

Teacher Guide

MICHIGAN
ADULT
EDUCATION



Hospitality & Retail

CAREER PREPARATION

Contextual Education for the GED

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Lesson 6.1: Handling Customer Complaints

Introduction to the Teacher

Background

Manufacturing has been the backbone of Michigan's economic vitality for several generations. Over the past decade or so this state has experienced a catastrophic loss of jobs in the manufacturing sector. These are facts. It is not our place here to debate causes of the current situation but we are to provide information to students that will help them find employment in industries that are hiring. Entry level positions in service industries such as hospitality and retail typically do not provide entry level wages anywhere close to those in the manufacturing jobs that have been lost. Our students must begin to look at "careers" in the various service sector industries so they will begin to believe that they have hope for a future if they will stick it out at lower level positions and "pay their dues".

This workbook and the teacher guide developed as a companion piece were written in the midst of the worst financial crisis our nation has seen since the Great Depression of the 1930s. Michigan has been doubly hit since our state had been losing jobs for years even before the recession began. As our nation copes with the new reality of global competition all our workers must understand the need to continue learning new skills to be able to compete. Unemployment statistics document that the recession hit those with the least education hardest. The clear conclusion is that if we are to be successful economically each of us must continually upgrade our skill level.

Michigan's Office of Adult Education has had these materials developed to address precisely the issues described above. This is why service sector industries of hospitality and retail were chosen for one of the sets of workbooks. Leaders also recognized that people just don't have time to study these issues even if they are important. A second great need was seen as the necessity to increase the number of Michigan residents who complete classes and subsequently pass the GED Test. Student retention is a critical element in GED attainment. Studies have shown that students who persist are more likely to have better attainment of skills. It is thought that by including GED type skills imbedded within a work based skills curriculum we can have the best of both worlds.

Theory

The idea is that reading, writing, and mathematics skills needed to pass the GED Test can be learned within a real-life work-based context. This dual focus is expected to yield a double-duty benefit to students. First, course content will provide an organized approach to the mastery of GED skills. Secondly, course content will also focus on issues central to understanding career opportunities in hospitality and retail. The goal is to provide a themed course designed to help Adult Ed students become better informed as potential employees while they improve academic (GED) skills needed to function effectively in life, school and the workplace.

Topics addressed

"Exploring the Hospitality and Retail Industries" is all about providing students with the tools to understand and appreciate career opportunities. We do not plan to prepare our students to be able to perform the skills needed in those careers. That is for our vocational colleagues to do. What we can do is to provide them career information and soft skills needed in the hospitality and retail arena. This Teacher Guide provides career information within the context of critical thinking content usually found in GED Preparation material.

There are six units in the workbook. Unit 1 "Exploring the Hospitality and Retail Industries" serves as an introduction to the field. The first three lessons ask the student to ponder what these industries are like and whether there seems to be a place for them within these fields. Unit 2 which focuses on "Customer Service" is one key to success in all service sectors. Without effective customer service no business can be

successful over the long haul. Unit 3 “Communication Skills in the Workplace” is fundamental to making enhanced customer service work. Communication is always a key component in business success whether that communication is with a customer or between employees. Clearly communication is also critical to all human relationships. Units 4, 5, and 6 serve as introductions to three major employment opportunities in the service field. Unit 4 focuses on the Hotel Industry, Unit Five on the Restaurant Industry and Unit 6 on the Retail Industry. While all three are related many aspects of each are fundamentally different and deserve detailed treatment.

The topics and content in these materials are nothing new. Most of the information contained in this material can be found in a wide range of sources. Many of our students have no idea what they would like to do in their employment lives. They also have a view of hospitality and retail that reflects experience in part time employment however they have never seriously considered these industries in terms of a career opportunity. The writers have tried to build a balanced picture of hospitality and retail for the student. So many of our students come to class with the goal of attaining the GED credential because they believe the GED will help them improve their job prospects. The GED in such cases is a tool to improve their economic status. This content is designed to help students achieve both educational and career goals at the same time. They can improve in GED type skills while gaining tools to take control of their employment futures.

Teacher Guide

This teacher guide was developed to provide the instructor with tools to enlarge the student’s understanding of hospitality & retail topics while they are engaged in activities that will improve competence on pre-GED skills. Each lesson begins with some ideas on “Introducing the Lesson”. The introduction suggested usually involves the students in an activity so they begin to ponder the lesson at hand. Instructors are also provided with ideas on how to introduce the lesson in such a way as to give students the necessary background information on the topic at hand. This information supports the topic as addressed in the corresponding workbook scenario and should be covered before the class begins reading the scenario. A discussion of the Targeted GED Skills to be acquired by the student follows. The vocabulary listed at the start of each scenario should also be reviewed. If there are questions on the meaning please consult the “Glossary” at the back of the workbook. The “Glossary” definitions were chosen to approximate the usage of the term in the scenario.

Many lessons also have handouts which should be copied and handed out to the class at the appropriate time. The work on these handouts is the kind of problem solving activity which mirrors GED skill acquisition.

The plan is that each scenario will need about ½ hour of class time to cover with an additional hour to complete the work on handouts and lessons designed to address GED skills and to discuss any issues that arise from the lesson. The idea is that during a 3 hour class two scenarios may be completed.

Each teacher guide lesson also contains “Going the Next Step – A Challenge Activity”. These supplemental activities are included to further enlarge the student’s understanding of the issue and are designed to require some out of class time to complete. Many “Challenge Activities” use the internet to accomplish the task. They are designated as “supplemental” since we know some sites are without classroom access to the internet. All instructors should encourage students to complete the activities if at all possible. Completion of the supplemental activities will often require the students to come together to share results from their search. We know that internet search engines are critical to the solution of workplace problems. If at all possible please organize the class to facilitate student engagement in these activities.

