantages and disadvantages for businesses and consumers.

3. Divide the class into 6 groups. Assign each group one of the following job areas: Sales, Management/Supervision, Visual Merchandising, Buyers, Supply Chain Management, Security and Loss Prevention.

   In your groups, you will read about your assigned Retail job area in the third section of the profile (“Retail Career Fields”). Then you will prepare to present this material to the class by discussing the key ideas, taking notes on what you will say during the presentation, and deciding which group member will say which part.

4. Give students time to prepare their presentations. As students work, circulate and check on progress in each group.

5. Each group presents their Retail job area to the class.

6. After presentations are completed, students write 5 questions they have about working in the Retail sector.
Retail Sector Profile
Adapted from https://www.thebalance.com/us-retail-industry-overview-2892699

1. WHAT IS THE RETAIL SECTOR?
The Retail, Manufacturing and Transportation & Warehousing sectors are very closely connected to one another. The Manufacturing sector produces products, everything from furniture to sneakers to computers. The Transportation & Warehousing sector houses the products until they are ordered by a store, then delivers them to be sold. The Retail sector sells those products to customers, either in a physical store or through an online business.

The Retail sector is an important part of the United States’ overall economy, so the number of stores closing and new ones opening gives us important information about the US economy. One example is Walmart. Walmart is not only the largest global Retail business, it is also the largest company of any kind in the world.

2. TWO TYPES OF RETAIL

Brick-and-Mortar Stores sell products from physical locations. These are the stores you can physically visit and shop in.

Non-Store Retailers are businesses that sell products but do not include a physical location. Examples of non-store retailing include:

A. Mobile-only (m-commerce): Buying and selling of products via smartphones, tablets, and other handheld electronic devices (usually by using an app, rather than buying things from a computer-based website).

B. Internet-only (e-commerce): Buying and selling online, usually from websites.

C. Infomercials and Direct Response television advertising: A TV commercial or program that usually includes a toll-free telephone number or website to allow customers to buy the products they see.

D. Catalog Sales: The selling of products advertised through catalogs mailed to consumers’ home; catalogs have photos and descriptions of products, along with each product’s price and a phone number for customers to call to place their orders.

E. In-Home Demonstrations: The selling of products through direct interaction with the product in consumers’ homes. Salespeople bring products to people’s homes and they can place orders directly with the salesperson. Examples are jewelry parties and makeup sales, such as by Avon representatives.

F. Vending Machines: Machines that sell small items such as snacks and beverages.
G. Multi-Level Marketing: The sale of products or services by individuals who receive no salary, but get a commission by selling products or referring customers. Because the sellers at the lower levels have to pay commissions to the sellers at the top, there is often not much profit left for lower level sellers.

3. RETAIL CAREER FIELDS

Within the Retail sector there are six areas of specialization. There are people who sell things; people who manage other employees; people who design the display of products; people who purchase and plan the delivery of products; and people who provide security in Retail settings.

Sales: People who sell things

When people think of Retail, many think about selling things to the public. In Retail, people who work in sales do things like:

- Greet customers and offer them assistance.
- Recommend merchandise based on customers' wants and needs.
- Explain the use and benefit of merchandise to customers.
- Answer customers' questions.
- Demonstrate how merchandise works, if applicable.
- Calculate customers' total purchases, add taxes if applicable, and accept payment, making change or processing credit card or online transactions.
- Inform customers about current sales, promotions, and policies about payments and exchanges.

People who are successful in sales like to: interact with the public; help people find things that they need or want; be part of a fast-paced industry, and learn about new products as they become available.

Management/Supervision: People who manage other staff

With several years of experience, some people who work in sales may move into management positions, where they do things like:

- Work with stores and salespeople to make sure they meet sales goals.
- Develop materials to train staff.
- Stay knowledgeable about trends in the media, celebrity, and design worlds, in order to stay current about new products and ideas.
- Develop and maintain relationships with industry partners (such as manufacturers), customers, and collaborators such as non-profit organizations, community groups and others.
- Address the amount of products available to be sold by analyzing loss prevention (the number of products that have been damaged or stolen) and inventory issues such as over-ordering (ordering more products than the number that will sell) or under-ordering products (not ordering enough products to meet the demand of customers).
- Create and manage staff schedules.
- Make staffing decisions such as hiring, firing and helping staff who are not meeting expectations.
People who are successful in Retail Management like to: interact with a wide variety of people in different parts of the Retail industry; find solutions to problems; supervise staff and help them grow, and travel as part of their job. Some job titles related to this are Store Manager, Area Manager (supervising 2-3 stores), District Manager (manages area managers), and Regional Manager (oversees up to 50 stores in the same company).

Visual Merchandising: People who design the display of products for sale

People who design display of products for sale work on displays that show products for sale, such as clothing on mannequins, store fixtures, such as lighting and shelving, and product presentation, such as oranges stacked in a supermarket.

People who are successful in Visual Merchandising like to: be creative; work in a fast-paced environment; interact with a wide variety of people in different parts of the retail field; use data to see how effective their displays are. For example, if a Visual Merchandiser puts two items together in a display and they suddenly start selling much more quickly than before, the increased sales might be the result of the display.

Buyers: People who select the products that a store or company will sell

People in these jobs do things like:

- Decide what kinds of products, and how much of those products, should be bought by stores to be sold to customers.
- Work with supply and logistics workers to make sure products get to the right place at the right time. For example, they are given a schedule by the shipping department to make sure the products they ordered arrive at the store in time to be sold when they are needed.
- Read and interpret data on the sales in different parts of the country or the world in order to know what kinds and how much of various products to buy.
- Communicate regularly with sales staff to determine local buying trends and patterns. For example, if a certain lamp has been selling very well in the store that week, the buyer may decide to order more of those lamps for the weekend.

People who are successful in Buying like to: analyze data such as the demand for various products (how much of the product will sell); travel to different regions to study local needs; interact with workers along the supply chain (Manufacturers, Warehouse Workers, Delivery Workers, Packagers, etc.) in order to ensure on-time delivery of the products from the Manufacturer to the store.
Supply Chain Management: People who plan the storage and delivery of products

In Retail, there is a lot of movement: moving raw materials to factories to be produced into finished products, moving finished products from factories to warehouses to be stored, from warehouses to stores to be sold, and, in the case of e-commerce, from warehouses to customers’ homes. This movement of products is called the supply chain.

People who work in Supply Chain Management do things like:

- Take note of the necessary information from customers when they place an order.
- Keep track of the orders to make sure they are being filled and then sent out for on-time delivery.
- Help figure out the reason for delays or other issues.
- Help new customers to set up accounts.
- Communicate with Manufacturers, Packagers, Suppliers and Delivery workers.

People who are successful in Supply Chain Management like to: analyze the best ways to move products and make systems more efficient; collaborate closely with people all along the supply chain (Manufacturers, Buyers, Retail Owners, etc.); use technology, math, writing and business skills as a daily part of the job.

Security and Loss Prevention: People who monitor activity in warehouses and stores to make sure that people stay safe and that products are not stolen

An important part of Retail is making sure that merchandise does not get damaged or stolen.

People who work in security and loss prevention do things like:

- Walking through a store to observe customers in order to prevent shoplifting.
- Protect merchandise through the use of electronic tags and frequent inventory checks.
- Protect customers from other customers and from staff who may put them in danger.
- Investigate internal theft (employees stealing money or merchandise from the company).

People who are successful in Security and Loss Prevention like to: pay close attention to detail; observe physical environments; interact in a positive way with people who might be causing problems; serve as protection for products and for people.
Sector Highlight: E-Commerce

E-Commerce, or Electronic Commerce, refers to any type of business that is done across the Internet, such as Amazon.com, eBay, and iTunes.com. It is a quickly growing area of the economy. According to governmental figures, the estimate of U.S. Retail e-commerce sales for the second quarter (April, May, and June) of 2017 was $111.5 billion!

E-commerce has both advantages and disadvantages.

Advantages to Businesses
- Using E-Commerce, companies can find customers and suppliers from across the globe.
- E-Commerce simplifies the business processes and makes them faster and more efficient.
- With E-Commerce, there is no inventory just sitting in a store. Instead, the product is made or is taken from a warehouse only when the e-commerce order arrives at the business.

Advantages to Customers
- Customers can buy a product or get customer support 24/7.
- Customers have more options and quicker delivery of products.
- Customers can post comments about a product and can see reviews by other customers before making a purchase.
- Customers can see detailed information about products within seconds.

Advantages to Society
- Customers do not need to travel to a shop, leading to less traffic and lower air pollution.
- Reduces the cost of products, making products accessible to more customers.
- Enables people with mobility issues and those in rural areas to have access to a wide variety of products.

Technical Disadvantages
- There are security risks: customers can be vulnerable to information “leaks,” identity theft, and other serious issues.
- The software development industry is still evolving and keeps changing rapidly, and not all e-commerce websites can keep up with the fast pace.

Non-Technical Disadvantages
- User resistance: Users may not trust the site and may not want to switch from physical stores to online/virtual stores.
- Security/Privacy: It is difficult to ensure security or privacy in online transactions.
- Lack of touch or feel of products during online shopping.
- Internet access is still not cheap and is inconvenient to use for many potential customers, like those living in remote areas or those with limited incomes.

https://www.tutorialspoint.com/e_commerce/e_commerce_overview.htm
Labor Vocabulary: What Are We Talking About When We Talk About Labor?

Students learn and practice using terms common to the consideration of careers, laying the groundwork for future reading, discussions and career research.

PREP

- Become familiar with the terms on the Labor Terminology information sheet.

MATERIALS

- Labor Terminology information sheet
- Labor Terminology worksheet
- Labor Vocabulary Questions worksheet

DISCUSS

1. Explain that you are going to talk about careers. Ask students what words come to mind when they think about careers. Discuss the meanings of these words.

2. Distribute the Labor Terminology worksheet and ask students to work in pairs to write what they think each of the terms means.

3. Discuss the definitions, using the Labor Terminology information sheet as a guide. Ask students where and when they have heard each term in the past, for example on the news, in readings for school, etc. Feel free to alter the language of the definitions to make them most meaningful to students. Ask students to take notes on the definitions.

4. Distribute the Labor Vocabulary Questions worksheet and ask students to complete it, in pairs during class or alone for homework.
## Labor Terminology

Read the term in the left-hand column. Then write what you think the term means in the center column. As the class discusses each definition, take notes and write the definition in the right-hand column.

<table>
<thead>
<tr>
<th>Term</th>
<th>What I Think it Means</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Industry</td>
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<td>Occupation</td>
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<td>Career</td>
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<td>Labor Force</td>
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Labor Terminology Information Sheet

**Industry**
An industry is a group of organizations that do the same type of work. It is a way of grouping employers. All of the employers in healthcare, for example, hospitals, nursing homes and physical therapy practices, provide services to keep people healthy. The word “sector” means the same thing as “industry.”

**Occupation**
An occupation is a group of jobs that involve performing the same type of activities. It is a way of grouping workers. For example, people who work as nursing assistants or home health aides all help people who are sick. You can do this type of work in different places for example, in a patient’s home, in a hospital, or in a nursing home.

**Profession**
A profession is a group of jobs that requires advanced degrees and qualifications, such as being a doctor, a nurse, a lawyer, or a teacher.

**Job**
A paid position with a particular employer. The job-holder is the employee.

**Employment**
A relationship between an employer and an employee in which the employee is paid to do work for the employer. Employment can be part-time or full-time. It also can be temporary or permanent.

**Career**
One job or a series of related jobs that a person has over a period of several years. For example, a person could be a teacher for a long time and have a career in education. Or he could have a job as a home health aide and after several years of experience and more education, he could advance to a job as a medical assistant. This would be a career in healthcare. This person has a career in healthcare. A person can have more than one career over a lifetime.

**Labor Force**
The United States labor force refers to all the people in this country who are 16 years of age or older who are either able to work, are looking for work or are working. Labor force can also mean all of the people who work for a particular employer or in a specific city, for example, Target’s labor force or New York City’s labor force. Workforce and labor force mean the same thing.

By Lesley Hirsch and Alison Richardson, The New York City Labor Market Information Service of the CUNY Graduate Center, 2015
**Labor Vocabulary Questions**

Use the vocabulary definitions from the *Labor Terminology* worksheet to answer the following questions.

1. What is the difference between a job and a profession?

2. Does a person with a profession likely earn more than a person with a job? Why or why not?

3. For each of the following, circle the correct definition:
   1. An employee is a worker / boss
   2. An employer is a worker / boss

   Is the boss always the same as the employer? Why or why not?

4. Healthcare, Retail and Construction are examples of industry sectors. Give an example of a career within each of these industry sectors:
   a. Healthcare
   b. Retail
   c. Construction

5. What is one industry that you might be interested in working in and why?
Developing a Retail Vocabulary

Students use context clues to determine the meaning of Retail-related vocabulary, then answer questions and write original sentences using the new terms.

**PREP**
- Be prepared to discuss vocabulary terms: merchandise, customer service, management, inventory, supply chain, data analysis, recession
- You may want to prepare additional sample sentences for each vocabulary word to aid in discussion and comprehension.

**MATERIALS**
- Developing a Retail Vocabulary worksheet

**DISCUSS**
1. Whether you have a career in Retail or not, everyone interacts with the Retail industry because we all have to buy things. There are many terms that are specific to the Retail industry. Knowing these terms can help you at work in Retail, and can also help you as a customer communicate effectively with Retail workers. Today we’re going to learn and practice some of those terms.

2. Distribute Developing a Retail Vocabulary worksheet and ask students to work on it in pairs.

3. When students are finished, ask volunteers to share their answers and discuss them as a class. Clarify students’ understanding of the vocabulary and offer additional sample sentences if necessary.
Developing a Retail Vocabulary

For each word, read the definition and then complete the exercises that follow.

1 Merchandise: the manufactured goods that are bought and sold in a business. These goods range from clothing to furniture to computers to books. Merchandise can be bought and sold in stores or online.

Example sentence: After looking at all the merchandise available in the pen section of the stationery store, Sara chose a pack of ballpoint pens in assorted colors.

Complete the following sentences:

Stores that carry a wide variety of merchandise are convenient because

If you go to a store and they are out of the merchandise you want, you could

Merchandise that remains unsold in a store at the end of a season will probably be returned to the supplier / kept in the store (circle one).

2 Customer Service: the act of taking care of a customer's needs by providing professional, helpful, high quality information and assistance before, during, and after a customer's shopping experience.

Example Sentence: The leash I bought last week for my dog broke the first time I used it, so I went back to the store and a customer service representative helped me get a refund.

Complete the following sentence:

I wasn't sure which size boots to buy from zappos.com, an online store for shoes, so I called a customer service representative from a number on the website, and he ____________________

Would you want to work as a customer service representative? Write 2-3 sentences about why or why not.
3  **Management:** A retail manager is responsible for the day-to-day and long-term operations and financial success of a business or store. Those working in Retail Management must have a good understanding both of the products being sold by that business and the customers’ needs.

*Example sentence:* Renee is working as a cashier while she is in college, but she hopes to advance to management once she has her degree and another year of sales experience.

What do you think are some necessary skills to succeed as a Retail manager?

What do you think are some of the challenges of working in Retail management?

4  **Inventory:** The merchandise a business currently has in their possession.

*Example Sentence:* We had to stay late last Thursday night to take inventory, counting all the products on the shelves and in the warehouse.

Complete the following sentences:

Brandon ran to the sneaker store to get the new Nikes, but the salesperson said their inventory was low because ________________________________.

Janeen is a ceramic artist, and she wants to open an online business. Her inventory can either be a small range of her most delicate and decorated mugs, or a larger inventory of simpler plates, bowls, and mugs. Should Janeen keep a small or large inventory of ceramics? Why?

5  **Supply Chain:** The steps involved in the production and distribution of an item for sale, including steps such as manufacturing, transportation, storage, and delivery.

*Example Sentence:* Ever since Ronan was promoted to Assistant Buyer at the garden store, he has learned that every step of the supply chain has its own challenges—from production delays to traffic jams.
Imagine a cotton dress. What are the different steps the dress goes through, from raw material to the dress being hung in a store? See how many you can think of!

1.

2.

3.

4.

5.

6 Data Analysis: The organizing and interpreting of data (information) in order to get useful information, answers to questions, and guidance about next steps to take.

*Example Sentence:* Once the results of the online customer survey were printed out, the sales team conducted a data analysis, looking closely at the rankings that customers gave to the store's new line of pillows. The team will use this information to decide how many of each design to order for the Fall.

**Complete the following sentence:**

For retail workers, data analysis is a way of organizing information in order to understand things like ________________________________________.

How do you use data analysis in your own life, even on a small scale?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

7 Recession: When the economy decreases significantly for at least six months. A recession is measured through unemployment, orders for new products, retail sales, and the number of businesses that close during that time.

*Example Sentence:* A lot of stores were closing in my neighborhood, and some of my friends had lost their jobs, so I wasn’t surprised when the newspapers said that the US was in a recession.

**Write 2-3 sentences that respond to the following question:**

What might be some signs that a recession is over?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Products from Design to User

Students learn about the steps involved in taking a product from idea to production, and finally distribution. They work in groups to identify tasks in each phase required to produce, distribute, and sell a product.

PREP

- Be prepared to explain the phases of the manufacturing cycle as described in *Products from Design to User: Terms and Definitions* answer key

MATERIALS

- *Products from Design to User* handout
- *Products from Design to User: Terms and Definitions* answer key

DISCUSS

1. When you think of how a product goes from an idea in someone’s head to an object in someone’s home, what are the different parts of the process that come to mind?

   > Identifying a consumer base for the product—who would want to buy it; the design it will have; what it will be made of; how it will be produced; where it will be sold; how it will arrive to consumers.

2. Although “Retail” is sometimes thought of as the buying and selling of items or services, it involves many other steps and intersects with many other industries. Retail doesn’t exist in a vacuum; it is connected to Manufacturing, Transportation & Warehousing, Construction, and other sectors. There are many steps a product goes through before it is ready to be shipped and sold. Each step works with the others to create a process, or a cycle.

3. We’re going to look at the product cycle, and see how the different steps, or phases, work together. First let’s look at a graphic that shows the different phases in the cycle and clarify what each term means.

4. Distribute the *Products from Design to User* handout. Ask students to work in pairs to define each phase of the cycle and write a short definition of each term inside its circle. It’s ok to take a guess.
Read each term aloud and ask for a few pairs to share their definition of that term. Clarify all terms and definitions using *Products from Design to User: Terms and Definitions* answer key.

Ask each pair to join another pair, to create groups of four. Distribute a blank sheet of paper to each group of four.

Write the name of the following product on the board:

**Self-Heating Coffee Mug**

Ask each group to write one task for each phase of the cycle needed for the manufacturing and selling of a self-heating coffee mug. Tell the groups not to label the task with the phase of the cycle it pertains to—write only the task. The tasks should not be in the order in which the phases appear on the diagram. Explain to students that once they are finished, they will exchange papers with another group, and determine which phase of the cycle each task belongs to. For example:

- “Send flyers to kitchen and home goods shops telling them about this new product” might be labeled “marketing phase.”
- “Test the mug’s safety and comfort by making sure it won’t burn people’s hands” might be labeled “design and development.”

Once the groups have finished, collect the sheets of paper. Redistribute them so that each group has a paper from one of the other groups.

The groups should read the statements that they now have in front of them and write the phase of the cycle alongside each task, and explain their reasoning.

Ask students to share aloud the tasks on their paper, along with the phase of the cycle they think each belongs to, and their reasoning for why.

Ask students which phase of the cycle they would be most interested in working in, and why.
Products from Design to User

Graphic and terms adapted from: *An Introduction to Manufacturing in Minnesota Teacher Guide; Minnesota Dream it Do it. http://www.dreamitdoitmn.com/teacher-guide/*
ANSWER KEY:

Products from Design to User: Terms and Definitions

RESEARCH & ANALYSIS
Research the need for your product, and learn about other similar products that exist.

DESIGN & DEVELOPMENT
Create the design for your product, and make one copy (called a prototype) to test out. Refine the design based on the results of the testing.

PRODUCT SUPPORT & SALES
Create and implement return policies, address equipment malfunctions, and address customer service needs.

DISTRIBUTION
Design packaging and labeling, pack, create shipping procedures, and ship the product.

PRODUCTION
Make a large number of the products. Review your production costs so you can determine profit.

MARKETING
Advertise your product, making sure to analyze your marketing efforts (keeping in mind age group; geographical location; types of stores it will do well in, etc.)

Products from Design to User
Section 5

How Many Retail Jobs Does It Take to Sell a Belt?

Students learn about the range of Retail positions involved in selling a belt while practicing annotation and making inferences.

PREP

• Review the handout materials.

MATERIALS

• From Sketch to Sample (a.k.a. “the Design Team”) handout
• From the Showroom Floor to Store (a.k.a. Purchasing and Sales) handout
• Getting the Word Out (a.k.a. Public Relations or Promotions) handout
• The Untold Story (until Now!) of Your Favorite Belt and How You First Met reading
• The Retail Workers that Brought Your Belt to You handout

EXPLAIN

1 Close your eyes. What are you wearing? Try to remember where and when you bought the different things you have on right now. Today we’re going to think about how many jobs in Retail are involved in getting common clothing items into your hands or onto your feet.

2 How many roles do you think might be involved in the process of getting an item of clothing to go from an idea to a product ready for sale? What are some of the steps required in getting an item to a store? Write answers on the board. Sample answers may include:

> design the item
> plan how to manufacture (make) it
> get the raw materials
> manufacture it
> select which items to sell in their store
> transport the items from a factory or warehouse to the store
> advertise the item
> sell it
Distribute From Sketch to Sample (a.k.a. “the Design Team”) handout, From the Showroom Floor to Store (a.k.a. Purchasing and Sales) handout and Getting the Word Out (a.k.a. Public Relations or Promotions) handout.

Now we’re going to skim the handouts to get familiar with some of the terms and to see how the information is organized.

Look at the handouts side by side. Each page is laid out the same way. What are the three main features on each page?

- a title at the top of the page
- a headline that says, “Increasing Levels of Education Required”
- a table listing different jobs

Let’s look at the first page. What is the title?

- From Sketch to Sample (a.k.a. “the Design Team”)

Based on the page title, what do you think the jobs in the table will all have in common?

- They will all be about designing things.

Now, let’s move to the second handout, From the Showroom Floor to Store (a.k.a. Purchasing and Sales).

What do the arrows going from left to right across the top of the page represent?

- The increasing levels of education and/or training needed for the jobs listed.

How many categories is the table divided into?

- Four.

What are they?

- High School or Equivalent
- High School or Equivalent Plus Some Experience or Some College
- High School or Equivalent and a Lot of Experience or Associate Degree
- Bachelor's Degree

What do these headings tell you?

- The amount of education needed for each job.

What information is in each job listing?

- The duties (or responsibilities) and range of pay.
Let’s take a look at one of the jobs. Locate the description for **Assistant Buyer**. Read the Duties for this job and underline any words you understand. Share the parts you understand and what you think it means with someone sitting near you. Then, as a class, we’ll discuss any terms that are unfamiliar or unclear.

**What is one thing an Assistant Buyer does?**

- Possible student responses may include: assist the main Retail Buyer; work on purchase orders; review reports; work with design firms; work out any problems with shipping and delivery.

**What do they earn?**

- Anywhere from $34,000–$55,000 a year.

**How much education do you typically need to become an Assistant Buyer?**

- High School or Equivalent Plus Some Experience or Some College

Notice the third and last handout, *Getting the Word Out* (a.k.a. Public Relations or Promotions) has a similar layout as the other handouts.

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**NOTE**

For guidance on teaching annotation, see “How to Teach Annotation” in the User’s Guide, found at www.tinyurl.com/cunycareerkits.

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Distribute *The Untold Story (until Now!) of Your Favorite Belt and How You First Met* reading. Ask students to read and annotate the article, marking parts they thought were important, interesting, surprising or confusing. They can also circle unfamiliar words to look up and write any questions or comments they have in the margins.

Divide the class into pairs. Ask students to work with their partner to find and circle all the steps mentioned in the reading that are involved in turning the idea of a belt into a product a consumer can wear.

Distribute *The Retail Workers that Brought Your Belt to You* handout. Combine the student pairs into groups of 3–4 students.

This handout lists the Retail steps needed to bring the belt from its initial idea to the point of purchase. In your groups, use the handouts from earlier in the lesson to decide which jobs are involved with each step. Then make inferences (guesses based on the information you have) about the skills you think are needed for workers of each step.

Each group selects one person to report back to the class. Then each group presents on one of the seven steps. It’s fine if one group ends up reporting back on more than one step. After each share out, ask the class if they can name additional jobs or skills involved in that step or have anything to add.
### Increasing Levels of Education/Training Required

<table>
<thead>
<tr>
<th>Bachelor’s Degree or Some Experience</th>
<th>Bachelor’s Degree and a Lot of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product Development Tracker</strong></td>
<td><strong>Mental Health Counselor</strong></td>
</tr>
<tr>
<td>DUTIES:</td>
<td>DUTIES:</td>
</tr>
<tr>
<td>Ensures the tech pack arrives at</td>
<td>Guides the team through the design</td>
</tr>
<tr>
<td>the right place at the right time</td>
<td>process from beginning to end. Researches</td>
</tr>
<tr>
<td>to be transformed from a concept to</td>
<td>trends, markets, fabrics, and trims.</td>
</tr>
<tr>
<td>a prototype, from a prototype to</td>
<td>Develops design concepts and designs</td>
</tr>
<tr>
<td>a sample and, eventually, from a</td>
<td>garments or accessories according to</td>
</tr>
<tr>
<td>sample to a final product for sale.</td>
<td>brand identity, style plans, sales needs,</td>
</tr>
<tr>
<td>Involves a high level of</td>
<td>and emerging fashion trends. Coordinates</td>
</tr>
<tr>
<td>coordination and overseas</td>
<td>with production, sales, marketing and</td>
</tr>
<tr>
<td>communication. Must be able to</td>
<td>other teams within the firm.</td>
</tr>
<tr>
<td>meet deadlines.</td>
<td></td>
</tr>
<tr>
<td>PAY RANGE: $22,000 to $47,000 per</td>
<td>PAY RANGE: $57,000 to $125,000 per year</td>
</tr>
<tr>
<td>year</td>
<td></td>
</tr>
<tr>
<td><strong>Colorist/Color Specialist</strong></td>
<td><strong>Design Director/VP of Design</strong></td>
</tr>
<tr>
<td>DUTIES:</td>
<td>DUTIES:</td>
</tr>
<tr>
<td>Manages all aspects of a brand’s</td>
<td>Leads the design team. Oversees all</td>
</tr>
<tr>
<td>color process. This includes</td>
<td>aspects of the design collection and is</td>
</tr>
<tr>
<td>developing the palette, approving</td>
<td>responsible for all decision-making along</td>
</tr>
<tr>
<td>colors and ensuring consistency</td>
<td>the design process. Acts as point person</td>
</tr>
<tr>
<td>throughout a brand. Additional</td>
<td>for the design team to management and</td>
</tr>
<tr>
<td>responsibilities include</td>
<td>major buyers.</td>
</tr>
<tr>
<td>production tracking and follow up.</td>
<td></td>
</tr>
<tr>
<td>PAY RANGE: $22,000 to $67,000 per</td>
<td>PAY RANGE: $73,000 to $195,000 per year</td>
</tr>
<tr>
<td>year</td>
<td></td>
</tr>
<tr>
<td><strong>Assistant Technical Designer</strong></td>
<td><strong>Mental Health Counselor</strong></td>
</tr>
<tr>
<td>DUTIES:</td>
<td>DUTIES:</td>
</tr>
<tr>
<td>Uses drawings, measurements, and</td>
<td>Guides the team through the design</td>
</tr>
<tr>
<td>descriptions to help the technical</td>
<td>process from beginning to end. Researches</td>
</tr>
<tr>
<td>designer assemble a “tech pack,”</td>
<td>trends, markets, fabrics, and trims.</td>
</tr>
<tr>
<td>which is a blueprint for producing</td>
<td>Develops design concepts and designs</td>
</tr>
<tr>
<td>garments. Sends design instructions</td>
<td>garments or accessories according to</td>
</tr>
<tr>
<td>to factories and tracks production</td>
<td>brand identity, style plans, sales needs,</td>
</tr>
<tr>
<td>and shipping.</td>
<td>and emerging fashion trends. Coordinates</td>
</tr>
<tr>
<td>PAY RANGE: $37,000 to $46,000 per</td>
<td>with production, sales, marketing and</td>
</tr>
<tr>
<td>year</td>
<td>other teams within the firm.</td>
</tr>
<tr>
<td><strong>Technical Designer</strong></td>
<td></td>
</tr>
<tr>
<td>DUTIES:</td>
<td><strong>Design Director/VP of Design</strong></td>
</tr>
<tr>
<td>Prepares the tech pack, overseeing</td>
<td>Leads the design team. Oversees all</td>
</tr>
<tr>
<td>the process from style and design</td>
<td>aspects of the design collection and is</td>
</tr>
<tr>
<td>concept to first prototype, to the</td>
<td>responsible for all decision-making along</td>
</tr>
<tr>
<td>final, production-ready sample. Work</td>
<td>the design process. Acts as point person</td>
</tr>
<tr>
<td>with management, design, production,</td>
<td>for the design team to management and</td>
</tr>
<tr>
<td>and merchandising staff to ensure</td>
<td>major buyers.</td>
</tr>
<tr>
<td>fit, quality and delivery.</td>
<td></td>
</tr>
<tr>
<td>PAY RANGE: $32,000 to $90,000 per</td>
<td>PAY RANGE: $73,000 to $195,000 per year</td>
</tr>
<tr>
<td>year</td>
<td></td>
</tr>
<tr>
<td><strong>Assistant Fashion Designer</strong></td>
<td><strong>Mental Health Counselor</strong></td>
</tr>
<tr>
<td>DUTIES:</td>
<td>DUTIES:</td>
</tr>
<tr>
<td>Supports the design team by keeping</td>
<td>Guides the team through the design</td>
</tr>
<tr>
<td>an active history of past, present</td>
<td>process from beginning to end. Researches</td>
</tr>
<tr>
<td>and future design-related actions</td>
<td>trends, markets, fabrics, and trims.</td>
</tr>
<tr>
<td>(typically using a database). Also</td>
<td>Developing design concepts and designs</td>
</tr>
<tr>
<td>researches and identifies trends.</td>
<td>garments or accessories according to</td>
</tr>
<tr>
<td>PAY RANGE: $42,000 to $66,000 per</td>
<td>brand identity, style plans, sales needs,</td>
</tr>
<tr>
<td>year</td>
<td>and emerging fashion trends. Coordinates</td>
</tr>
<tr>
<td></td>
<td>with production, sales, marketing and</td>
</tr>
<tr>
<td></td>
<td>other teams within the firm.</td>
</tr>
</tbody>
</table>

**MAP KEY**

- **Projected by the New York State Department of Labor to grow faster than average between now and 2020.**
- **Pay Range** The pay range reflects typical pay from entry level to experienced. The higher pay takes many years to reach and development of significantly greater skills and knowledge.
- **Jobs that are primarily part-time are expressed as hourly pay; jobs that are primarily full-time are shown with annual pay. Those that could be either are shown both ways.**
- **Minimum education and experience requirements. This may vary from employer to employer.**

**This flyer highlights jobs in the sector projected to have the same or more openings between now and 2020.**

## From the Showroom Floor to Store (a.k.a. Purchasing and Sales)

### INCREASING LEVELS OF EDUCATION/TRAINING REQUIRED

<table>
<thead>
<tr>
<th>High School or Equivalent</th>
<th>High School or Equivalent and a Lot of Experience or Associate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stock Clerks, Sales Floor</strong>&lt;br&gt;DUTIES: Receives and stores sales floor merchandise. Stocks shelves, racks, cases, bins, and tables with merchandise. May also check inventory and mark merchandise. &lt;br&gt;PAY RANGE: $17,000 to $27,000 per year</td>
<td><strong>Retail Sales Manager</strong>&lt;br&gt;DUTIES: Manages retailer or store sales operations, including merchandising and sales staff. Trains staff and schedules sales floor shifts. Establishes performance goals for sales staff to meet. Collects information about sales and analyzes it to determine inventory needs and monitor customer preferences. &lt;br&gt;PAY RANGE: $34,000 to $63,000 per year</td>
</tr>
<tr>
<td><strong>Salesperson</strong>&lt;br&gt;DUTIES: Sells merchandise to customers in retail settings. Keeps a store stocked, orderly, and clean. Makes sure the sales floor reflects the store and brand's design concepts. &lt;br&gt;PAY RANGE: $17,000 to $33,000 per year</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Merchandiser</strong>&lt;br&gt;DUTIES: Installs, arranges, and maintains the visual presentation of window and retail displays to promote sales, design concepts, and a positive shopping experience for customers. &lt;br&gt;PAY RANGE: $26,000 to $51,000 per year</td>
<td><strong>Bachelor's Degree</strong></td>
</tr>
<tr>
<td><strong>Key Holder</strong>&lt;br&gt;DUTIES: As a senior salesperson, assists store manager with day-to-day store operations like opening and closing the store, managing registers and cash flow, overseeing security measures, supporting sales staff, and resolving customer conflicts. &lt;br&gt;PAY RANGE: $32,000 to $55,000 per year</td>
<td><strong>Retail Store Manager</strong>&lt;br&gt;DUTIES: Directs day-to-day store operations. Develops and implements strategies to improve sales, promote a positive customer experience and increase profitability. Recruits, hires and trains store staff. &lt;br&gt;PAY RANGE: $39,000 to $79,000 per year</td>
</tr>
<tr>
<td><strong>Assistant Buyer</strong>&lt;br&gt;DUTIES: Provides administrative and analytical support to the Merchandise/Retail Buyer. May develop and submit purchase orders; review and analyze reports; and work with design firms to resolve shipping and delivery conflicts. &lt;br&gt;PAY RANGE: $34,000 to $55,000 per year</td>
<td><strong>Retail Store Manager</strong>&lt;br&gt;DUTIES: Selects and orders merchandise on behalf of retailers. Develops relationships with design firms, negotiates prices, tracks shipments and forecasts trends among target consumer groups. Utilize forecasting tools and interact with buying and sales teams to inform purchase orders. &lt;br&gt;PAY RANGE: $42,000 to $90,000 per year</td>
</tr>
<tr>
<td><strong>Retail Store Manager</strong>&lt;br&gt;DUTIES: Creates marketing campaigns to promote/increase designer or brand sales. Gathers and analyzes information on competitors, prices, sales and methods of marketing and distribution to inform campaign strategy. &lt;br&gt;PAY RANGE: $46,000 to $91,000 per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Retail Store Manager</strong>&lt;br&gt;DUTIES: Selects and orders merchandise on behalf of retailers. Develops relationships with design firms, negotiates prices, tracks shipments and forecasts trends among target consumer groups. Utilize forecasting tools and interact with buying and sales teams to inform purchase orders. &lt;br&gt;PAY RANGE: $42,000 to $90,000 per year</td>
</tr>
<tr>
<td></td>
<td><strong>Retail Store Manager</strong>&lt;br&gt;DUTIES: Creates marketing campaigns to promote/increase designer or brand sales. Gathers and analyzes information on competitors, prices, sales and methods of marketing and distribution to inform campaign strategy. &lt;br&gt;PAY RANGE: $46,000 to $91,000 per year</td>
</tr>
</tbody>
</table>