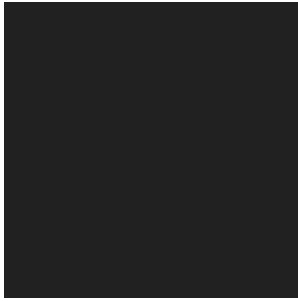
Course Length

When delivered as a stand alone course this curriculum was designed to be completed in about 60 hours. There are 36 scenarios in the workbook. If the planned schedule is workable a three hour class will finish two

scenarios and the accompanying activities in the teacher guide. Adherence to this schedule takes 18 three hour class meetings. The additional hours to make-up a 60 hour offering would take care of orientation and assessment. The authors do not believe that this content is all a student will need to achieve complete GED skill attainment but will provide most with a great start toward that goal.

Summary

This course is designed to test the thought that reading, writing and mathematics skills can be learned within a real-life context that will yield a double benefit to students. “Exploring the Hospitality and Retail Industries” was chosen as the real-life context for this course because employment in these industries continues to be available and many of our students are unaware of how to turn a “job” into a career. It is hoped that “Exploring the Hospitality and Retail Industries” will be a welcome addition to the Michigan Adult Education Program.



Lesson Plans

Lesson 1.1: I'm Not Sure What I Want to Do! — Melanie and Bill

*Note to Instructors: The beginning scenarios of **Exploring Careers in the Hospitality and Retail Industries** provide students with an introduction to various jobs in hotels, restaurants, and retail establishments. These scenarios have been developed to assist students in learning more about these career pathways and the resources they can use in order to better prepare themselves for job attainment, retention, and promotion.*

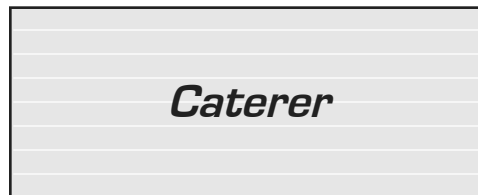
Reading Strand A. 4.1 Activate background knowledge and personal experiences in order to derive meaning from text.

Introducing the Lesson

Before introducing the lesson, provide each student with an index card. Introduce the lesson by writing the following sentence starter on the board.

I've always thought that I would like to be a(n) . . .

Give students 2-3 minutes to think about the type of career that has always interested them. Have students write their response on one side of their index cards.



Divide students into groups and have them introduce themselves and the career in which they are interested.

Have students read the scenario and discuss the questions in their groups. Discuss with students why it is important that they look at possibilities for jobs in fields for which they have a real interest.

Presentation of Targeted GED Skills

GED Skill — Gather ideas to present an opinion or explanation drawing on personal observations, knowledge, experiences, and research as needed.

Ask students how they feel when they are asked to write a paragraph or an essay. Most students will respond that they often have difficulty deciding what to write. Explain that one of the most important aspects of writing is the planning process. Discuss with students how planning can actually save them time as they write. Ask students what they do to identify possible ideas about which to write. Students may say that they use a graphic organizer, such as a writing web or that they brainstorm ideas.

Discuss with students that one of the best ways to develop ideas when writing is to draw on their own personal experiences or knowledge. Explain that the career choice that each of them chose was made for one or more reasons. This type of information can easily be used to form the basis for writing a paragraph (that might be required on a job application) or an essay (for the GED® Test). Model the brainstorming process using the career of caterer as an example. Write the following reasons for wanting to be a caterer on the board or on chart paper. Leave space between each item to add more details.

1. Like working with food
2. Want my own business
3. Enjoy having parties

Working as a group, have students use the ideas listed above and expand them to include more details. The following are a few examples that you may use to prompt students as they work.

1. Like working with food
 - a. Enjoy creating new recipes or changing others
 - b. Like being able to cook for others and having them enjoy the food
 - c. Love the smells, tastes, and textures of different foods

As a group, have students use the ideas, details, and examples they have developed and create a paragraph. Modeling the process in this manner allows students to see how initial planning and the use of information derived from their own personal experiences and knowledge can help them write effective paragraphs.

Have students look back at the index card on which they have indicated the career that most interests them. Have students identify three or four reasons why they selected the career that they did and write those on the index card. Have students share their reasons with other students. Explain that good writing is often the result of using what they know, their personal experiences, and their feelings about a subject or topic to drive the writing process.

At this point, you can have students develop a paragraph or essay based on their own personal information. However, it is not essential that students construct a paragraph or essay at this point, but rather that they understand how planning can help them overcome some of their anxiety about writing. You may want to consider having the students save the information they have gathered and use it to write a paragraph or essay at a later point.

Going the Next Step — A Challenge Activity

Ask students if they have ever had an opportunity to take a career interest inventory. Explain that they are going to have a chance to take the O*NET Interest Profiler. This profiler will provide them with even more information about the types of occupations that may match their own personal interests.

*Note to teachers: The O*NET Interest Profiler can be administered in as a paper/pencil or computerized assessment. The computerized assessment provides instant scoring and then further connects students to other resources on O*NET.*

Download the print version at: <http://www.onetcenter.org/IP.html?p=3>. You will also want to download the Score Report and User's Guide so you can assist students in interpreting their results.

If you wish to use the computerized version, download it from:

<http://www.onetcenter.org/IPSF.html>

Lesson 1.2: Is the Hotel Industry Right for Me? — Melanie and Bill

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Reading Strand A. 4.1 Activate background knowledge and personal experiences in order to derive meaning from text.

Introducing the Lesson

Introduce the lesson by having students brainstorm the different jobs that could be found in a hotel. Write their responses on chart paper so the results can be posted in the room for later use.