### Getting the Word Out (a.k.a. Public Relations or Promotions)

**Increasing Levels of Education/Training Required**

<table>
<thead>
<tr>
<th>Some College</th>
<th>Bachelor's Degree and a Lot of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Relations Assistant</strong></td>
<td><strong>Public Relations Manager</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong></td>
<td><strong>DUTIES:</strong></td>
</tr>
<tr>
<td>Supports a fashion firm's public</td>
<td>Manages the fashion firm's public relations activities and staff. Directs</td>
</tr>
<tr>
<td>relations team. Tracks samples,</td>
<td>publicity programs and campaigns. Promotes a positive public image for the</td>
</tr>
<tr>
<td>helps to manage media and contact</td>
<td>client.</td>
</tr>
<tr>
<td>lists, keeps track of industry</td>
<td><strong>PAY RANGE:</strong> $95,000 to $181,000 per year</td>
</tr>
<tr>
<td>trends and helps to coordinate</td>
<td></td>
</tr>
<tr>
<td>special events.</td>
<td></td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $27,000 to $44,000 a</td>
<td></td>
</tr>
<tr>
<td>year or $15 to 24 per hour</td>
<td></td>
</tr>
<tr>
<td><strong>Blogger/Social Media Content Writer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DUTIES:</strong></td>
<td></td>
</tr>
<tr>
<td>Writes, reviews, edits and adapts a</td>
<td></td>
</tr>
<tr>
<td>fashion firm’s marketing material</td>
<td></td>
</tr>
<tr>
<td>for social media use. Applies search</td>
<td></td>
</tr>
<tr>
<td>engine optimization (&quot;SEO&quot;) practices</td>
<td></td>
</tr>
<tr>
<td>to web content writing to improve</td>
<td></td>
</tr>
<tr>
<td>overall web visibility.</td>
<td></td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $22,000 to $60,000 per</td>
<td></td>
</tr>
<tr>
<td>year</td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor’s Degree or Some Experience</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Public Relations Specialist</strong></td>
<td><strong>Social Media Coordinator</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong></td>
<td><strong>DUTIES:</strong></td>
</tr>
<tr>
<td>Creates and promotes the public</td>
<td>Shapes and carries out activities to improve online presence, especially</td>
</tr>
<tr>
<td>image or “brand identity” to</td>
<td>among target consumers. Oversees and coordinates all activities concerning</td>
</tr>
<tr>
<td>generate consumer interest. Prepares</td>
<td>the firm’s web content and social media accounts.</td>
</tr>
<tr>
<td>and distributes media kits (e.g.,</td>
<td><strong>PAY RANGE:</strong> $73,000 to $116,000 per year</td>
</tr>
<tr>
<td>press releases, product images and</td>
<td></td>
</tr>
<tr>
<td>logos, etc.). Manages sample</td>
<td></td>
</tr>
<tr>
<td>inventory, online image library,</td>
<td></td>
</tr>
<tr>
<td>and graphics request processes;</td>
<td></td>
</tr>
<tr>
<td>handles media requests; and reports</td>
<td></td>
</tr>
<tr>
<td>on media coverage.</td>
<td></td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $40,000 to $116,000 per</td>
<td></td>
</tr>
<tr>
<td>year</td>
<td></td>
</tr>
<tr>
<td><strong>VP or SVP of Public Relations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DUTIES:</strong></td>
<td></td>
</tr>
<tr>
<td>Plans and directs all aspects of a</td>
<td></td>
</tr>
<tr>
<td>major fashion firm’s public relations</td>
<td></td>
</tr>
<tr>
<td>policies and projects. Is responsible</td>
<td></td>
</tr>
<tr>
<td>for making sure that all external</td>
<td></td>
</tr>
<tr>
<td>communications meet public relations</td>
<td></td>
</tr>
<tr>
<td>goals for the client.</td>
<td></td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $135,000 to $200,000+ per</td>
<td></td>
</tr>
<tr>
<td>year</td>
<td></td>
</tr>
</tbody>
</table>

The Untold Story (until Now!) of Your Favorite Belt and How You First Met

Adapted from https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Fashion-8-5x11.pdf

Think about your favorite belt. It began its journey as an idea or concept, first sketched by a Designer with help from her design team. Next, a technical design team makes a blueprint, called a “tech-pack,” that tells Manufacturers exactly how to make the belt. Using these instructions, a Manufacturer makes a few samples of the belt and delivers them to the designer. The designer debuts* a sample of this belt on the runway at New York Fashion Week. Buyers, celebrities and social media representatives at the show instantly fall in love with the new belt.

This positive reaction tempts buyers to order belts for their stores. They also apply knowledge of customer preferences to make an informed decision, such as belt widths and preferred materials. A buyer for a popular chain store orders the belt in different colors and sizes. Once the order is placed, the design firm manufactures the belt and ships the belts to their stores.

Soon after the fashion show, you see celebrities being photographed wearing the belt while others are tweeting all about it. You also start seeing the belt advertised on TV, in the magazines, and on subway ads. The belt has definitely grabbed your interest.

Then, one day you walk by a store and see the belt in the window display that has been nicely arranged by a visual merchandiser. The belt looks great with the outfit on display, and you realize you have to have it. You decide to go into the store to check it out.

A salesperson takes you to see the belt. You really wanted to buy it but it’s out of your price range… that is, until the salesperson tells you about a promotional discount. That’s right; some Marketing Specialist came up with a promotion. The first 1,000 customers can buy the belt at half the price, and you happen to be customer number 952! Unable to turn down this great deal, you buy it.

This may not be exactly how you first met your favorite belt, but it’s probably close. As customers, we see items in a store and don’t think about what it took to get them there. Going from design to a sale involves many steps and people along the way.

*to make a first public appearance
The Retail Workers that Brought Your Belt to You

Read the information in each step. As you work with your group, refer to the earlier handouts on Retail jobs to decide which Retail workers would be involved in each step and what skills might be required of workers for that step.

<table>
<thead>
<tr>
<th>Step involved in the Retail process</th>
<th>Which Retail worker(s) are needed for this step?</th>
<th>What do you think are some skills needed to work in these Retail positions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A design team sketches the idea for a new belt. Another team, called the technical design team, makes a blueprint (called a “tech-pack”) that tells the manufacturers exactly how to make the belt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When the belt is ready, the designer introduces the belt on the runway at New York Fashion Week. The design company's publicity team makes sure that the media is aware of this new belt and that they post about it on social media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Fashion buyers notice the belt and the positive reaction it's getting on social media. Using their knowledge of their customers' preferences, they order the belt in different colors and sizes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Once the products have been manufactured and shipped, you start to see the belt advertised on TV, in magazines, on subway ads, on Twitter, and on the Internet. Celebrities are photographed wearing the belt.

5. One day you walk by a store and see the belt on display. A visual merchandiser has arranged it in the window just right, and you decide you really want one.

6. A salesperson takes you to see the belt. You really want to buy it but the price is out of your range. The salesperson tells you that their marketing team just started a special promotion and explains the details.

7. Unable to turn down this great deal, you take it to the cashier and buy it.
Students learn about the local Retail labor market by analyzing graphs of job growth and loss.

**ACTIVITIES IN THIS SERIES**

6.1 • Interpreting Bar Graphs: Job Losses and Gains Across Sectors

6.2 • Interpreting Bar Graphs: Total Employment in Retail

6.3 • Retail Careers Brainstorm
Interpreting Bar Graphs: Job Losses and Gains Across Sectors*

Students predict, then read a graph detailing how various industries fared in New York City* in 2004 and 2014.

PREP
• Read the graph, *Job Losses and Gains*

MATERIALS
• *Job Losses and Gains Graph*
• *Prediction Guide: Rising and Falling Industries* worksheet

EXPLAIN
1 Before planning a career, it helps to know which industries are growing, which are shrinking, and which are staying level. At any point in time, the number of jobs in some industries is increasing, and in others, decreasing.

First off, what do we mean by industry?
• An industry is a collection of related jobs. For example, what industry do a Fashion Designer and Sales Associate belong to? Retail.

If a particular industry is growing, what does that mean for job seekers—people looking for jobs?
• There are jobs that need to be filled.

If it is shrinking, what happens to jobs?
• There are fewer jobs. Some people might lose their jobs and there won’t be many new openings.

Which industries do you think are growing in New York City* right now?

2 Distribute the prediction guide, one per pair, and explain that in partners, students are going to predict which industries increased in 2014, which decreased and which remained level. Then ask, Which categories do you think Retail jobs fall into?
• Trade, Transportation and Utilities.

3 When students are finished, distribute *Job Losses and Gains Graph* and ask them to read it carefully.
### Prediction Guide: Rising and Falling Industries

With a partner, decide whether you think each of the industries below increased, decreased or remained level between 2004 and 2014, marking a check in the corresponding boxes below. Discuss the reasons for your choices.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Increased</th>
<th>Decreased</th>
<th>Stayed Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Services</td>
<td></td>
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<td>Information</td>
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<td>Construction</td>
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<td>Other Services</td>
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<tr>
<td>Trade, Transportation and Utilities</td>
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<tr>
<td>Professional and Business Services</td>
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<tr>
<td>Leisure and Hospitality*</td>
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<tr>
<td>Education and Health</td>
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</tbody>
</table>

*Leisure and Hospitality is the category the Department of Labor data uses to describe jobs in Hospitality, Recreation and the Arts.*
# Department of Labor and CareerKit Sectors

The data on labor statistics included in the CareerKits comes from the Department of Labor, which collects information on hundreds of jobs and businesses. The table below describes the intersection of Department of Labor and CareerKit sectors, which are categorized similarly in many cases, though some differences exist. When considering which sectors to study with students based on the availability of local jobs, use this table alongside the Job Losses and Gains graph.

<table>
<thead>
<tr>
<th>U.S. Department of Labor Sectors, Reflected in the Job Losses and Gains Graph</th>
<th>CareerKit Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construction</strong></td>
<td>Organizations that build things. This includes organizations that build houses, office buildings, sewer pipes, power lines, highways and bridges. It includes organizations that employ people with general skills such as managing a building project and specialty skills such as carpenters, electricians and plumbers.</td>
</tr>
<tr>
<td><strong>Manufacturing</strong></td>
<td>The CareerKits divide Manufacturing into two sectors: Manufacturing, which includes organizations that make products such as clothing, machines, electronics and cars, and Food Production, which includes organizations that grow, raise and produce products such as apples, bacon, yogurt and milk.</td>
</tr>
<tr>
<td><strong>Mining and Logging</strong></td>
<td>Organizations that prepare natural resources for use. Some examples of natural resources are coal, metals, minerals, oil, gas and trees.</td>
</tr>
<tr>
<td><strong>Education, Healthcare and Social Assistance</strong></td>
<td>Organizations that offer childcare, education and training as well as healthcare and social assistance. This includes daycare centers, schools, colleges, hospitals, shelters and soup kitchens.</td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td>Sometimes called “public administration” or “the public sector,” the Government sector includes local, state, and federal agencies. This includes organizations that are in charge of public housing, trash collection and national security as well as prisons, the police and the fire department, among others.</td>
</tr>
<tr>
<td><strong>Entertainment, Food and Hospitality</strong></td>
<td>Organizations that provide art, fun, food and places to stay overnight. This includes organizations involved in theater, dance and music, as well as museums, parks, bowling alleys, restaurants and hotels.</td>
</tr>
<tr>
<td><strong>Professional and Administrative Services</strong></td>
<td>Organizations that provide support services to other organizations. This includes services such as accounting, advertising, billing, security, mailing packages and cleaning.</td>
</tr>
<tr>
<td><strong>Banking, Insurance and Real Estate</strong></td>
<td>This sector includes organizations that deal with money. This includes banks as well as insurance and mortgage companies. It also includes organizations that rent property, vehicles or machinery, such as buildings, cars, refrigerators, televisions and bulldozers.</td>
</tr>
</tbody>
</table>

(Continued...)
### Information
Organizations involved in producing, processing and distributing different types of information. This includes publishers of books, newspapers and computer software as well as producers of movies, music, radio and television programs.

Some of these careers are included in the Technology CareerKit.

### Trade, Transportation and Utilities
The CareerKits divide this sector into Retail and Transportation & Warehousing. Retail includes businesses that sell products such as clothing, cars, telephones and furniture. Transportation & Warehousing includes airlines, taxi and limousine companies, shipping and trucking. Some utilities are addressed in other sectors, such as phone/internet in Technology and others, and water and sewage treatment are included in the Community and Social Services CareerKits.

Transportation and Warehousing
Retail
Technology
Community and Social Services

### Other
This catchall includes organizations that do things not captured by the other sectors. This sector includes car, computer and shoe repair shops, beauty salons, laundromats, parking lots and religious organizations.

Community and Social Services
Job Losses and Gains Graph: How Did You Do?*

Read the graph below noting the employment numbers for each industry sector in 2004 and 2014.

**Leisure and Hospitality** is the category the Department of Labor data uses to describe jobs in Hospitality, Recreation and the Arts.

DISCUSSION

Before we think about how the data compares to your predictions, let’s discuss how to read this graph.

- According to the title, what is this graph about?
- What do the words going down the left side of the page tell you?
- What do the numbers across the bottom of the page tell you?
- What do the dark blue and light blue lines represent?
- What do the heavy black vertical lines represent?
- What do the fine black vertical lines represent?
- Where on this graph is the key? What does it tell you?
- Why are there two years shown on this graph?
- What does it mean when a dark blue line is longer than its partner light blue line?
- What does it mean when a light blue line is longer than its partner dark blue line?
- The heavy black vertical lines represent an increase of 230,000 jobs. How much of an increase does each fine black vertical line represent? How did you arrive at that answer?
- Ask students to find the corresponding industry sectors from the graph listed on their worksheets and discuss how these numbers compare to their predictions.

PAIR ACTIVITY

In pairs, write three statements about the graph, two that are true and one that isn’t. When you are finished, share with another pair. Each pair should determine which of the other pair’s statements are true and which is false.

FOLLOW-UP DISCUSSION

1. Which sector showed the most job growth from 2004 to 2014?
   How do you know?

2. Which sector showed the least job growth from 2004 to 2014?
   How do you know?

3. Why are the industries listed in this order?

4. How is the information in this graph relevant to a job-seeker?
Interpreting Bar Graphs: Total Employment in Retail*

Students read a bar graph containing data of the total number of Retail jobs from 2010–2016. In groups they discuss the graph and answer open ended questions, followed by a class discussion. Finally, students write a paragraph about the information in the graph and use the data to back up a prediction about the job outlook for the Retail field.

PREP

• Review Total Jobs in Retail in New York City, 2010 and 2016* graph, to prepare for class discussion.
• Write about 10 questions based on the sample discussion questions listed below.

Reading the Graph

Summary of graph information

• What information does the graph show?

The structure and organization of the graph

• What information is on the vertical axis?
• What information is on the horizontal axis?
• What do the dark blue bars represent?
• What do the light blue bars represent?
• What do the heavy black vertical lines represent?
• What do the fine black vertical lines represent?
• What does it mean when a dark blue bar is longer than its partner light blue bar?
• What does it mean when a light blue bar is longer than its partner dark blue bar?

How to read the graph

• How would you find the total number of jobs in Retail in 2016?
MATERIALS

- Total Jobs in Retail in New York City, 2010 and 2016 graph
- Retail Employment Discussion Questions handout
- Jobs in Retail Writing Assignment worksheet

EXPLAIN

1. Write the title of the graph, “Total Jobs in Retail in New York City, 2010 and 2016” on the board.

   Today we are going to look at a graph titled, Total Jobs in Retail in New York City, 2010 and 2016. Can you predict what this data might show?
   
   - The number of Retail jobs in New York City.

2. Do you think this graph will show us how many jobs exist today, in the past, or in the future? Why do you think that?

   - In the past, based on the years mentioned in the title of the graph.

3. Why might it be useful to look at this graph?

   - To see if jobs are available, have been available, or are likely to become available. To help us decide if we want to go into Retail.

4. Divide students into groups of four students and distribute Total Jobs in Retail in New York City, 2010 and 2016 graph.

   Use the questions on the board as a guide for exploring the graph and to determine student understanding. Here are sample responses to the questions:

   What information does the graph show? Sample answers can include:

   - The number of jobs in different kinds of Retail vendors in 2010 and 2016.

   The line on the left side of the graph is called the vertical axis. What do the words running down the left side of the graph tell you?

   - Different kinds of Retail jobs, different places people in Retail can work, etc.

   What are some examples of categories of Retail jobs?

   - Motor vehicle and parts dealers, furniture and home furnishing stores, electronics and appliance stores, etc.

   The line at the bottom of the graph is called the horizontal axis. What do the numbers on the bottom of the graph tell you? What information is on the horizontal axis?

   - The number of jobs in each Retail category.
What do the dark blue bars represent?

> The number of jobs in each category in 2010.

What do the light blue bars represent?

> The number of jobs in each category in 2016.

What do the heavy black vertical lines represent?

> 10,000 jobs.

What do the fine black vertical lines represent?

> 2,000 jobs.

What does it mean when a dark blue bar is longer than its partner light blue bar?

> There were more jobs in that category in 2010 than in 2016. The number of jobs in that category decreased (went down) between 2010 and 2016.

What does it mean when a light blue bar is longer than its partner dark blue bar?

> There were more jobs in that category in 2016 than in 2010. The number of jobs in that category increased (went up) between 2010 and 2016.

How would you find the total number of jobs in Food and Beverage Stores in 2016?

> Look for Food and Beverage stores on the vertical axis, then find the light blue bar representing 2016. Measure that bar against the horizontal axis to determine approximately how many jobs were in Food and Beverage Stores in 2010, approximately 80,000.

5 Divide each group of four into two pairs. Have each pair write three statements about the graph, two that are true and one that isn’t. When they are finished, they should exchange statements with the other pair in their group. Each pair should determine which of the other pair’s statements are true and which is false.

6 Have the two pairs come together as a group again. Distribute the Retail Employment Discussion Questions handout. Ask each group to discuss the graph together and answer the questions on the handout.

7 Ask students to write down their group’s answers to be discussed afterward as a class.
DISCUSSION GUIDELINES

Facilitate a discussion in which students share what they talked about in groups and ultimately discuss the following themes, with sample questions. Feel free to add your own questions.

The purpose of the graph
- Why is this graph useful?

The content included in the graph
- Which Retail category had the largest number of jobs in 2016?
- Which Retail category had the fewest jobs in 2016?
- Which Retail category had the largest number of jobs in 2010?
- Which Retail category had the fewest jobs in 2010?

Any patterns the data shows and possible reasons for the patterns
- Which Retail categories increased in jobs between 2010 and 2016?
- Which Retail categories went down?

Implications of the data
- Why do you think some categories went up and others went down? What does this say about people’s buying habits?
- What can we predict based on this graph?
- How would you use this graph when considering careers in Retail?

Students should back up their thinking with evidence from the graph. Ask follow up questions that help students explain their thinking, delve more deeply into the questions, and cite evidence from the graph. Some sample questions might include:

- How do you know that?
- Where in the graph do you see that?
- Why do you think that?
- What else do you notice?
- Can you say more about that?
- What do you think that means?
- Do you think now is a good time to look for a job in Retail? In which categories? Why do you think that?
OPTIONAL WRITING ASSIGNMENT

1. Distribute *Jobs in Retail Writing Assignment* worksheet.

2. Ask students to write a paragraph in a journalistic style that describes the data in the graph and makes a prediction about the future of Retail jobs in the region citing evidence from the graph. Encourage students to write more about trends in the data rather than to report a series of individual pieces of data.
GRAPH:
Total Jobs in Retail in New York City, 2010 and 2016*

- Sporting Goods/Hobby/Book/Music Stores
- Electronics and Appliance Stores
- Gasoline Stations
- Furniture and Home Furnishings Stores
- Motor Vehicle and Parts Dealers
- Building Material & Garden Supply Stores
- Clothing and Clothing Accessories Stores
- Nonstore Retailers (includes e-commerce)
- Health and Personal Care Stores
- Food and Beverage Stores

AVERAGE TOTAL JOBS

- 2010
- 2016
Retail Employment Discussion Questions

Discuss the following questions in your groups. Take notes on your group's responses in preparation for class discussion.

1. What do you notice? (write down as many things as you can)

2. What do you see that interests you?

3. What do you want to know more about?

4. What do you have questions about?
5. Which categories saw an increase in jobs between 2010 and 2016?

6. Which categories saw a decrease in jobs between 2010 and 2016?

7. What conclusions can you draw?

8. What do you think is the connection between job losses in certain categories and job gains in Nonstore Retailers (which includes e-commerce)?
Jobs in Retail Writing Assignment

WRITING PROMPT: You work for a newspaper. Your editor wants a short article to accompany the graph. Write a paragraph that describes the total number of Retail jobs in the different categories between 2010 and 2016. Assume that your reader cannot see the graph. Include a prediction for Retail jobs in the near future—Do you think Retail jobs will rise or fall in the near future? In what categories? Explain why you think this. Back up your prediction with evidence from the graph.
Section 6.3

Retail Careers Brainstorm

Students brainstorm careers in Retail with which they are already familiar, including the name of the occupation and primary responsibilities.

PREP

• Be prepared to explain the following vocabulary:

  Administrative services: Jobs that help keep a business going behind the scenes, such as human resources, payroll clerks, office assistants, etc.

  Brand marketing: Marketing (the promoting and selling of products) that is specific to the brand, product, or unique quality of an item or company, in order to encourage consumers to identify with that brand or item.

  Visual merchandising: Creating displays, deciding how and where products will be shown in a store, choosing products to display together, etc.

  Loss prevention: Security services to prevent theft and damage to products.

MATERIALS

• Retail Careers Brainstorm worksheet

EXPLAIN

1 There are dozens of careers in Retail, and more are being created all the time as more buying and selling options, such as e-commerce (online shopping), are on the rise. When we think of Retail jobs we usually think of salespeople, but there are many other Retail careers, such as Managers, Marketers, Security guards and Buyers.

2 Distribute the Retail Careers Brainstorm worksheet.

3 With a partner, list as many Retail careers as you can in the left column. Write a description of what that person’s job duties are in the right column. If you’re not sure of the exact title of the occupation, take a guess.

4 List additional Retail jobs in the left column that you’ve heard of, but are not sure what exactly the job entails—you can leave the duties on the right side blank.
5 List additional Retail duties, even if you are not sure of the name of the career—you can leave that part blank. See the examples on the worksheet.

**Examples of Retail careers include:**

- Salespeople
- Administrative services
- Security guards
- Social media marketing
- Online sales representatives
- Human resources
- Store managers
- Visual merchandisers (design displays)
- Customer service

6 When students have completed their brainstorm, write some of their responses on the board. Students can share some of the duties for each job, but it’s not necessary to write them on the board.
# Retail Careers Brainstorm

Write the name of the career on the left and the duties on the right. It’s okay to leave some columns blank if you’re unsure. Write as many as you can.

<table>
<thead>
<tr>
<th>Career</th>
<th>Duties (what they do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand Marketer</td>
<td>Promotes a certain brand through print and digital advertising, social media postings, events, discounts and other promotions</td>
</tr>
<tr>
<td>Loss Prevention Specialist</td>
<td>Travels to different stores in a region, offering products for stores to buy to put on sale for their customers</td>
</tr>
<tr>
<td>Window Dresser</td>
<td></td>
</tr>
<tr>
<td>Store Manager</td>
<td>Makes sure all aspects of the store run smoothly and that employees get what they need in order to do their jobs</td>
</tr>
<tr>
<td>Product Demonstrator</td>
<td></td>
</tr>
</tbody>
</table>
Spotlight on Retail Careers—It’s Not Just Sales

Students read an article about jobs in Retail that do not involve selling, discuss cross-training (being trained to do different kinds of jobs in the same business) as a way to advance in Retail, and plan a Retail worker’s rise from sales to one of the career paths discussed in the article.

PREP

- Be prepared to discuss the terms skills, duties, compensation, and cross-training (being trained for more than one role in a company).
- Write cross-training on the board.

MATERIALS

- Five Promising Career Paths for Retail Workers article
- Career Paths for Retail Workers worksheet

DISCUSS

1. Ask students to list what they think of as the most common jobs in the Retail sector.
   › Cashier; Salesperson; Store associate

2. Actually, only 56% of jobs in the Retail sector are sales jobs. What are some jobs in Retail other than sales jobs?
   › Customer service (people who help take care of a customer’s needs before, during and after a sale)
   › Marketer (someone who advertises or promotes a product or a business)
   › Human resources (someone who helps with the hiring, training, supervision and firing of staff)
   › Security (someone who prevents theft or damage to products, and keeps staff and customers safe)

3. We are going to read an article about non-sales Retail jobs. The article talks a lot about something called “cross-training.” What might that mean?
4. After students discuss possible meanings, write the following definition on the board under **Cross-training**:

Training an employee to do more than one part of a company’s work. Worker A learns how to do the task that worker B does, and Worker B learns to do A’s task. (Adapted from https://www.thebalance.com/cross-training-employees-2275317)

5. Ask students if they have any experience with this in their own work. Has cross-training helped lead to new opportunities? Explain that cross-training is beneficial for employees because these additional skills make them more employable for a range of positions.

6. Distribute the *Five Promising Career Paths for Retail Workers* article. Tell students that as they read, they should annotate their reading, marking parts they thought were important, interesting, surprising or confusing.

7. Give students time to read and annotate.

8. Put students into groups of three or four. Distribute the *Career Paths for Retail Workers* worksheet, and ask students to complete the table together. After they finish the table, have them fill out the questions on the second page individually.

9. When finished, discuss both group and individual answers as a class.

**NOTE**
For guidance on teaching annotation, see “How to Teach Annotation” in the User’s Guide, found at www.tinyurl.com/cunycareerkits.
Five Promising Career Paths for Retail Workers
by Dominique Rodgers
Adapted from https://www.monster.com/career-advice/article/promising-retail-career-paths

You might think Retail is all about selling, but that's only part of the picture—56% of it, to be exact. According to the National Retail Foundation, that's the percentage of Retail employees who work in sales. The rest work in other fields, including design (to develop or plan what a product will look like), administration (the “behind the scenes” work such as bookkeeping, hiring, ordering the products that will be sold, etc.), marketing (to promote or advertise the products) and logistics (the process of moving the products from the factory to the warehouse to the store).

That means there are plenty of options if you're interested in a Retail career. You may already have transferable skills that can translate to higher positions within the Retail field or to other industries entirely, says Tammy Colson, a Human Resources and Talent Acquisition Consultant in Cleveland, Ohio.

The key is taking advantage of educational and cross-training opportunities, says Colson, who previously served as an HR manager at Home Depot. Your best bet is growing your expertise in project and people management, leadership, sales, and customer service, which are some of the most in-demand Retail skills.

One of Colson's former Home Depot colleagues serves as a great example of someone who took advantage of such opportunities. “He had started on the sales floor and wanted to get into HR (Human Resources),” she says. He took on the additional responsibility of scheduling other employees and then was promoted under Colson to an HR supervisor role. When Home Depot got rid of HR departments in individual stores, he was offered a position at corporate headquarters doing training. “His key to success was cross-training,” says Colson.

Retail field management

What it is: Retail Field Managers oversee stores and their performance. If you start out at the store level and are a successful employee, you can work your way up the Retail ladder to Store Manager, says Kate Kibler, a New York City-based career coach who specializes in Retail and Fashion. From there, you may become an Area Manager, leading two or three stores, and then a District Manager, overseeing area managers. Regional Managers cover about 50 stores, and the next step would be Head of Stores.

“This can be a fulfilling and profitable career path for the right leader,” says Kibler, who started her own career working in retail stores.
Skills required: Strong leadership and the ability to coach and manage others are key traits for people who want to pursue this path.

What it pays: Retail managers average $42,000 annually and can make upwards of $60,000, according to PayScale.

Visual merchandising

What it is: Visual merchandisers “are the people who make a store look great,” says Kibler. They design window displays, select how the products will be displayed in the stores, choose outfits for the mannequins, and more. “A strong visual merchant can make or break a brand,” Kibler says. People in visual merchandising roles carefully define the customer journey by determining where to put fixtures in a store, deciding how products are presented and showing the customer what to buy.

Visual merchandisers may work in a store, or in the corporate office where they help to make decisions for all the stores that a business owns. Leaders in visual merchandising tend to be visionaries for the brand, Kibler says.

Skills required: If you have a creative streak, understand the brand, and can build sales displays, this is the right fit.

What it pays: These jobs average $40,000, and can pay as much as $50,000, according to PayScale.

Buyers and planners

What it is: People in these positions make decisions about what kinds of products should go into stores and in what quantities, says Robin Kelley, a professional resume writer with Resume Preferred in San Francisco. Buyers make choices about which items to buy from wholesalers; planners work with logistics departments to get products to the right place at the right time. For example, a store in Los Angeles will offer different products in different quantities than one in Boise, Idaho, notes Kelley, whose corporate experience includes working for Whole Foods.

Entry-level positions are available in corporate offices, or you may start out in the retail store, and then move into a buyer or planner path if you show a capability for it.

Skills required: Buyers must understand the company’s brand perfectly; planners must carefully understand different business elements such as how big a demand there is for something, or which types of products will only be popular for a short time.
**What it pays:** Buyers average $52,000 annually, according to PayScale, though the top of the pay range is $94,000 depending on location and experience. Planners report earnings ranging from $46,000 to $97,000, according to PayScale.

**Supply chain management**

**What it is:** The supply chain is the set of actions involved in manufacturing, storing, and delivering products to stores. The supply chain for retail stores has many moving parts. Entry-level jobs along this path include drivers, warehouse employees and dispatch positions. People who want to advance along this path may move into management positions at warehouses or delivery departments or even further into corporate positions. Those with supply chain expertise can go on to have well-paying careers higher up in Retail or Manufacturing, Colson says.

**Skills required:** Supply chain professionals need excellent project management skills, as well as knowledge in areas such as finance, accounting, and writing contracts. Being comfortable working cross-culturally is also an advantage, because supply chains often include people in different countries.

**What it pays:** Supply chain planners average $59,000 annually and can make upwards $84,000, according to PayScale.

**Security and loss prevention**

**What it is:** Shoplifting is big business these days, says Eric Melancon, a store manager for a global clothing retailer in Baton Rouge, Louisiana. It’s not just individual thieves; people sometimes work in large, coordinated groups. Retail stores now often hire Security and Loss Prevention Specialists to take action against this type of theft and to work with law enforcement to prevent it.

These specialists include individuals walking around the store observing customers and protecting physical merchandise, uniformed security personnel protecting patrons, and investigators looking into internal theft, Melancon says. Colson has seen loss prevention specialists move up the corporate ranks, as well as go on to work for law enforcement agencies.

**Skills required:** Colson says many retailers hire former military personnel for these jobs because they often have the necessary self-defense training and observational skills. Another important skill for this job is to be aware of implicit bias—which is when we assume that people will behave a certain way based simply on what we think their gender, race, nationality, sexual orientation, or other element of their identity is. Researchers have found that implicit bias can cause people to interpret the same action in many different ways, so people who work in security need to be especially aware of their own biases.

**What it pays:** Loss Prevention Manager wages average $45,000 and can pay up to $64,000, reports PayScale.

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**VOCABULARY**

- **Mannequins** are the life-sized figures in clothing stores that show different outfit ideas for customers to consider.
- **Wholesalers** are the people or companies that sell goods in large quantities at low prices, usually to retail businesses.
### Career Paths for Retail Workers

Complete the table below, using information from the article put into your own words.