The list should include, but not be limited to:

- Bell Service
- Housekeepers
- Laundry workers
- Managers (housekeeping, restaurant, general)
- Food service (restaurant, catering)
- Security staff
- Transportation
- Front desk
- Reservations

Explain that in most hotels, there are three different divisions – rooms, food and beverage, and administration. Have students categorize each of the jobs they listed into one of the three divisions. Ask students which division has the most jobs and thus the most opportunity for employment. Ask students which division may require more specialized training or postsecondary education in order to ensure advancement. Discuss their responses.

Have students read the scenario. Divide students into small groups and have them respond to the questions. Debrief the activity by having each group share their responses. Emphasize the importance of doing research before applying for a job. Make sure that students understand that the most frequent reason for a person to not be hired is that person's lack of knowledge about the job for which he/she is applying or the company that is doing the hiring. Employers hire people who have taken the initiative and learned about the company and the position for which they are applying.

Presentation of Targeted GED Skills

GED Skill — Adjust reading rate based on type of text and purpose for reading.

Write the following words on the board: *scan*, *skim*, and *close reading*. Ask students to define the differences between each of the terms.

- Scan – look quickly through text in order to find specific information, such as a word or a phrase. For example, a person will scan the sports page in order to find the score for a specific team
- Skim – implies looking for a general overview or the main idea of a text. For example, a person would skim the opening paragraph of an article to get a general idea of what it's content.
- Close reading – requires that a person pay particular attention to what is printed on the page, as well as how it is written – the vocabulary that is used, the tone, the purpose, etc.

Explain that it is important that students adjust their reading rate based on what they are reading and why they are reading that particular text. Discuss how this will help them be more effective readers and save them an enormous amount of time in extracting the information that they need from the text.

Provide students with the want-ads from a local newspaper. Have them practice each of the different types of reading by asking them to locate certain types of information. The following are a few examples:

- Scan to find a specific salary for a job or a phone number to call to apply
- Skim to find out what type of job is being advertised
- Close read to determine the specific requirements for a job

After students have practiced their scanning, skimming, and close reading skills distribute the handout **What Are the Job Opportunities in the Hotel Industry?** to the students. Explain that they are going to use their scanning, skimming, and close reading to answer the questions at the end of the handout.

Going the Next Step — A Challenge Activity

Have students research a job within the hotel industry that most interests them. Ask students to be prepared to share the information with the rest of the class. Ask students how they used their scanning, skimming, and close reading skills to find the information they wanted.

Lesson 1.3: Is a Restaurant in My Future? — Melanie and Xavier

*Note to Instructors: The beginning scenarios of **Exploring Careers in the Hospitality and Retail Industries** provide students with an introduction to various jobs in hotels, restaurants, and retail establishments. These scenarios have been developed to assist students in learning more about these career pathways and the resources they can use in order to better prepare themselves for job attainment, retention, and promotion.*

Reading Strand A. 4.0 Use a variety of comprehension strategies to derive meaning from literary and real-life material.

Introducing the Lesson

Introduce the lesson by asking students to provide some examples of full-service and fast-food restaurant in the area in which they live. Have students brainstorm the different types of jobs available in each of the following types of restaurants.

Full-service restaurant

Fast-food restaurant

List students' responses on chart paper to use for future activities. Have students indicate which of these jobs may require specialized training versus those which only require on-the-job-training.

Have students read the scenario and work in groups to answer the questions. Debrief the scenario by having students share their responses. Focus in on what students would do if they were interested in applying for a job. Make sure that students discuss the importance of knowing what the job will require, the skills they could bring to the job, and how they could set themselves apart from other applicants.

Ask students if any of them have experience working in a restaurant. If there are experienced restaurant workers in the class, have them share some of their personal experiences with the rest of the class.

Have students expand the information they included on their lists of possible jobs in the different types of restaurants by having them indicate whether the job would be FOH or BOH.

Presentation of Targeted GED Skills

GED Skill — Identify fact from opinion.

Write the following sentences on the board.

According to the Michigan Restaurant Association, every worker (age 18 years or older) in a restaurant in Michigan is entitled to a minimum wage of \$7.40 per hour.

The minimum wage for restaurant workers is too low.

Ask students which of the sentences is a fact and which one is opinion. Have students discuss the difference between the two. Students should state that the first sentence is a fact and is based on evidence. The second sentence is an opinion and does not have any supporting facts.

Discuss with students the importance of being able to distinguish fact from opinion whenever reading text or even when talking with co-workers. Explain that when researching information, it is very important that the sources that they use are factual. One site that students can count on to get up-to-date, factual information on jobs is CareerOneStop. This online site provides information on hundreds of jobs in different industries. If you have access to the Internet, take time to show students how to access the site for future reference.

Information about occupations, including job requirements, tasks and activities, education and/or experience required, and salaries and benefits may be accessed on the CareerOneStop website at <http://www.careeronestop.org/SalariesBenefits/SalariesBenefits.aspx>

Going the Next Step – A Challenge Activity

Have students research a job within the restaurant industry using the CareerOneStop website. Provide students with strips of paper or index cards. Have the students create both opinion and fact sentences based on what they learned about that particular job and write one on each strip of paper or index cards. When the students have finished, have them place the sentences in a box or envelope. Mix up the sentences and have students select one at a time. Have the students read the sentence aloud to the rest of the class and determine whether it is a fact or an opinion. Discuss any difficulties students have in making their determination.

Lesson 1.4: How May I Help You? – Melanie and Elise

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Reading Strand A. 4.0 Use a variety of comprehension strategies to derive meaning from literary and real-life material.

Introducing the Lesson

Introduce the lesson by asking students what makes a store a good place to shop. Students may include information such as:

- It has the products that you like.
- The staff members are always friendly.
- Clerks remember your name.
- It is always clean.
- Products are easy to find.