<table>
<thead>
<tr>
<th>Career Path</th>
<th>Duties (what they do)</th>
<th>Skills needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail field management</td>
<td></td>
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<td>Visual merchandising</td>
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<td>Buyers and planners</td>
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<td>Security and loss prevention</td>
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Technology in Retail Series

Students learn about the impact technology has on the labor market in general and on the Retail sector in particular.

**ACTIVITIES IN THIS SERIES**

8.1 • How Does Technology Affect Today’s Labor Market?

8.2 • Technology’s Impact on Retail Employment

8.3 • Technology’s Impact on Retail Products
How Does Technology Affect Today’s Labor Market?

Students read an article and consider the positive and negative effects of technology on the workplace across labor sectors.

MATERIALS

- Technology Opinionnaire
- Technology in the Workplace reading
- Chart paper & markers

INTRODUCE

1. Distribute the Technology Opinionnaire. Ask students to read each statement, and circle whether they agree or disagree. Then they should choose one of the statements to explain (in writing) their reasoning.

2. Write on the board:

   How has technology changed the labor market?

3. Distribute Technology in the Workplace, and ask students to read and annotate it, making sure to take notes about how technology has changed how people look for jobs, what kinds of jobs are available, and what their lives are like at work.

4. Put students in groups. Tell them to turn over the article (so they’re not looking at it), and make a list on chart paper of all the ways they can remember from the article how technology has changed the world of work. Groups share findings with the class.

5. When the groups are finished, ask them to look back at the article, and see if they missed anything. If they did, they can add to their lists.

6. Point students back to their opinionnaires. Ask if anyone has changed their mind. For example, did anyone who started out feeling positively about technology start to feel more negatively, or the other way around?
Technology Opinionnaire

For each of the statements below, circle whether you agree or disagree.

1. Overall, technology is improving our world today more than technology is hurting our world.
   Agree / Disagree

2. Technology these days makes it easier to find a career.
   Agree / Disagree

3. I would rather be looking for a job in today’s job market than I would 20 years ago.
   Agree / Disagree

Choose one of the above statements, and explain why you agreed or disagreed:
Technology in the Workplace

Technology has affected the world of work since the rise of factories in the 19th Century. For example, a machine called the cotton gin, that removes seeds from cotton after it is picked, made cotton manufacturing quicker and easier. When we talk about technology today, we usually mean hardware, such as hard drives and monitors; software, such as word processing programs; the internet; or networks, which allow computers to communicate with one another. Technology also refers to data collection, analysis and storage. It affects today’s labor market in many ways: the way we find work, the types of jobs we do, the education and skills we need, the way we do work, and the way companies operate.

1. The way we find work

Long ago, people often looked for jobs in local newspapers, but today they use technology. Job search websites such as Monster, Indeed.com and Glass Door have become popular. People use social media sites like LinkedIn and Facebook to make themselves known, connect to others and find opportunities. Employers use these sites too, to find employees and research job applicants.

2. The type of jobs we do

Advances in technology have made some jobs disappear and others appear. For example, because companies like Netflix can offer movies on the internet, there are fewer video rental stores. We used to see a travel agent, baggage collector, porter and ticket agent when we traveled by plane or train. There are fewer of those jobs now that we use websites to book our tickets, and electronic machines to get our tickets and to check our bags. Advances in technology create new jobs too, like ‘app developers’, social media specialists, and health information managers.

3. The education and skills we need

A lot of work relies on technology. We use it to do simple tasks like answering phone calls. More and more employers rely on people to do more difficult work that requires innovative thinking, flexibility, creativity, and social skills. You need a person to plan the layout of products in a store so customers can find them easily and you need a person to provide hands-on care for sick patients. You need technology, for cashiers to use during transactions and to store medical information of patients. In this technology driven labor market, individuals who want
to get, keep and advance in a good job need to make sure that they have the education and skills that employers are looking for. This means knowing how to use technology and learning the skills that must be done by people.

4. **The way we do work**

Technology has also changed the way we work, by:

- **Making workers more productive**—Using technology can help you do your job better. You can complete more tasks, do them faster and sometimes more accurately. For example, with programs like Word, you can create and edit a letter more quickly than if you were to do it by hand or on a typewriter.

- **Reducing the tasks workers do themselves**—Some tasks that workers used to do themselves are now done by technology. For example, lawyers can use computer programs to search through thousands of documents to find certain information. This allows them to spend more time doing work computers can't do, such as developing arguments for the courtroom.

- **Replacing some workers**—More and more, we rely on machines to do work without any help from humans. This is called automation. Many people wonder if machines or even robots will one day replace workers. Right now, machines can assemble car parts, answer customer calls and check passengers in at airports. Robots can work together to fulfill warehouse orders. Experts disagree on what kind of impact automation will have on work in the future.

- **Making some workers more mobile**—Mobile phones, computers and the internet have allowed employees to do work from almost anywhere at almost any time. For example, some office workers can work from home for a local company or for a company based in another country. And, they can check email after the official end of the workday. Because of videoconferencing, we can even have meetings with people who are in different places around the world.

- **Directly connecting people who need goods or services to people who can offer it**—Businesses like Uber, Airbnb and Ebay allow sellers to connect with customers in moments. They offer transportation, accommodations and products to potential buyers through the internet.
5. **The way companies operate**

With technology, organizations can produce goods and provide services more quickly, more accurately, on a larger scale and in new and improved ways. They can reach more customers. And, they can use huge amounts of information about individuals—known as ‘big data’—to help them sell more to customers. For many organizations, the way they use technology is what sets them apart from the rest.

Technology has changed the world of work in these five ways, but not all types of technology have the same impact. Some technologies totally transform the way people and organizations work. The internet is a good example; it changed everything. Other technologies that may transform our lives include driverless cars and advanced robots that can work alongside or replace employees altogether. And, some jobs seem to be affected by technology more than others. For example, jobs that involve activities such as data entry, assembly line work or routine design work have all become reliant on technology.

Technology has had many positive effects, but it has also had some negative. For example, the internet has allowed a wide range of individuals to access an incredible amount of information quickly, but it has made security and privacy an important issue. Hackers now can get confidential information that they were not intended to have. Governments are catching up to these changes by making new laws and regulations to keep people more safe.

Jobseekers and employees in today’s labor market must make sure they are tech-savvy. This can include:

- knowing how to operate a computerized cash register
- being proficient in Microsoft Office including Word and Excel programs
- operating medical technology that can require ongoing training as the technology evolves

Employees can raise their awareness by staying current with technological trends in their field, by reading online or print materials about their industry. Jobseekers can prepare for interviews doing job research and getting training. Jobseekers who are not tech-savvy may be at a disadvantage to their more tech-savvy peers.
Technology’s Impact on Retail Employment

Students read one of two articles about technological advances in the Retail sector and how they impact employment in the sector, while practicing annotation. They then share their findings with a partner who has read the other article.

PREP

• Be prepared to discuss the following vocabulary: **savvy** and **platform** (the software used to support online businesses and services).

MATERIALS

• *New Technology Brings About New Retail Jobs* article
• *Amazon’s Cashierless Store Is Almost Ready for Prime Time* article
• *Talking Points* handout

DISCUSS

1 Today’s Retail jobs use technology in every step of the process, from growing or extracting raw materials, to fabricating products, to buying and selling, to customer service and more.

2 Divide students into two groups (A and B). Explain that each group will read one article about how technology is changing the Retail sector. Then they will sit with a partner from the other group (A/B pairs) to share what they’ve learned.

3 Distribute *New Technology Brings About New Retail Jobs* to members of Group A and *Amazon’s Cashierless Store Is Almost Ready for Prime Time* to members of Group B.

4 Distribute the *Talking Points* handout. Tell students that as they read, they should take notes on what they’ve read so they can refer to them when sharing the information with their partner. They can use the worksheet to write down talking points that will help them remember what they want to share.
Talking points are usually written as key words, short phrases or a sentence that will help you remember an idea you want to talk about. Talking points are helpful when you have to give a presentation. If you write very detailed notes, you might get confused while presenting or it might appear that you are reading from a script. Talking points are a tool that can help you remember the main points you want to talk about.

First you’ll read and annotate the article, then discuss it as a group. What kinds of things are you going to want to discuss with your group?

- The main idea, what's important, new terms, information that might be useful to students, anything surprising or interesting, any questions you might have.

Give students time to read, discuss, and write their talking points.

When students are finished, divide them into pairs that include one A and one B. Ask each partner to take turns teaching the other about what they learned from the reading in their original group, using their talking points.
New Technology Brings About New Retail Jobs

Caroline Zaayer Kaufman

Adapted from: https://www.digitalcommerce360.com/article/us-ecommerce-sales/
https://blog.hubspot.com/service/omni-channel-experience

Whether it’s shoes, a wrench or a TV, the way we buy things is changing with technology—and jobs in the retail industry are changing as well. Brick-and-mortar retailers are adapting the way they do business in order to appeal to online consumers, and new ways to shop is leading to new kinds of jobs.

The goal of the changes in Retail is to provide better customer service, more interaction with shoppers, and to make it easier for consumers to buy online or in the store. That means retailers need employees who have the skills to work with new technology, and ones who can develop and improve the technology as the needs of the industry change over time. E-commerce (buying and selling that is done online, such as on Amazon.com) is growing quickly. Consumers spent more than $450 billion in 2017, which is a 16% increase from 2016. The Retail industry is responding by creating new jobs that are dedicated to making sure shoppers have a positive experience, and making sure that they can keep track of shopping preferences and trends.

JOB GROUP #1: Customer experience leaders

A “customer experience” employee works to manage the different elements in high-tech Retail interactions. Communication has to be immediate, clear, and accurate. If customers don’t feel that they are getting the most up-to-date information about products, prices, or delivery options, they might choose to shop somewhere else. Because there is so much competition to get customers and keep them, customer satisfaction is one of the most important goals.

JOB GROUP #2: Data crunchers

“Crunching,” or analyzing, numbers is a big part of working with data. People who can look at data about customers—their buying habits, their preferences, and their desires—and help companies improve how they do business are in great demand. Data can help businesses find out which areas of the company need to improve and which parts are working well. For example, data analysts can examine the spending habits of the top 10% of customers to see what they like and dislike, then make decisions about how to improve their overall satisfaction.

“Analytics is huge in Retail,” says Vicki Cantrell, Executive Director of Shop.org at the National Retail Federation. “It crosses into many areas: marketing, technology, and social media.”
UNIT 1  •  ANALYZING THE RETAIL LABOR MARKET

Section 8.2

JOB GROUP #3: Tech types
The shift to online buying is creating a bigger need for IT (information technology) professionals, software developers and Internet-savvy employees who can use social media and other internet tools to promote the company and increase sales. For example, many consumers are starting to buy their groceries online rather than in stores. Stores are responding by using their advertising dollars on social media outlets such as Facebook and Twitter rather than on in-store advertising. However, the use of social media in retailing needs to be better understood, says Cantrell. “Retailers are in a tough position trying to know how and what to communicate through social media, because it’s instant and everywhere.” Also, different social media outlets are best for different types of customers, so retailers are hiring people who understand those differences and know how to best use them.

JOB GROUP #4: Modern sales associates with an old-fashioned sense of customer service
Technology isn’t just changing the shopping experience in grocery stores. Customers in all sorts of Retail settings use mobile devices while they shop, and sales associates may have their own mobile devices to improve the shopping experience. Stores need employees who are good with mobile devices, which isn’t difficult to find, but also isn’t enough, Cantrell says. “Sales staff need to learn that different people shop differently,” she explains. “Not every customer is tech savvy—they come to the store for the experience. It’s really important not to assume that everyone wants the tech experience.” Customer service is still the number 1 skill needed in Retail. Customers want great service no matter how they’re shopping, and they don’t want to wait for it.

What is Omni-Channel Shopping?

Omni-channel is a way for companies to give customers a “seamless” shopping experience, which means they can move back and forth from in-store to online shopping with the help of a store employee.

Here is an example of how one clothing store is doing it. If you walk into the store, you’ll be greeted by a sales associate who is holding an electronic tablet such as an i-Pad. The salesperson can use the tablet to give you on-the-spot, accurate product information. The tablet also serves as a cash register, so there is no need to wait in line for a cashier—you can have your purchases rung up from anywhere in the store. What happens if something you want is out of stock? The sales associate can place an online order for you and will have the item shipped directly to your home.
Amazon’s Cashierless Store Is Almost Ready for Prime Time

By Olivia Zaleski and Spencer Soper


In the same way that brick and mortar stores have been trying to bring their customers the convenience of online shopping, online businesses have been working to bring the benefits of in-person shopping to their online customers. This has resulted in some businesses developing a “hybrid,” or combination, retail model.

For the past year, Amazon employees have been test driving Amazon Go, an experimental convenience store in downtown Seattle. The idea is to let consumers walk in, pick up items and then pay for them without ever standing in line at a cashier.

Amazon Go represents Amazon.com Inc.’s biggest effort yet to transform the brick-and-mortar shopping experience by eliminating the checkout line, saving customers time and furthering the company’s reputation for convenience. Amazon unveiled Amazon Go last December, saying it planned to open the store
to the public early this year. However, the company encountered technical difficulties and postponed the launch to work out the bugs, The Wall Street Journal reported in March.

Seven months later, challenges remain, but the technology has improved significantly, says someone familiar with the project. And in a sign that the concept is almost ready for prime time, hiring for the Amazon Go team has shifted from the engineers and research scientists needed to perfect the platform (the technical tools used to run the store) to the construction managers and marketers who would build and promote the stores to consumers.

Shoppers visiting an Amazon Go store will scan their smartphones upon entering. Cameras and shelf sensors will then work together to figure out which items have been removed and who removed them; there will be no need for tracking devices. When shoppers are finished selecting what they want, they simply leave. Mathematical computing programs called algorithms will total the amount of the purchases and bill the shopper’s Amazon account. Although many stores currently have self-checkout stations, shoppers at those stores still have to wait for an available station, scan their items, and pay with cash or a card. Amazon Go calls their technology “just walk out” technology, because customers don’t have to do any of those steps. Instead, they walk in, put the items they want in their bag, and walk out.

The system is working well for individual shoppers but Amazon is still figuring out things like how to charge groups who are shopping together, or what to do about families with grabby kids, where a child might take something off the shelf, but then a parent puts it back. The company is also working to design protocols and procedures for in-store returns, spoiled or damaged merchandise, and customer service issues—all things that are common to brick-and-mortar retail.

**VOCABULARY**

- **Brick and mortar** refers to physical stores that you go to and shop in, vs. online shopping or ordering something from a catalog
- **Transform**: to change drastically
- **Eliminating**: completely removing
- **Work out the bugs**: to solve issues that are preventing technological tools from working well
- **Protocols**: rules or procedures
MY TALKING POINTS

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MY TALKING POINTS

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Technology’s Impact on Retail Products

Students view short videos about people describing start-ups and other initiatives at the intersection of Retail and Technology and write responses to questions about the videos.

PREP

- Pre-screen the videos.

MATERIALS

- Links to videos:
  
  http://tinyurl.com/sewn-with-code
  
  https://www.shapeways.com/madewithcode
  
  https://www.youtube.com/watch?v=tXPxfegQswg

- Requires use of a computer and projector.
- Technology-Enabled Retail Products worksheet (3 per student, if screening all 3 videos)

EXPLAIN

1 Technology has had a huge impact not only on companies, consumers, and workers, but also on product design. New technologies offer opportunities to develop new kinds of fabric—for example, a material with built-in sunscreen, or clothing that can heat up when your body temperature drops. These are called “smart” products. Some of the products are very simple; others are more complex. What are some examples of technology-enabled design that you know of or use?
  
  > Clothing with sunscreen built in, electric kettles that turn themselves off, smartphones, etc.

2 Today we are going to watch some videos about people who use technology to create new kinds of products. We are going to watch them twice. The first time, listen for the main ideas. Then, you are going to read a series of questions, and watch the video again with answering the questions in mind. After watching a second time, you are going to write responses to the questions based on what you heard in the videos.
3 Play the first video. Have a brief discussion about what students learned about the product and the technology involved.

4 Distribute the *Technology-Enabled Retail Products* worksheet. Ask students to read the questions, but not write anything yet.

5 Play the video a second time.

6 Ask students to complete the worksheet.

7 Continue the same process with the other two videos.

8 After the three videos have been shown and students have completed the response sheets, ask them to get in groups according to the video and product that most interested them.

9 Have students discuss the key points, the technology and the product highlighted. Have them share why they chose that particular product—what interested them about it?

10 Ask students to choose one group member to report back to the rest of the class about their discussion.

**VIDEO NARRATIVES ABOUT TECHNOLOGY-ENABLED RETAIL PRODUCTS**

3. https://www.youtube.com/watch?v=tXPxfegQswg
Technology-Enabled Retail Products

Write complete responses to the questions below, based on the video.