Ask students what types of jobs they might expect to find in a store that they frequently use. Make a master list of students' responses and keep them for future activities.

Have students read the scenario and work in groups to answer the questions. Debrief the scenario by having students share their responses. Ask them how they knew what decision Melanie had made. Discuss how a person's interest in a particular field should be an important factor in the jobs they pursue.

Ask students if any of them have experience working in retail store. If there are experienced retail workers in the class, have them share some of their personal experiences with the rest of the class.

Presentation of Targeted GED Skills

GED Skill – Compare and contrast.

Provide students with the handout entitled Compare/Contrast. Discuss with students that one thing they will want to do is compare and contrast different jobs so they can make smart decisions when choosing a job that is right for them.

In the scenario, Melanie briefly mentioned that there was a difference between the job that she had previously held in the retail industry when she was working in a department store and what she saw in Elise's shop.

Ask students to use their own personal knowledge and experiences and the information from the text to compare and contrast working as an assistant manager in a small, local shop versus a big-box or department store. Have students fill in the information on the handout. After students have completed the handouts, have them share their results and create a master handout that includes information from each group.

Discuss with students the importance of being able to compare and contrast information from various texts. Ask students how they could use this skill when applying for a job. Students should point out that being able to compare and contrast different jobs would allow them to better understand the positions for which they are applying and determine which position would be a better fit.

Going the Next Step – A Challenge Activity

Select several advertisements from the local newspaper. You may use advertisements from local grocery stores, department stores, or other retail outlets. Make sure that the advertisements come from similar types of stores. Have students compare and contrast the advertisements and determine which would be more attractive to them as consumers.

For example: If you pull two advertisements from competing grocery stores, students may say that:

- one store has better prices on items that they usually purchase
- the layout of one of the advertisements is easier to read and understand
- one store offers better deals with coupons

Debrief the activity by discussing with students the importance of using comparing and contrasting to help them make decisions not only about jobs, but also about many other aspects of daily life.

Lesson 1.5: I Need a Little Help Here! — Melanie

Reading Strand A. 4.0 Use a variety of comprehension strategies to derive meaning from literary and real-life material.

Introducing the Lesson

Introduce the lesson by asking students what resources they have used in the past in order to find a job or explore employment opportunities. Students may include resources such as:

- Newspaper advertisements
- Friend's recommendations
- Online sites
- Employment agencies
- Business site

Explain that in this scenario, Melanie is having difficulty finding a job in the retail industry. Have students read the scenario and work in groups to answer the questions. Debrief the scenario by having students share their responses.

Discuss the importance of taking advantage of multiple resources when searching for a job. Ask students if they have used any of the resources mentioned either in the scenario or the introduction. Have students share their experiences.

Presentation of Targeted GED Skills

GED Skill — Ask questions to activate prior knowledge, make predictions, clarify meaning, and locate specific information within a text.

Explain that in the previous activity they had to activate their own prior knowledge about employment resources. Discuss how using their own prior knowledge can help them improve their reading comprehension, an essential skill for the workplace.

Explain that in this activity they will be working in groups to learn more about different employment resources available to them. Each group will be assigned a specific type of resource to research, gather information, and share with the rest of the group. Distribute the handout **Resources that Work for Me!** to each student. Provide one additional handout to each group for the group's use.

Explain that as they work through this activity they will be gathering information that they will share with the rest of the class. After all of the groups have shared their information, each student will then be asked to identify his/her top two resources to use when searching for a job.

Before beginning the activity, ask students to look at the five resources listed on the handout. Ask the students if there is any other resource they would like to add to the list. Examples might include meeting with a career counselor at school or participating in a job fair. Assign each group one of the resources. Explain that the task for the group is to complete the next three columns in the handout. The students should:

1. Make a list of what they know about the particular resources (based on their own prior knowledge or experience)
2. Make a list of additional information they would like to know (where or when to access that resource, costs, etc.)
3. Use the internet or print materials to get the answers to their questions and add any additional information that they learned but was not included in Item 2

Have students work in their groups to complete the items. When all groups are finished gathering

information, provide them with a few minutes to pull their reports together. Have each group report their results to the rest of the class. Students should be encouraged to make notes on their own personal handout about each of the resources so they can use this information later.

After all groups have reported, have the students take a few minutes to review their notes and select the top two resources they would use in their own job search. Have students discuss their reasons for selecting those particular resources. Explain that using available resources can be extremely helpful in finding employment especially during tough economic times.

Going the Next Step – A Challenge Activity

Survey the students to determine which resources were most frequently selected. Have students graph the results using a bar graph. Check that students have correctly graphed the results and that they remembered to label and title the graph. Have students compare their graphs with other students. Check for similarities and differences in the group.

As an additional challenge activity, ask students why they were asked to use a bar graph rather than a circle graph or line graph. Students should be able to explain how each type of graph is used to display information.

- Bar graph to show comparison
- Line graph to show trends or changes over time
- Circle graph to show percent

Lesson 1.6: Writing a Resume That Works! – Melanie

Writing Strand A. 4.0 Use written language in order to communicate effectively in a variety of academic and real-life situations.

Introducing the Lesson

Introduce the lesson by asking students to think about the following scenario:

You have just been promoted from assistant manager to manager of a local store. As the manager, you are now responsible for hiring an assistant manager who will work closely with you to run the store, interact with customers, manage the part-time sales staff, set up schedules, assist in keeping inventory up-to-date, stock the stores, and help create marketing materials. What skills would you look for in a new assistant manager?

Have students work as a large group and brainstorm the skills they would expect. Make a list of the students' responses on the board. Some of the skills that a new assistant manager would need to possess might include the following:

- Be a good listener
- Be patient and answer questions
- Have good communication skills
- Know the merchandise they were selling
- Be flexible and able to handle different situations with customers
- Be organized
- Know how to use a computer

Discuss with students that one of the challenges that Melanie is facing is that she has not been in the workforce for a long time and although she has some experience working in retail in the past, she needs to include information about her current skills.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class. Make sure that students keep their responses to Question 2 to use in the next activity.

Presentation of Targeted GED Skills

GED Skill – Use written language in order to communicate effectively in a variety of academic and real-life situations.

Ask students if they have ever written a resume when applying for a job. Explain that a resume provides a potential employer with a first impression of a person who is applying for a job. Ask students what they think a resume should include. In most cases, students will respond that a resume should include:

- basic information such as name, address, and contact information
- employment objective (the type of position being sought)
- educational and/or training background
- job experience or employment history
- skills or qualifications

Provide students with copies of the sample resume included in the handout. Ask students to review the resume and identify any area that should be changed. You may wish to have students work in groups to complete this part of the activity. When all students have finished reviewing the resume, bring the group together and discuss their recommendations. Have the students come to consensus on the most important changes.

Students should notice that the following items are missing:

- Contact information – home or cell phone number and email address
- Employment objective
- Date and location of her first job as sales clerk with Macy's
- How long she has worked as a volunteer
- How many employees reported to her when she worked as the Assistant Manager for Women's Clothing at Macy's

Have students look at the lists of skills they wanted an employee to have if they were getting ready to hire an assistant manager. Have them check to see if Melanie's resume covers most of the skills in that list. Have the students check the list they made in response to Question 2. Ask if there are any of these skills should also be included in the resume. If the students identify additional items that should be included in the resume have them do so.

Discuss the process that they have used in editing and revising the resume. Explain the importance of developing a strong, effective resume that will showcase their skills, experience, and unique qualifications to obtain employment.

Going the Next Step – A Challenge Activity

Have students develop their own resumes. This activity can be completed in class or at home. After the students have written their resumes, have them share the information in small groups so they can receive feedback from their peers.

Discuss the importance of always having someone else review a resume or application to make sure there are no errors that might detract from the message they are trying to convey to a potential employer.

Lesson 2.1: Customer Service and the Bottom Line — Drew

Reading Strand B. 1.3 Extract meaningful information from charts, graphs, tables, and other graphic representations.

Introducing the Lesson

Introduce the lesson by asking students if they have ever had a bad experience in a restaurant or in a store. Ask students to share their experiences with the rest of the class. Discuss how they resolved the problem. Ask the students if they returned to that restaurant or store.

Explain that in this scenario, Drew is worried that he is going to have to close his restaurant because the number of customers coming in to the restaurant is steadily declining while the amount that he has to pay for food and supplies, rent for the building, and his employees remains the same.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class.

Presentation of Targeted GED Skills

GED Skill — Extract meaningful information from charts, graphs, tables, and other graphic representations.

Check your local newspaper or USA Today and locate examples of charts, tables, and graphs. Pass the samples around to each student. Ask them why someone would choose to display information in a graphic format rather than in a narrative format.

Students should indicate that:

- Graphic displays are easier to read
- Graphs allow someone to compare information or to see trends over time
- Tables and charts present information in an organized manner

Have students identify the different parts of the graphs and tables, including titles and labels, the axis of different graphs (line or bar), and the different ways that data is represented. Have students discuss how they might be able to use graphic displays to represent information in the workplace.

Distribute the handout entitled **Making the Connection** to the students. Have the students work in pairs and determine what the information from these two graphics is telling them.

Students should recognize that:

- Sales decline when Leslie, Ryan, and Denny are working
- Sales are up when Adjani serves as hostess

From their own experience and background knowledge students may notice that:

- On Monday, a day when most restaurants are not very busy, the revenue is higher than later in the week.
- Friday sales are drastically lower than Saturday or Sunday even though Friday is normally a busy time in restaurants

If students have difficulty with a specific type of graphic, review the graphic and its key elements.

Going the Next Step — A Challenge Activity

Expand the activity by having students determine what they would do to turn around Drew's restaurant and make it profitable. Have students work in groups and then present their proposals to the entire class. When students have completed their presentations, have them vote for the one proposal they think would be most effective.

Lesson 2.2: Face-to-Face — Interacting with Customers — Alana

Reading Strand A. 3.3 Recognize word relationships, including idioms, analogies, metaphors, allusions, similes, and derivations.

Introducing the Lesson

Introduce the lesson by asking students to share a positive experience that they have had when shopping. As students describe their experiences, jot down a few of the points that they make regarding what made the experience a positive one. For example:

- The sales clerk helped me find an item.
- I was asked if I needed help.
- The sales clerk smiled at me and thanked me for shopping there.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class.

Presentation of Targeted GED Skills

GED Skill — Recognize word relationships, including idioms, analogies, metaphors, allusions, similes, and derivations.

Write the following words and phrases on the board.

Idiom

Metaphor

Simile

Ask students what each of these terms mean. Students should respond that:

- Idioms or idiomatic expressions are common phrases or sayings whose meanings cannot be understood by the individual words or elements. Example: blew his stack = He got angry.
- A metaphor is a figure of speech in which an implied comparison is made between two unlike things that actually have something in common. Example: Your smile is a ray of sunshine = both your smile and a ray of sunshine are bright.
- A simile is a comparison of two unlike things using the word “like” or “as.” For example: big as a bus.

Take a few minutes to review each of these word relationships. Have students brainstorm examples of each. Explain that being able to recognize and interpret these word relationships will help them understand not only the text that they read, but also recognize what a customer or client may tell them in a work situation.

Have students return to the scenario and work independently to find the examples of idioms, metaphors, and similes included in the text. Review their responses and check for accuracy.