1. Which kinds of products does this video describe?

2. How did the person get involved in this industry?

3. What kind of technology is used in the creation of the product?

4. What does the person say about coding and technology?

5. Does the video make you more interested in this type of career or less interested? Why?
Career Families in Retail

Students learn about career families in the Retail sector. They brainstorm specific jobs in Retail according to the career family they belong to, the skills someone would need to work in them, and answer self-assessment questions about their own interests.

PREP

- Be prepared to discuss the terms: career families, job duties (the tasks and responsibilities of a specific position) vs. job skills (abilities that can be applied in different job contexts, like critical thinking, writing, computer literacy, etc.).

MATERIALS

- Career Families worksheet

EXPLAIN

1. There are job types that are common across sectors. These are called career families. There are some career families with jobs that nearly all companies or organizations need, for example, a public-facing job. This is a job working directly with people. Many Retail positions are public-facing jobs. There are also administrative positions in every sector. These people work behind the scenes.

2. Which Retail jobs require you to work directly with people?
   - Salesperson, store manager, cashier, customer service desk.

3. What kinds of skills do people who work directly with the public need to do their job?
   - Communication skills, computer skills, the ability to get along well with people from all walks of life, friendliness, approachability, being helpful, patient, the ability to explain things clearly and concisely, knowledge of what they are helping people with, problem solving, good listening skills, ability to multi-task, ability to work cooperatively and also be able to work independently.

Are these particular to Retail or do they cross industry sectors?
   - They apply to many industry sectors.
4. What do you think are the benefits of having the skills to do jobs in a career family that exists in many different industries?
   
   Many job opportunities, you won’t be stuck in one industry if you don’t like it, if you change industries, you won’t necessarily have to learn a whole new set of skills (though you’ll still have to learn industry/company specific knowledge and duties).

5. Put students into groups of three or four, distribute the Career Families worksheet, and ask students to complete the table together. After they finish the table, have them fill out the questions on the second page individually. When finished, students discuss answers (both group and then individual answers) with entire class.

6. **Explain:** It’s important to note that while some of the duties of these jobs and the skills necessary to do them are similar across sectors, the hours and pay may be very different depending on which company you work for. For example, according to a national study, an employee at Dollar Tree (a “fixed price” discount store, which means that all items are the same price) makes, on average, $4 less an hour than an employee at Nordstrom’s, a high end department store.

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# Career Families in Retail

In the chart below, follow the example, listing additional examples in the categories provided.

**Left-hand column:** write a career that is part of the career family in each industry.
**Right-hand column:** write the skills needed to do the job listed in the left column.

<table>
<thead>
<tr>
<th>CAREERS IN RETAIL</th>
<th>SKILLS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public-Facing in Retail</strong></td>
<td></td>
</tr>
<tr>
<td>1. Sales Associate</td>
<td>1. Organizational skills, interpersonal skills, communication skills, attention to detail</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Administrative in Retail</strong></td>
<td></td>
</tr>
<tr>
<td>1. HR Representative</td>
<td>1. Communication skills, writing skills, verbal skills, phone and email etiquette, organizational skills, conflict resolution skills, problem solving skills</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Marketing in Retail</strong></td>
<td></td>
</tr>
<tr>
<td>1. Market Research Analyst</td>
<td>1. Computer skills, ability to prioritize, ability to work under pressure and deadlines, creativity, strategic thinking skills.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
## Operations and Logistics in Retail

<table>
<thead>
<tr>
<th>1. Van Delivery Driver</th>
<th>1. Attention to detail, time management skills, map-reading skills, physical ability to load and unload, driving skills, math skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

## Design in Retail

<table>
<thead>
<tr>
<th>1. Grocery Inventory Merchandiser</th>
<th>1. Math skills, organizational skills, attention to detail, communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

## Merchandising and Buying in Retail

<table>
<thead>
<tr>
<th>1. Group Home Supervisor</th>
<th>1. Professional manner, ability to establish priorities and delegate responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
1. Of the six we have examined, which would you be interested in working in? Why?

2. Do you already have any skills that would help you work within the career families you are interested in? How did you acquire these skills?

3. Of these six career families, are there any you would not be interested in working in? Why?

4. Can you think of any other types of jobs that are needed in many different industries or job sectors? Would you be interested in working in any of those? Which ones and why?
Students practice writing informational and argumentative essays, both of which appear on the TASC exam. Each essay prompt is modeled after TASC exam prompts and activities include various levels of scaffolding, including model essays for students to analyze, developing guiding questions for reading the texts, essay templates, and graphic organizers for essay planning. It is not necessary to do all the activities in this series or to do them in order.

*Note:* These activities, especially the writing strategies, can be adapted for use with non-TASC essays.

### ACTIVITIES IN THIS SERIES

10.1 • TASC Informational Essay: Sick Leave in New York City  
(Scaffolding Level: **High**)

10.2 • TASC Argumentative Essay: A New Minimum Wage  
(Scaffolding Level: **High**)

10.3 • TASC Informational Essay: NY Paid Family Leave Law  
(Scaffolding Level: **Medium**)

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**TASC Essay Series:**  
**New for New York’s Workers**
TASC Informational Essay: Sick Leave in New York City

Students read and analyze two sample informational TASC essays. Then they read and analyze two articles about the recent law passed in NYC requiring companies to pay sick leave to their employees, use a graphic organizer and an essay template to plan their essays, and finally write an informational essay on the topic.

PREP

- Read Sample TASC Informational Essays handout and be prepared to discuss it.
  1. Be prepared to discuss what makes a “good” TASC informational essay.
  2. Know the difference between a TASC informational and argumentative essay.
  3. Understand the TASC scoring rubric.
- Read TASC Informational Essay Prompt: Paid Sick Leave handout.
- Be prepared to explain paid sick leave.
- Read Template for Informational Essay worksheet. Be prepared to discuss the parts of the informational essay.

MATERIALS

- Sample TASC Informational Essays handout
- TASC Informational Essay Prompt: Paid Sick Leave handout
- Paid Sick Leave articles (New Law Guarantees Paid Sick Leave for some 200,000 New Yorkers and Why Paid Sick Leave?)
- Paid Sick Leave Graphic Organizer worksheet
- Template for TASC Informational Essay handout
EXPLAIN

1. Tell students that they will be writing a sample TASC informational essay. Ask them to talk with a partner and brainstorm what makes a “good” TASC essay. What does the essay need to have in order to receive a high score?

2. After a few minutes, ask them to discuss their ideas, listing them on the board. Discuss the differences between an argumentative and an informational essay.

3. Tell students that they will now look at two sample TASC informational essays. One received a score of 3 and one received a score of 2. Review with students what a passing score is (2).

4. Distribute Sample TASC Informational Essays handout. Read the prompt for the model essays and make sure students understand it. Have students read the essays silently, then talk in pairs about the two essays—which one is stronger and why do they think so? Circulate as students are working to get a sense of their thought processes.

5. Refer the students to the questions at the end of the handout and ask them to discuss those questions in pairs. Again, circulate to provide guidance and support. After 5-10 minutes, bring the class together and discuss.
   - For each essay, was there a clear introduction?
   - What the question answered?
   - Was each paragraph about one main idea?
   - Was there a clear conclusion?

6. As you discuss, write some basic criteria for the informational essay on the board:
   - answers the question
   - has a clear introduction and conclusion
   - organized paragraphs
   - uses information from the text given

7. Tell students that now they will read two short articles about paid sick leave. Make sure students understand what paid sick leave is. Distribute TASC Informational Essay Prompt: Paid Sick Leave handout and ask students to read only the prompt, silently.

8. Once students have read the prompt, ask them to respond to the multiple-choice question below and then discuss. Review the question and make sure students can state in their own words what the prompt is asking them to do. (You may want to write this on the board).
Distribute the paid sick leave articles. Have students read the titles of the two articles. Since the first part of their “job” is to explain the new sick leave law, which article is more likely to have that information? (New Law Guarantees Paid Sick Leave for Some 200,000 New Yorkers). Ask students to read only this first article and underline the parts that explain what the law actually is.

Once students have read and underlined, ask them to work in pairs to compare their underlines, and discuss any questions they have. Students may have questions about the following sentences: Eliminated the phase-in period that would have delayed coverage for some workers. Removed exemptions for the manufacturing sector.

Bring the class together and discuss the two italicized sentences above to make sure students understand what they mean. Let students know that they need to summarize the information about the new law in their own words for the essay they are writing. Have students work together as a class to use their underlines as a guide as to what to include in this summary. You, the teacher, will be the “scribe” and write the summary on the board while they dictate what to write. Negotiate this process until you have a 3-4 sentence summary of the information written in a way that someone who did not read the article would understand.

Have students read the second article: Why Paid Sick Leave? Ask students to underline the places where they find reasons to offer paid sick leave, and evidence that supports those reasons (you may want to discuss what is meant by “evidence”—if there is a study or statistics, that usually constitutes evidence).

Distribute the Paid Sick Leave Graphic Organizer worksheet. Fill out the organizer for the first “Reason for sick leave from the article” together as a model, asking students to guide you from their underlines.

Ask students to work individually or in pairs to fill in the rest of the graphic organizer. You may want to lead the class in writing some sentences that they will be able to use in their essays using sentence starters, for instance:

- One reason a sick leave law was needed is...
- One benefit of the new sick leave law is... For example...

Tell students that now that they have gathered the information they need from the two texts, it’s time to write the essay. Distribute the Template for Informational Essay handout and ask students to look it over. Point out that there are four main “parts:
Review with students which categories of information are needed to address the prompt:

1. What is the new sick leave law?
2. What are the benefits?

These are two different categories of information. Help students see that their essay is now mostly written—they have only to take the summary they wrote for Article 1 and the reasons/benefits from Article 2 and put them together so that the middle of their essay is written.

Have students write their two middle paragraphs using the information they have gathered on their templates. As an alternative, if you wish, work together as a class to write an introduction, using the template as a guide, then have the students write the rest of their essays while you walk around to give guidance and support.
Proponents of students in the workforce say that employment teaches time management and responsibility while providing income and useful experiences. Opponents say that mixing school and jobs adds stress and adult temptations to a student’s life while reducing the time available for study and extracurricular activities. Is it possible to create a balance?

Read both texts and then write an informational essay detailing a plan that a high school student could use to balance school and a part-time job. Be sure to use information from both texts in your essay.

**ESSAY A**

Many high school students are interested in starting to work part time while they are still in school. Whatever the reason it is important for students who want to mix work and school to make a good plan so they can manage a balance in their responsibilities as well as have some time for fun and enjoying their high school years.

Students who take a part-time job obviously have the benefit of extra money in their pocket. While it is fun to think about the clothes and music they can buy with extra money it is also true that many students who are going on to college or technical school do actually save some of the money they earn to help with future expenses. This leads to a second benefit that the article “Benefits of Part-Time Work” points out. These students are learning about how to manage their money and plan for the future, and that helps them mature.

On the other hand there are definitely drawbacks to taking a job while still in high school. The important thing is that students do not try to work more hours than they can handle. Students who try to work more than 20 hours a week start to see less benefits and more problems according to the article “Employment Disadvantages.” Their grades may suffer, and some of them may even drop out of high school. Sometimes these students feel they are failing and their self-esteem suffers.

If a student really does want to work while in high school, they need to take all these things into consideration and create a workable plan that they can manage. Most important, they have to decide on how many hours they can devote to a job and still keep their focus on high school classes high. They also need positive ways...
to deal with the extra stress that adding another responsibility to their schedule will absolutely bring.

It is important for high school students to think carefully about the positive benefits and negative consequences that can come from taking a job while still in school. If they do, they can maximize the positives and avoid the problems.

**ESSAY B**

There are many things to consider if you are a high school student who wants a part-time job. Since the main focus needs to be on school at this time, it is important to not take on too much or their grades, not to mention social life, will probably suffer.

Even though many adolescents think they are mature enough to handle the extra responsibilities a job will bring, the facts show they may be wrong. Many possible negatives can happen when a student works more than 20 hours a week. First is just the stress of adding work hours to the day. If students aren’t realistic about what they can do, they can start to get lower grades in school leading sometimes to dropping out.

But, if a job workload is manageable, then students have things to gain from working. Money and independence as well as work experience gives the student more maturity. They can use the extra money to fund their entertainment, but they can also save for their futures.

Deciding whether or not to take a job while you are a high school student is just one of the difficult decisions that you will have to make.

**DISCUSSION QUESTIONS**

For each essay:

- Is it organized? Is each paragraph about one main idea? Provide an example.
- Was the question satisfactorily answered? Explain why.
- Do the introduction and conclusion summarize the main points of the essay? How so?
- How does the writer provide evidence that supports her claims? Is there sufficient evidence?
- Does the writer draw information from the source texts?
- Which essay, A or B, is better? Why do you say so?
TASC Informational Essay Prompt: Paid Sick Leave

WHAT’S MY JOB?

Read the essay prompt below, then answer the multiple-choice question that follows.

Until recently, many low-income workers did not receive paid sick leave. Recently, however, Mayor Bill de Blasio signed into law a bill that required companies to pay sick leave to their employees. Read the two texts provided, then write an informational essay in which you explain the new law regarding sick leave in New York City and the ways this law can benefit workers, their families, and the general public.

According to the prompt above, your job as a writer is to:

A. Compare the advantages and disadvantages of the sick leave law
B. Argue for a sick leave law that will provide employees across the United States with paid sick leave.
C. Explain the NYC sick leave law and how it benefits people.
D. Explain the history of the current NYC sick leave law.
New Law Guarantees Paid Sick Leave For Some 200,000 New Yorkers

By Rebecca Fishbein in News, March 20, 2014 5:35 PM

Mayor de Blasio signed the expanded Paid Sick Leave bill into law today, paving the way for thousands of New Yorkers who once had to choose between losing a paycheck and being ill at work to receive sick pay.

The bill, which is the first de Blasio has signed into law, requires businesses with 5 or more employees to grant those employees five days of paid sick leave; a previous bill voted on by City Council during Bloomberg’s mayoral reign only required businesses with 20 or more employees to offer paid sick time. De Blasio proposed an expansion of the bill in January and it was approved by City Council last month.

In addition to minimizing the number of employees required per business, the expanded bill eliminated the phase-in period that would have delayed coverage for some workers, removed exemptions for the manufacturing sector and added grandparents, grandchildren and siblings to the family members permitted to take family time. The administration estimates that the expanded bill will offer coverage to 200,000 New Yorkers who do not currently have paid sick time. The law goes into effect on April 1.
Why Sick Leave?

_By Austin Frakt,
adapted from the New York Times_

Maybe the person working near you, the one who dragged himself to work and is now coughing and sneezing, couldn’t afford to stay home.

Each week about 1.5 million Americans without paid sick leave go to work despite feeling ill. At least half of employees of restaurants and hospitals—two settings where disease is easily spread—go to work when they have a cold or the flu, according to a recent poll.

To address that issue, Chipotle began offering paid sick leave to all its employees in the United States this year. The restaurant chain is hoping to reduce the spread of infectious disease. Though many other industrialized countries already require employers to offer paid sick leave to all employees, the United States does not.

Paid sick leave slows the spread of disease. Cities and states that require employers to offer paid sick leave—Washington, D.C.; Seattle; New York City; and Philadelphia, as well as Connecticut, California, Massachusetts and Oregon—have fewer cases of seasonal flu than other cities and states. According to one estimate, an additional seven million people contracted the H1N1 flu virus in 2009 because employees came to work while infected. The illnesses led to 1,500 additional deaths.

Another study found that employees who work while sick are more likely to have heart attacks than those who take time off.

Children benefit from their parents’ paid sick leave, too. Paid sick leave makes it possible for parents who are workers to take their children to the doctor when they are sick. Additionally, the babies of new mothers who can spend more time at home with their newborns are more likely to be breast-fed or to receive recommended medical checkups and immunizations.
## Paid Sick Leave Graphic Organizer

<table>
<thead>
<tr>
<th>Reason for sick leave from the article</th>
<th>In my own words</th>
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Evidence from the article that supports this reason

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<th>Reason for sick leave from the article</th>
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<th>Evidence from the article that supports this reason</th>
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## Template for TASC Informational Essay

### ESSAY TEMPLATE: INFORMATIONAL ESSAY

#### PARAGRAPH ONE: Introduction

- **The topic in general and how it affects people**
  (Examples: The rise of 3-D printing is bringing change to many businesses… Global warming is a problem that affects us all… More and more, we have been hearing in the news about the effects on young children of watching television.)

- **Why the topic is important**
  (The availability of 3-D printing is creating jobs in some sectors and creating job loss in other sectors… Global warming is a danger both for our present and our future… Television is an important topic because it affects our children’s health and well-being…)

- **A BRIEF preview of what the reader will learn by reading your essay.**
  (3-D printing makes some products stronger, longer lasting and less expensive, but also leads to a loss of jobs in some fields… The dangers of global warming include x, y and z, but there are also solutions… The harmful effects of television watching include x, y and z)

**Helpful phrases:**

- An important topic today is…
- A much-discussed topic today is…
- A problem today is…

#### PARAGRAPH TWO: ONE category of information

- **For example:** If you are supposed to write about advantages and disadvantages, make one body paragraph about advantages and one body paragraph about disadvantages.

- **For example:** If you are supposed to write about problems and solutions, make one body paragraph about problems and one body paragraph about solutions.

- **For example:** If you are supposed to write about different kinds of dangers arising from a particular cause (global warming, pollution, etc.), make one body paragraph about one type of harm and the second paragraph about another type of harm.

Start with a topic sentence that tells the reader in general what the paragraph is about:

(There are a number of advantages to working part time while in high school… Global warming causes several problems… One of the main types of harm done to young children who watch television is…)

Include specific examples from the article. Remember to include the specific information and the source:

(According to the article (title of article), students who work part-time learn how to manage their time successfully… The Alliance of Concerned Scientists found that crop production had declined by 30 percent… For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have trouble learning to read…)
### PARAGRAPH THREE: SECOND category of information

- **For example:** If you wrote about *advantages* in Paragraph Two, write about *disadvantages* in Paragraph Three.
- **For example:** If you wrote about *problems* in Paragraph Two, write about *solutions* in Paragraph Three.
- **For example:** If you wrote about *ONE kind* of harm or danger in Paragraph Two, write about *ANOTHER kind* of harm or danger in Paragraph Three.

Start with a topic sentence that tells the reader in general what the paragraph is about:
(Although there are advantages, there are also drawbacks to working part time while in high school… While global warming causes a variety of problems, there are several solutions… Another of the main types of harm done to young children who watch television is…)

Include specific examples from the article. Remember to include the specific information and the source:
(For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have social problems… According to the article (title of article), students who work part-time often see their grades suffer… The Alliance of Concerned Scientists states that taking public transit instead of driving saves a pound of carbon a day…)

### PARAGRAPH FOUR: Conclusion

- Two or three sentences that return to your topic and say again
  1. why it is important
  2. SUMMARIZE the causes/solutions/ types of good or harm
  3. how things in general will be better if people do things the way you have recommended in your essay.

**Helpful phrases:**
*In conclusion…*
*To summarize…*
TASC Argumentative Essay: A New Minimum Wage

Students read and analyze two sample argumentative TASC essays. Then they read and analyze two articles about raising the minimum wage, use a graphic organizer and an essay template to plan their essays, and finally write an argumentative essay on the topic.

PREP

• Read Sample TASC Argumentative Essays handout and be prepared to discuss it.
  1. Be prepared to discuss what makes a “good” TASC argumentative essay.
  2. Know the difference between a TASC informational and argumentative essay.
  3. Understand the TASC scoring rubric.
• Review the TASC Argumentative Essay Prompt included in Step #9 below.
• Be prepared to explain paid sick leave.
• Read New Minimum Wages in the New Year and John Boehner on the Minimum Wage articles.
• Read Template for TASC Argumentative Essay worksheet. Be prepared to discuss the parts of the argumentative essay.

MATERIALS

• Sample TASC Argumentative Essays handout
• TASC Argumentative Essay Graphic Organizer worksheet
• New Minimum Wages in the New Year article
• John Boehner on the Minimum Wage article
• Template for TASC Argumentative Essay handout
EXPLAIN

1. Tell students that they will be writing a sample TASC argumentative essay. Ask them to talk with a partner and brainstorm what makes a “good” TASC essay. What does the essay need to have in order to receive a high score?

2. After a few minutes, ask them to discuss their ideas, listing them on the board. Discuss the differences between an argumentative and an informational essay.

3. Tell students that they will now look at two sample TASC argumentative essays. One received a score of 3 and one received a score of 2. Review with students what a passing score is (2).

4. Distribute Sample TASC Argumentative Essays handout. Read the prompt for the model essays and make sure students understand it. Have students read the essays silently, then talk in pairs about the two essays—which one is stronger and why do they think so? Circulate as students are working to get a sense of their thought processes.

5. Refer the students to the questions at the end of the handout and ask them to discuss those questions in pairs. Again, circulate to provide guidance and support. After 5-10 minutes, bring the class together and discuss.

   - For each essay, was there a clear claim?
   - What was it?
   - Were there reasons given to support the claim—what were they?
   - Were the paragraphs organized? What makes you say so?
   - Which one had a more formal tone?

6. As you discuss, write some basic criteria for the TASC argumentative essay on the board:

   - a claim, supported in the form of reasons and examples
   - organized paragraphs
   - a formal tone

7. Tell students that they are also given two articles to read when they take the test, and they are expected to use information from the articles in their essay. Ask students to point out any places in either essay that mention another article.
8 Point out that in the passing essay, it wasn’t necessary to quote from the essay—they just needed to use some information from it when they write. Tell students that the TASC essay is timed. They don’t have time to carefully read the article, so they should just skim and find a piece of information they can use.

9 Introduce the topic: *Raising the minimum wage*. Write the following question on the board:

> Should the federal government raise the minimum wage to $15 for all workers?

Make sure all students understand what is meant by the minimum wage.

10 Tell students that since this is their first time writing a TASC essay, it will be simpler if everyone chooses the “pro” side—for the minimum wage, rather than against it. Ask students to turn the question on the board into a claim for the “pro” side. For example, if the question was, “Should students study for the TASC exam before taking it?”, you could turn it into a claim for the “pro” side by stating, “Students should study for the TASC exam before taking it.” Ask students to turn the question on the board into a “pro” claim.

11 Remind students that for the TASC essay they need a claim and they need reasons. They now have the claim, so they need to think about the reasons. Ask students to brainstorm:

- What are some reasons to have a minimum wage?
- What are the benefits?
- What are the disadvantages of NOT having a minimum wage?

12 Once you have one or two reasons written on the board, talk about examples. Let’s say that a student has said that a minimum wage guarantees that people can buy necessities for their families. Ask them for an example. It can either be a personal example such as, “I make less than minimum wage and I can’t buy meat to feed my family more than once a week.” Or it can be a general example such as, “If people don’t have enough money, they can’t afford basic necessities for their families.”

13 Once there have been a few ideas thrown out and you have written them on the board and discussed them, distribute the *TASC Argumentative Essay Graphic Organizer* worksheet, review it, and draw a large version of the graphic organizer on the board. Then have students work in small groups to flesh out their reasons and examples using the organizer.
As students discuss, walk around and listen in on their conversations. When you hear a good reason or example, go to the board and write it on the large template on the board. This helps students see that their ideas are good enough to include in their essay.

Bring the class together and review some of the good ideas and examples written on the template. Tell the students that these graphic organizers will help them when they start writing the essay. Remind them that for the TASC argumentative essay, they have to read two articles and include some of the information from the articles in their essay.

Distribute the *New Minimum Wages in the New Year* article. Ask students to read the title and information just below it.

- What does the title suggest about whether the article is “pro” or “con” for a higher minimum wage?
- Who is the writer of the article and where does it come from? Discuss students’ answers.
- What is meant by "Editorial Board?" Discuss the implications.

Point out a few features of the article: (1) the paragraphs are numbered so it is easier to keep track of information and (2) some of the more difficult words and phrases are footnoted at the bottom of the page. If students need the support, briefly demonstrate how they can use the footnotes to understand footnoted phrases and words.

Ask students to read the article silently. Remind them that they are looking for information they can use in their own essays. Ask them to look for two things: (1) what is the claim and (2) what are the reasons the writer gives to support his claim? They should mark these two things when they find them in the article.

When students are finished reading, bring the class together and discuss:

- Where is the claim? (It is only explicitly stated in the last sentence, but there may be hints of it beforehand.)
- What reasons are given in support of the claim? (Again, this is only explicitly given in paragraph 5. See whether students can find the reasons. If not, you may want to direct them to paragraph 5.)

Students may struggle with the following complex sentence: *These state and local increases, though important, are no substitute for a robust federal minimum because they don’t affect places that will never act on their own to lift minimum wages.*
Read this above sentence out loud several times. Because it is long, read it with pauses to give students time to digest what they’re listening to. You may also want to write it on the board and work with students to simplify it, for instance:

"It’s helpful that some states have raised the minimum wage on their own, but we need the federal government to raise the minimum wage, because some states will never do it on their own."

Tell students this is one argument the writer is making for why there needs to be a federal minimum wage. Ask students to reread Paragraph 5 and see if they find another one, for instance:

…it takes nearly $20 an hour to meet living expenses for one adult and one child.

AND

“Even in states that have raised their minimum wages, the levels are still not high enough to meet living expenses for typical workers and families.”

Have students choose ONE of these reasons to use in their essay. Write one or two sentence starters on the board:

According to the article _______________, _______________.

As the article _______________ states, _______________.

Model how to fill one or two of these in, then have all students fill in one sentence starter with the reason they will use in their essay.

Remind students again they will have to read two articles for the TASC argumentative essay. Distribute John Boehner on the Minimum Wage article. Ask students to read the title.

• Who is John Boehner?
• What is the Speaker of the House of Representatives? How might that position be relevant to the article?
• Tell students that John Boehner was a Republican. Based on this, do they think he would be for or against a minimum wage?

Ask students to read until they identify his position on the minimum wage, then raise their hands when they know. Once this is established, ask students
to read until they find a reason that Boehner gives for not raising the minimum wage. They should underline any reasons that they find, then confer with a partner about these reasons.

25 Bring the class together and ask students to tell you the places where they found Boehner’s reasons in the text. Make sure everyone can put these into their own words.

26 **FOR MORE ADVANCED STUDENTS:** Discuss the concept of counterargument. Ask students how they might argue AGAINST Boehner’s reason that a minimum wage will actually cost jobs. What are some counterarguments they could give to this idea?

27 Have students return to their graphic organizers and add in the information from the article that they will use in their essays, then tell them it is time to write. If students need the support, you may want to write a “meat-and-potatoes” introduction on the board:

| An important issue today is ______________. Some people feel ______________. Others believe ______________. My own opinion is ______________. |

28 Once they have written their introductions:

**LESS ADVANCED** students should aim to write a four-paragraph essay:

- **Paragraph One:** Introduction
- **Paragraph Two:** Reason 1 with example
- **Paragraph Three:** Reason 2 from the article, with example
- **Paragraph Four:** Conclusion

**ADVANCED STUDENTS:** If students are advanced, you can use this as an opportunity to have them write a true TASC argumentative essay, which should include a counterargument.

29 Distribute the *Template for TASC Argumentative Essay* handout, and ask them to read through it. What information from the first template or the articles would they include in this template? Once you have provided some guidance about this, get students writing the rest of their essays (assuming the introduction has been written as a class as above).

30 Walk around as students are working to provide guidance and support. When students are finished writing, collect the papers. Reading them will help you decide what to teach next.
Sample TASC Argumentative Essays

Read the essay prompt and both essays. Discuss the questions below with a partner.

Essay Prompt:

SHOULD LIBRARIES BE FREE?

There is an ongoing debate in the public domain as to whether free public libraries are still practical in today’s world. What are the implications for society of a “free” public library system? Has the time come for cities to consider requiring patrons to pay a fee to use library services?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the free library system. Be sure to use information from both texts in your argumentative essay.
ESSAY A

Although libraries once were important to communities, they have lost that importance and therefore should no longer be free to the public. Fees should be established for the services that the libraries provide. Tax payers should not bear the burden of operating libraries that they no longer use.

The article titled “Can We Afford ‘Free’ Libraries?” states that “the library is losing some of its relevance.” This is true. People now have computers they can use to Google anything they want. They no longer have to go to a library to look through old books and newspapers to find the information they need. They can also use computers to purchase books for themselves and their children from Amazon. They can build their own libraries without having to drive or walk to the community library to look for books that may end up not even being there. The article also says that tax payer’s money should go to other more important services, like EMT and fire departments. Saving people’s lives is far more important than giving them a place to hang out. As the article points out, taxes should be used for these services because they “could save valuable jobs and services.”

It’s true that a library also employs people and provides services. Like the first article says, libraries do give people a place to meet, they help educate people, and they preserve history. But why must all taxpayers pay for these, especially if they don’t use the services? Therefore, libraries should charge membership fees to belong. If people don’t want to pay the fees, they can go to schools.

In conclusion, I feel that libraries should no longer be subsidized by tax payer money. Libraries are a thing of the past. “The nonprofit public library is well over 100 years old.” People who want a library should pay for it, and people who don’t use libraries should use their money to support other community services.

DISCUSSION QUESTIONS

- Is it organized? Is each paragraph about one main idea? Provide an example.
- Was the question satisfactorily answered? Explain why.
- Do the introduction and conclusion summarize the main points of the essay? How so?
- How does the writer provide evidence that supports her claims? Is there sufficient evidence?
- Does the writer draw information from the source texts?
- Which essay, A or B, is better? Why do you say so?
- Is there a counterclaim?
ESSAY B

Yes, libraries should still be free to everyone. Some people cannot afford internet or computers and can’t learn information they need to know unless they have a library where they can do that. Other people need help with their taxes. Some people need a place to meet their friends where it’s quiet and you can work.

Everyone has to pay a lot of taxes. Too much, I think. So we should get something from all those taxes that we pay.

Libraries help to make people smarter, like the article says. They help people self-educate and stop “brain drain.”

Libraries also are a place where history can be saved. Like, important things about your community can be found out by going to the library. If we didn’t have libraries, people will not have a place to learn those things for free. They would have to pay for them and not everyone has the money to pay for those services. They are a hub of community activity because they are a place where people can meet and learn things, like how to get ready for a test or how to babysit.

People’s taxes are needed for other services, too, like EMT and fire services; that is true. But that doesn’t mean taxes can’t still keep libraries open and free to the public. So I say, keep libraries free to keep people smart.

DISCUSSION QUESTIONS

- Is it organized? Is each paragraph about one main idea? Provide an example.
- Was the question satisfactorily answered? Explain why.
- Do the introduction and conclusion summarize the main points of the essay? How so?
- How does the writer provide evidence that supports her claims? Is there sufficient evidence?
- Does the writer draw information from the source texts?
- Which essay, A or B, is better? Why do you say so?
- Is there a counterclaim?
- Which essay, A or B, is better? Why?
## TASC Argumentative Essay Graphic Organizer

<table>
<thead>
<tr>
<th>Claim:</th>
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<td>Reason One:</td>
<td>Example:</td>
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<tr>
<td>Reason Two:</td>
<td>Example:</td>
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<td>Reason from the article:</td>
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New Minimum Wages in the New Year


Sam Hodgson for The New York Times

1. In five states and nine cities—including California, New York, Oregon and Washington, D.C.—voters and lawmakers will consider proposals in 2016 to gradually raise minimum wages to $15 an hour.

2. The ballot initiatives and pending legislation will build on momentum from this year, in which 14 states and localities used laws, executive orders and other procedures to lift wages for all or part of their work forces to $15 an hour.

3. In New York City, for instance, the minimum wage for workers in fast food and state government will rise to $10.50 on New Year’s Eve, and to $15 by the end of 2018. In the rest of New York, the minimum for those workers will reach $15 an hour in mid-2021. In Los Angeles County, including the city of Los Angeles, the minimum wage for most workers will rise to $10.50 by mid-2016 and to $15 by mid-2020. Seattle and San Francisco are also phasing in citywide minimums of $15 an hour, while five other cities—Buffalo and Rochester in New York; Greensboro, N.C.; Missoula, Mont.; and Pittsburgh—are gradually raising their minimums to $15 for city workers.

4. Minimum-wage raises are examples of states and cities leading in the absence of leadership by Congress, which has kept the federal minimum at $7.25 an

VOCABULARY

- **Pending**: Something that is waiting to happen.
- **Momentum**: Is energy that gets built up more and more until it starts movement or action.
- **Localities**: May mean towns, cities or counties.
- **Phasing in**: Means gradually introducing.
hour since 2009. State and local increases are also potent shapers of public perception. It was only three years ago that a walkout by 200 or so fast-food workers in New York City began the Fight for $15, now a nationwide effort to raise pay and support unions. Two years ago SeaTac, Wash., home to an international airport, voted in the nation’s first $15-an-hour minimum for some 6,500 workers in the city, on and off airport property. Since then, $15 an hour has gone from a slogan to a benchmark.

5. These state and local increases, though important, are no substitute for a robust federal minimum because they don’t affect places that will never act on their own to lift minimum wages. Currently, 21 states do not impose minimums higher than the federal rate, and that includes the poorest states, like Alabama and Mississippi, where it takes nearly $20 an hour to meet living expenses for one adult and one child. Even in states that have raised their minimum wages, the levels are still not high enough to meet living expenses for typical workers and families.