Examples:

- man on a mission – idiom
- down to the wire – idiom
- his niece is a princess – metaphor
- she looked like a butterfly – simile
- you’re an angel – metaphor

Going the Next Step — A Challenge Activity

Label three sheets of chart paper with the words idioms, metaphors, similes. Have students search for examples in newspaper or magazine articles or in workplace documents. As students locate examples have them post the example on the appropriate chart. Expand the activity by having students write a short definition for each example.

Lesson 2.3: Face-to-Face — Interacting with Customers, Part 2 — Alana

Reading Strand A. 4.3 Distinguish between the main idea and supporting details of a text.

Introducing the Lesson

Introduce the lesson by asking students to share a negative experience that they have had when shopping. Ask students to describe their experiences. As they talk, write down a few of the points that they make regarding what made the experience a negative one. For example:

- The sales clerk ignored me.
- It seemed as if I wasn't even there, nobody noticed me.
- I was told that I had to have a receipt, dated within a certain time period, etc.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class. Discuss with students that whether they opt to seek employment in a hotel, a retail establishment, or a restaurant, there will be times that they will encounter difficult customers. Discuss with students the need to:

- Remember that a customer's anger or upset is only temporary
- Communicate with the customer in a calm, reasonable manner
- Figure out and respond to the problem the customer is having
- Avoid arguing with a customer
- Remember that the customer is always right
- Seek assistance from a supervisor if it appears that the customer is out of control

Discuss with students situations in which they have found themselves when another person was upset or angry. Have the students talk about how they handled the situation and what they would do differently in the future.

Presentation of Targeted GED Skills

GED Skill — Distinguish between the main idea and supporting details of a text.

Introduce the lesson by asking students to explain the difference between the main idea and supporting details of a text. Students should respond that the main idea gives the reader the big picture of the text – the overall point of the text. The supporting details provide information that the reader needs to know about the main idea.

Divide the students into teams of three or four. Provide each team with chart paper and markers. Have students refer back to the scenario and identify the main idea of the scenario and then list the most important supporting details. Answers may vary but should in general address the following:

- Main idea – Interacting with customers can sometimes be challenging, but by using positive customer service skills, you can have good outcomes.
- Supporting details
- Problem experienced by the customer
- The anger and upset of the customer
- Alana's decision to remain calm and listen carefully to the customer
- Providing a solution to the customer
- Apologizing to the customer
- Having a satisfied customer leave the store

Going the Next Step – A Challenge Activity

Have the class role play working with a difficult or upset customer. Have the students develop situations that they might encounter in the service industry where they would need to effectively respond to solve a problem or calm an upset customer. Have students critique each role play and make additional recommendations that would be helpful on the job.

Lesson 2.4: What Did You Say? – Alika

Language Strand B. 1.3 Use appropriate tone and type of language (diction) when writing, (i.e., informal emails versus business letter).

Introducing the Lesson

Introduce the lesson by asking students how they feel when they have to call customer service or technical support to solve a problem. Many students will respond that calling customer service is one of the last things that they want to do. Have students brainstorm a list of reasons why they dislike calling customer service or technical support. Students may respond that:

- It can take forever to get a “real” person on the phone.
- They can’t understand what the representative is trying to say because he/she is talking too fast, mumbling, has a heavy accent, etc.
- It sounds as if the person to whom they are talking is bored, angry, not interested, etc.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class. Discuss with students the impact a person’s tone of voice can have, especially when talking on the phone and they are not able to see the person and use body language to help them understand what is really going on.

Presentation of Targeted GED Skills

GED Skill – Use appropriate tone and type of language (diction) when writing, (i.e., informal emails versus business letter).

Discuss with students how vocal tones can make a difference when talking with someone. Write words such as the following on index cards. You will need one “mood” word per student in the class.

*Tired Happy Angry Upset Bored Disgusted Cheerful Depressed Frustrated
Professional ‘In charge’ Scared*

Have students role play answering the phone using the mood or attitude listed on their respective cards. You may use the following text for the role play or have students create their own.

Good morning, this is _____. Thank you for calling Strategic Technical Support.
How may I direct your call?

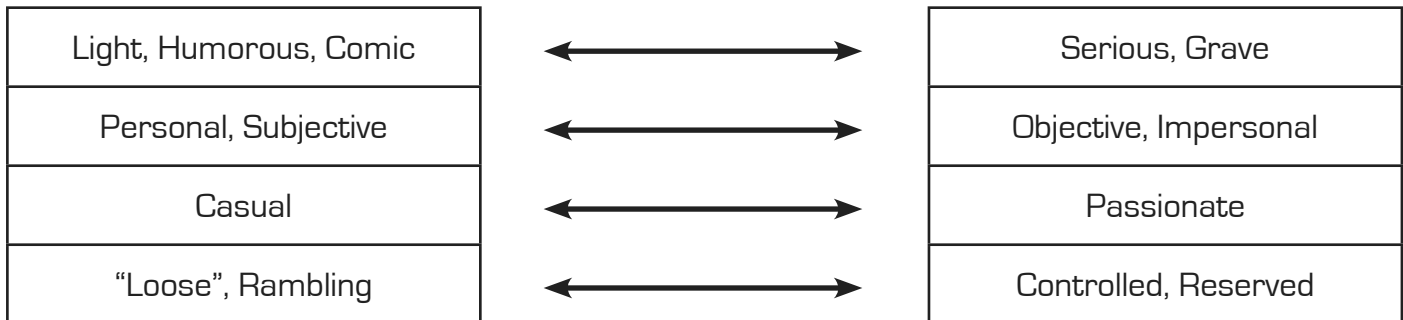
Discuss with students how their feelings are transmitted through their tone of voice. Explain that when working in a customer service position, it is not always ‘what’ is said, but ‘how’ it is said that can make the difference between building good relationships with customers and those with whom they work.

Ask students if they have ever been able to pick up on how someone felt through their writing. Ask them if they have ever received a text or an email and known that the writer was not having a good day or was upset.

Explain that written communication (a text, an email, a letter, or a report) has a certain tone based on what the writer is trying to convey to his/her reader(s). Explain that being aware of tone can help them understand what they are reading and provide them with a better understanding of how they will need to respond to what they have read.

Going the Next Step – A Challenge Activity

Divide students into teams. Explain that articles within different sections of the paper often have a different tone – from serious to light-hearted to passionate to reasonable. To get students started, you may want to share an example or two. Write the following words on the board to give students an idea of the tone that might be found in different articles.



Give each team a copy of the local newspaper or USA Today. Have students look for articles that have different tones. Have them cut out the articles to share with the rest of the group. Have the groups give the tone of the article and a brief synopsis.

The following are just a few possible examples that might be found:

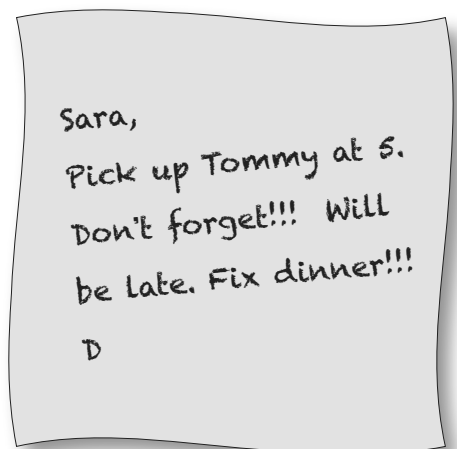
- Casual or light-hearted – an article about a fun event that recently occurred
- Serious – an article about unemployment or a problem in the community that has to be solved
- Impassioned – a letter to the editor stating a strong opinion on a specific topic

Lesson 2.5: Why Did You Write It Like That? — Ben

Language Strand B. 1.3 Use appropriate tone and type of language (diction) when writing, (i.e., informal emails versus business letter).

Introducing the Lesson

Before the class begins, write the following on the board. Be sure to include all capital letters and multiple exclamation points.



Introduce the lesson by asking students how this note would make them feel. Discuss the tone of the note as well as the manner in which it is written (all capital letters, multiple exclamation marks, etc.). Explain that the words chosen and the manner in which the note is written sets the tone for the reader. Have students make suggestions that would put a more positive spin on the note.

Explain that knowing the right format, tone, and type of language to use can make a difference in how they, as employees, will be viewed by their peers, supervisors, and customers.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class.

Presentation of Targeted GED Skills

GED Skill — Use appropriate tone and type of language (diction) when writing, (i.e., informal emails versus business letter).

Explain that in writing, tone is defined as what the author, not the reader, feels about the subject. The tone of a text is based on how the writer answers the following questions about the purpose of the text.

- Why am I writing this?
- Who am I writing it to?
- What do I want the reader to learn, understand or think about?

As a group discuss the use of each of the following types of text. Students should identify when it would be appropriate to use that specific format and when it would not. The following chart displays a few examples to get started.

Type of Text	Appropriate for...
Formal Letter	Responding to customer's written complaint Writing a letter of recommendation for a co-worker
Email	Responding to internal requests for information Responding to a friend's suggestion to have lunch
Text	Connecting with a friend or co-worker on a non-job related issue Responding to a quick request for information from your co-worker
Twitter	Using a social network, expressing personal opinion outside of the work environment

Divide students into groups. Assign each group one of the scenarios included on the **Why Did You Write It Like That?** handout. Have each group construct a response using an appropriate format, tone, and language.

Going the Next Step – A Challenge Activity

Bring in samples of business writing, such as marketing materials, business letters, memos, emails, etc. Have students review the materials and identify the format, tone, and language used in each. If students are currently employed encourage them to bring in examples of business communications from their own workplace. Discuss with students how each workplace may have different requirements for business communications. It is important that students recognize the need to be able to construct appropriate written communications based on the standards established in their own workplace.

Lesson 2.6: In My Opinion You Should... — Faith

Mathematics Strand A. 1.8 Use a variety of strategies to solve academic and real-life problems.

Introducing the Lesson

Introduce the lesson by sharing the following problem with students:

Kerry is having trouble with her fifteen year-old son. Yesterday, she received a note from three of his teachers that he routinely fails to bring in his homework assignments, and his grades are slipping. Kerry's work schedule has changed recently. She doesn't get home until about 6:00 p.m. When she comes home, Tyler is usually on the computer playing games or watching television. In the past, she got home at 4:00 p.m., shortly after Tyler came in from school.

Ask students what they would do first in order to solve Kerry's problem. Students should respond that first, they need to identify the actual problem – in this case the son's failure to turn in homework and his declining grades. Next, they should identify possible solutions. Discuss with students the importance of being able to first understand or identify the problem working on finding a solution. Explain that the ability to clearly identify a problem and then work toward a solution is an important skill in the workplace. Some students may identify Kerry's new work schedule as the problem, rather than one of the causes of the problem.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class. Discuss with students

Presentation of Targeted GED Skills

GED Skill — Use a variety of strategies to solve academic and real-life problems.

Introduce the lesson by asking students how they feel when they are faced with solving a word problem in mathematics. Students may respond that they get frustrated, are afraid that they won't find the correct answer, feel anxious every time they look at a math problem, or even don't know what to do first.

Explain that just like in the real-life situations faced by Faith and Kerry, word problems in mathematics require a step-by-step approach to finding a solution. Write the following steps on chart paper. Place each step on a separate piece of paper.

1. Understand the problem
2. Devise a plan
3. Carry out the plan
4. Look back

Have students work in groups and develop a set of questions that they would need to answer in order to complete each step in solving a problem. Get the students started by writing one example for each of the four steps.