6. Sooner or later, Congress has to set an adequate wage floor for the nation as a whole. If it does so, the minimum should be $15. •

VOCABULARY

Potent shapers of public perception. “Potent” means “powerful” or “effective.” This phrase means that the actions being described (cities that have raised the minimum wage) can be powerful in shaping or influencing public perception—in other words the way people perceive or think about the issue.

A slogan can be something people chant, such as “We want jobs.” A benchmark is more like a standard or expectation for someone or something to meet.

Robust means “healthy” or “strong.”

Wage floor means the lowest amount of hourly pay a worker could receive.
John Boehner, Speaker of the House of Representatives, on the Minimum Wage

Growing up in Reading, Ohio, I had every type of job you can imagine—mopping floors, washing dishes, tarring roofs, and driving a bulldozer, to name a few. I’ve got 11 brothers and sisters, and today they’re on every rung of the economic ladder. As a nation, our goal should be to help every individual get on and climb that ladder so they can live the American Dream.

Raising the minimum wage is one of those ideas that sounds good but will actually hurt the very people it’s supposed to help. Before I was elected to Congress, I spent 15 years running a plastics and packaging company. Operating a small business, I learned firsthand a basic principle of economics: that when you raise the price of something, you get less of it. And if you raise the cost of hiring workers, fewer will be hired.

Don’t take my word for it; the experts say the same thing. Janet Yellen, head of the U.S. Federal Reserve, said that “almost all economists” agree that raising the minimum wage would hurt employment. A recent report from the non-partisan Congressional Budget Office says it would cost the economy up to 1 million jobs.

Here’s what happens when the government mandates that businesses pay workers more: Businesses have to find a way to offset the additional cost. Sometimes that means letting a worker go or not hiring a new worker. Sometimes it means offering workers fewer hours on the job.

And it isn’t just workers who lose out. Some businesses will also compensate for the additional cost by charging higher prices for their goods and services. Forcing consumers to pay higher prices doesn’t help American families and it isn’t good for the economy.

Ultimately, while raising the minimum wage may mean higher pay for some, it will mean fewer jobs overall and higher prices for many families.

**VOCABULARY**

- **Non-partisan** means an organization that does not belong to either political party—neither the Republicans nor the Democrats.
- **Mandates** means requires
- **Compensate** means to make up for, or balance out
### Template for TASC Argumentative Essay

#### ESSAY TEMPLATE: ARGUMENTATIVE ESSAY

**PARAGRAPHS ONE:** Introduction

- The topic
- Why the topic is important
- Your claim about the topic

An important issue today is ___________________. Some people feel that ___________________. Others believe ___________________.
My own opinion is that ___________________.

**PARAGRAPHS TWO:** Reason One to support your claim

Further explanation/examples/evidence to support this reason
*(Check that your whole paragraph is ONLY about Reason One)*

One reason I believe ____________________ is that _____________________.
The article ____________________ states that _____________________.
This article gives the example of _____________________.

**PARAGRAPHS THREE:** Reason Two to support your claim

Further explanation/examples/evidence to support this reason
*(Check that your whole paragraph is ONLY about Reason Two and that Reason Two is DIFFERENT from Reason One)*

Another reason I think ____________________ is that _____________________.
As the author of ____________________ shows, _____________________.
In my own experience, ____________________. For instance, _____________________.
### PARAGRAPH FOUR: Counterclaim

Mention ONE reason from the text that goes AGAINST your claim and explain why you disagree with it.

Although ________________ provides some evidence that ________________, I do not believe this is enough to justify the claim that _________________. Instead, _________________.

### PARAGRAPH FIVE: Conclusion

Two or three sentences that return to your claim and say again (1) why it is important (2) how things in general will be better if people do things the way you have recommended in your essay.

In conclusion, ____________________________ (restate your claim in different words and why it is important.)
TASC Informational Essay: NY Paid Family Leave Law

Scaffolding Level: Medium

Students read and analyze articles about New York’s paid family leave law, create guiding questions from an essay prompt, use a graphic organizer or essay template to plan their essay, and then write a TASC informational essay on the topic.

PREP

- Read New York State Passes 12-Week Paid Family Leave Law and New Family Leave Law Helps Working Parents and Families articles
- Read TASC Informational Essay Prompt: Paid Family Leave handout and be prepared to lead students through turning the essay prompt into guiding questions.
- Decide which essay planning strategy you want to introduce or implement (graphic organizer, template, outline, etc.).

MATERIALS

- TASC Informational Essay Prompt: Paid Family Leave handout
- New York State Passes 12-Week Paid Family Leave Law article
- New Family Leave Law Helps Working Parents and Families article
- Paid Family Leave Graphic Organizer worksheet
- Template for TASC Informational Essay handout

EXPLAIN

1. Ask students to turn to a partner and discuss the following questions:
   - Do workers have a right to take time off to care for a new child in their family or a sick relative?
   - If not, why not? If so, should it be paid or unpaid time?
2. Ask pairs to summarize their conversations and share highlights with the class.
Today we are going to practice writing an informational essay. This is one kind of essay that appears on the TASC exam. Distribute *TASC Informational Essay Prompt: Paid Family Leave* handout and ask students to read just the prompt (the first paragraph). Make sure students understand what paid family leave is.

Ask for a volunteer to read Step 1 and, using the example as a guide, support students through creating 2 guiding questions based on the prompt that they will use to guide their reading, planning and essay writing. These questions should closely resemble the following:

- What is the 12-week paid family leave?
- How can this law benefit workers, families and the general public?

Students should understand that their “job” is to answer these questions in their essay.

When the class has decided on 2 guiding questions and written them into the worksheet, ask for a volunteer to read Step 2, then ask:

Since the first part of their “job” is to explain the new family leave law, which article is more likely to have that information? (*New York State Passes 12-Week Paid Family Leave Law*).

Distribute this article only and ask students to read it and underline the parts that explain what the law actually states.

Once students have read and underlined, ask them to work in pairs to compare their underlines, and discuss any questions they have.

Let students know they need to summarize the information about the new law in their own words for the essay they are writing. Have students work together as a class to use their underlines as a guide as to what to include in this summary. You, the teacher, will be the “scribe” and write the summary on the board while they dictate what to write. Negotiate this process until you have a 3–4 sentence summary of the information written in a way that someone who has not read the article would understand.

Have students read the second article: *New Family Leave Law Helps Working Parents and Families* article. Ask them to underline the places where they find information about who the law will benefit and reason why it will benefit them. They should also underline evidence that supports those reasons (you may want to discuss what is meant by “evidence”—if there is a study or statistics, that usually constitutes evidence. In this case, it might also be anecdotal evidence from the mother being interviewed).
Next ask a student to read Step 3. Distribute the *Paid Family Leave Graphic Organizer* handout. Fill out the organizer for the first “Reason” together as a model, asking students to guide you from their underlines.

Ask students to work individually or in pairs to fill in the rest of the graphic organizer, You may then want to lead the class in writing some sentences that they will be able to use in their essays using sentence starters, for instance:

- *One reason a paid family leave law was needed is…*
- *One benefit of the new paid family leave law is… For example…*

Next ask students to read Step 4 and discuss briefly why each piece of advice is important. Give students time to write their essays.
TASC Informational Essay Prompt: Paid Family Leave


Essay Prompt

New York, in addition to California, New Jersey and Rhode Island, is one of four states that has passed a bill granting workers up to 12 weeks of paid family leave. Read the two texts provided, then write an informational essay in which you explain the new law regarding paid family leave in New York and the ways this law can benefit workers, their families, and the general public.

STEP 1

In the box below, you will turn the essay topic—what you are going to write about—into one or more questions. For example, if the essay assignment read, “Write an informational essay explaining what the TASC exam is and how to prepare for it,” you then turn the assignment into the following 2 questions: What is the TASC exam? How can students prepare for it? These questions will be your guiding questions for your reading. Your essay will be focused on answering those two questions.

GUIDING QUESTIONS: TURN TOPIC INTO QUESTIONS

STEP 2

Read and annotate the two texts: New York State Passes 12-Week Paid Family Leave Law and New Family Leave Law Helps Working Parents and Families. As you read, underline parts that relate to the guiding questions, and try to answer them. Write any questions or comments you have in the margins.
STEP 3

Plan your essay. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. A graphic organizer is one way to plan your essay.

STEP 4

Now write your informational essay. Be sure to:

- Introduce the topic to be examined.
- Develop the topic with specific facts, details, definition, examples and other relevant information from both passages.
- Organize the information and evidence effectively.
- Use words, phrases, and/or clauses to connect and show the relationship among your ideas.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information presented.
New York State Passes 12-Week Paid Family Leave Law

By Lisa Lewis and Nicole Zolla April 5, 2016

On April 4, 2016, New York Governor Andrew Cuomo signed legislation adopting a 12-week paid family leave policy for New York employees (the “Paid Leave Law”). Once fully implemented, the Paid Leave Law will provide New York employees with up to 12 weeks of paid family leave for the purpose of (1) caring for a new child, (2) caring for a family member with a serious health condition, or (3) relieving family pressures when a family member, including a spouse, domestic partner, child or parent, is called to active military service.

Paid leave to care for a new child will be available to both men and women and will include leave to care for an adoptive or foster child. An employee may take paid leave to care for a new child any time within the first 12 months after the child’s birth or 12 months after the placement for adoption or foster care of a child with the employee. Paid leave to care for a family member with a serious health condition, includes leave to care for a child, parent, grandchild, grandparent, spouse or domestic partner. The legislation allows employers to establish rules limiting employees from receiving paid leave benefits for the care of the same family member at the same time as another employee.

Employers should note that the new paid family leave policy will be implemented gradually. Starting on January 1, 2018, employees will be eligible for eight weeks of paid leave, earning 50% of their weekly pay (capped at 50% of the statewide average weekly pay). The number of weeks of leave and amount of pay increases yearly until, by 2021, employees will be eligible for the full 12 weeks of paid leave, earning 67% of their weekly pay (capped at 67% of the statewide average weekly pay).

In order to be eligible to receive paid leave benefits, employees are required to have worked for their employer for at least six months. Paid leave benefits will be available on the first full day that leave is required for eligible employees (unlike New York State disability benefits where there is a waiting period before employees start receiving benefits).

Significantly, the paid family leave will be funded by a weekly payroll tax of about $1 per employee, deducted from employees’ paychecks. Based on this insurance model, employers will not have to face the direct financial burden of funding the paid leave benefits provided under the new law. Nonetheless, employers should begin to prepare for other administrative costs associated with the new law, including costs for implementing changes to internal policies and costs related to employee absences during their paid family leaves.

Since the Paid Leave Law was just signed into legislation and the first phase of implementation is not scheduled to begin until 2018, there has not yet been any significant guidance issued on the new law. We will continue to monitor for additional analysis or guidance issued by the State, if any, and will provide employers with updates on implementation as more information develops.
New Family Leave Law Helps Working Parents and Families

By Dina Bakst

Adapted from https://www.usnews.com/opinion/economic-intelligence/articles/2016-02-09/new-yorks-paid-family-leave-proposal-sets-a-strong-example-for-the-nation

Photo © AntonioDiaz / Bigstock

Only 12 percent of workers in the U.S. have access to paid family leave through their employers. This means while a growing number of companies are rolling out paid leave policies for their employees, the vast majority of American workers are on their own, with no financial cushion or job security when a new baby is born or family member becomes seriously ill. This stands in sharp contrast to the rest of the world: The U.S. is the only high-income developed nation in the world not to offer any paid leave. This is shameful.

Thankfully, New York is now joining the handful of other states—California, New Jersey and Rhode Island—who have enacted their own paid family leave programs. These laws allow workers to continue to earn a portion of their pay while taking time away from work when serious family and medical needs arise.

New York Governor Andrew Cuomo has passed a bill guaranteeing 12 weeks of job-protected paid leave for all New Yorkers—the most generous state law in the nation. Paid family leave would offer crucial financial security when it is most needed. Paid leave has proven to help women remain attached to the workforce and increase their earnings over time. In fact, when women take family leave, they are 39 percent less likely to receive public assistance or food stamps. And when fathers take leave, they are not only less likely to turn to public assistance, research reveals women’s wages rise by nearly seven percent. Better wages and economic conditions leads to stronger families—and a stronger economy.

Paid leave also improves health outcomes for mothers and babies, including adequate time to recover from childbirth and establish breastfeeding, increased birth weight, faster recovery times and shorter hospital stays. With the support of loved ones, paid leave also allows ill and aging individuals to recover at faster rates and spend less time in hospitals and other long-term care facilities.

Paid leave also has numerous benefits for employers, including reduced turnover as well as increased employee loyalty, morale and productivity. It would also help small businesses retain talented employees by providing a benefit they wouldn’t be able to afford on their own. Although some may view paid leave as another tax on employers, this is simply not true: paid family leave in New York would be funded solely by employee payroll contributions, estimated to be less than the cost of a cup of coffee. And in a business survey of California’s paid family leave law, 91 percent of employers reported the effect of the policy was either not noticeable or positive. •
Paid Family Leave Graphic Organizer

Use the boxes below to outline your main idea, supporting details, and evidence for your essay. Use this outline to guide your essay writing.

Introduction/Main Idea:

Reason 1:
Evidence 1:

Reason 2:
Evidence 2:

Reason 3:
Evidence 3:

Conclusion:
## Template for TASC Informational Essay

### ESSAY TEMPLATE: INFORMATIONAL ESSAY

#### PARAGRAPH ONE: Introduction

- **The topic in general and how it affects people**
  (Examples: The rise of 3-D printing is bringing change to many businesses… Global warming is a problem that affects us all… More and more, we have been hearing in the news about the effects on young children of watching television.)

- **Why the topic is important**
  (The availability of 3-D printing is creating jobs in some sectors and creating job loss in other sectors… Global warming is a danger both for our present and our future… Television is an important topic because it affects our children’s health and well-being…)

- **A BRIEF preview of what the reader will learn by reading your essay.**
  (3-D printing makes some products stronger, longer lasting and less expensive, but also leads to a loss of jobs in some fields… The dangers of global warming include x, y and z, but there are also solutions… The harmful effects of television watching include x, y and z)

**Helpful phrases:**

- An important topic today is…
- A much-discussed topic today is…
- A problem today is…

#### PARAGRAPH TWO: ONE category of information

- **For example:** If you are supposed to write about advantages and disadvantages, make one body paragraph about advantages and one body paragraph about disadvantages.

- **For example:** If you are supposed to write about problems and solutions, make one body paragraph about problems and one body paragraph about solutions.

- **For example:** If you are supposed to write about different kinds of dangers arising from a particular cause (global warming, pollution, etc.), make one body paragraph about one type of harm and the second paragraph about another type of harm.

Start with a topic sentence that tells the reader in general what the paragraph is about:
(There are a number of advantages to working part time while in high school… Global warming causes several problems… One of the main types of harm done to young children who watch television is…)

Include specific examples from the article. Remember to include the specific information and the source:
(According to the article (title of article), students who work part-time learn how to manage their time successfully… The Alliance of Concerned Scientists found that crop production had declined by 30 percent… For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have trouble learning to read…)
PARAGRAPH THREE: SECOND category of information

- **For example:** If you wrote about advantages in Paragraph Two, write about disadvantages in Paragraph Three.
- **For example:** If you wrote about problems in Paragraph Two, write about solutions in Paragraph Three.
- **For example:** If you wrote about ONE kind of harm or danger in Paragraph Two, write about ANOTHER kind of harm or danger in Paragraph Three.

Start with a topic sentence that tells the reader in general what the paragraph is about:
(Although there are advantages, there are also drawbacks to working part time while in high school…
While global warming causes a variety of problems, there are several solutions…
Another of the main types of harm done to young children who watch television is…)

Include specific examples from the article. Remember to include the specific information and the source:
(For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have social problems… According to the article (title of article), students who work part-time often see their grades suffer… The Alliance of Concerned Scientists states that taking public transit instead of driving saves a pound of carbon a day…)

PARAGRAPH FOUR: Conclusion

- Two or three sentences that return to your topic and say again
  1. why it is important
  2. SUMMARIZE the causes/solutions/ types of good or harm
  3. how things in general will be better if people do things the way you have recommended in your essay.

Helpful phrases:

* In conclusion…
* To summarize…
I’ve failed over and over and over again in my life and that is why I succeed.

— Michael Jordan

American basketball star MICHAEL JORDAN was born on February 17, 1963, in Brooklyn, New York. Jordan left college after his junior year to join the NBA. Drafted by the Chicago Bulls, he helped the team make it to the playoffs. For his efforts there, Jordan received the NBA Rookie of the Year Award. With five regular-season MVPs and three All-Star MVPs, Jordan became the most decorated player in the NBA.

Source: http://www.biography.com/people/michael-jordan-9358066