1. Understand the problem
 - a. Can I re-state the problem using my own words?
 - b. What am I trying to find or do?
 - c. What do I know?
 - d. What are the unknowns?
 - e. What information is missing?
 - f. What information is not needed?
2. Devise a plan
 - a. Do I see a pattern?
 - b. Can I draw a diagram or picture?

- c. Will I need to write an equation?
 - d. Is it okay if I guess and then check my work?
 - e. Should I work backward?
 - f. Can I create a table to display the information?
3. Carry out the plan
 - a. What actions or computations do I need to make first, next, last?
 - b. Did I check my work?
 - c. Did I write down my steps?
 - d. Am I missing something?
 4. Look back
 - a. Does my answer make sense?
 - b. Is my answer reasonable?
 - c. Is my answer in the correct units, i.e., pounds, ounces, dollars, cents, tons, etc.?
 - d. Did I check my work?
 - e. If I used a calculator, did I calculate the problem at least twice to make sure I entered the data correctly?

Have students write their questions for each step on the chart paper. When the activity is finished, the results should be close to the responses listed above. If students are missing a question, add it to the final results. Keep the chart paper posted in the room. This will provide students with an opportunity to review the different steps as needed until they are comfortable in solving the problem.

Explain that in the workplace students may often encounter times when they will be called on to use their problem solving skills to respond to specific problems. Being able to use the four-steps they have outlined in this lesson will help them whether they are solving an academic or a work-based problem

Going the Next Step – A Challenge Activity

As a group, have students use the four-step method to respond to each of the following work-based problems.

Problem 1

Peter and Carri own a clothing shop employing ten people. The annual payroll for the ten employees includes one who earns \$25,000, three who earn \$22,000 each, two who earn \$20,000 each, and four who earn \$16,000 each.

- To the nearest dollar, how much is the payroll for each month? (\$16,250)
- How much is the payroll on an annual basis? (\$195,000)
- If payroll represents 60% of the total cost of operating the shop, what is the shop's total operating budget? (\$325,000)
- How much revenue would the shop need to bring in, if the owners, Peter and Carri, are to make \$125,000 in profits for the year? (\$450,000)
- What is the mean, median, and mode for the ten employees' salaries.
(mean: \$19,500, median: \$20,000, mode: \$16,000)

Problem 2

An air conditioning repair bill is \$145.50. The bill includes charges for 2.5 hours of labor and \$33.00 for parts.

- What is the hourly charge for labor? (\$45.00)
- What would be the total charge for the repairs, if it took 4.25 hours of labor to complete the same job? (\$224.25)

Lesson 3.1: What Are You Really Telling Someone? – Dale

Reading Strand A. 4.1 Activate background knowledge and personal experiences in order to derive meaning from text.

Introducing the Lesson

Before the lesson, ask three students to help you with the introduction by role-playing different moods and attitudes using body language.

- Have one student sit slouched in a chair, arms dangling, with a look of boredom on his/her face.
- Have one student stand sideways against the wall with his/her arms crossed tightly across his/her chest.
- Have the last student sit at a desk or table, leaning forward with an interested look on his/her face.

As students enter the room, give them index cards with the numbers 1, 2, 3 written on them. Ask the students to quietly observe the three students positioned around the room. Ask the students to write down their impressions about each student's mood or attitude. Give the students about three minutes to complete the task. When the students have finished jotting down their notes, have them share their thoughts. Thank the student volunteers for their performance. Discuss with students how the nonverbal cues helped them gauge their peers moods and attitudes.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class. Discuss the importance of being able to “read” other people at work and at home. Have students brainstorm situations in which being able to “read” nonverbal cues could help them in the workplace or at home.

Presentation of Targeted GED Skills

GED Skill — Activate background knowledge and personal experiences in order to derive meaning from text.

Introduce the lesson by reviewing the activity that they completed before reading the scenario. Explain that they used what they already knew about body language in order to interpret the nonverbal cues provided by their peers. Discuss how being able to use personal background knowledge and experiences can be very useful not only in recognizing nonverbal cues, but also when interpreting different types of text in the workplace.

Distribute the handout **What Does This Really Mean?** to each of the students. Explain that in this scenario, they are going to first read through a workplace situation without specific background information from the view of the main character in the scenario, Ariel. Instead, they are going to use their own personal experiences and background knowledge to respond to the questions.

Ask students to take a blank piece of paper and cover up the text below the line. When they have done so, have them read the scenario and answer the questions. Have the students share their responses with other students in their groups. Debrief the first part of the activity, by having students share their feelings about the two characters, Ariel and Jessica (just based on what they have read and their own personal experiences). Talk about their first reactions to the note that Jessica left.

After students have debriefed the first part of the activity, have them uncover the background information and answer the questions. Have students discuss in their groups how the background information may or may not have changed their initial response to the note that Jessica had written. Ask students to share with the class what made them change their minds.

Discuss with students how the background information helped them better understand what was presented in the note. Compare this use of background information in interpreting text to the use of nonverbal cues (body language) when they are working with someone, attending a meeting, participating in a family events,

etc. Students should be able to see that in both situations, they are using their own personal experiences and background knowledge to help them better interpret text and or workplace situations.

Going the Next Step – A Challenge Activity

Have students watch the online video *What We Say Without Words*. This video was developed by former FBI agent Joe Navarro. It allows students to see how they use their torsos, hands, feet, and legs to communicate emotions that are not put into words. After students view the video, have them discuss whether or not they use similar body movements when they are in different situations. Explain that awareness of these movements can help them “read between the lines” when they are talking to other people, at home or in the workplace. Discuss how students need to be aware of their own body language, especially in workplace situations.

The video may be accessed on the Washington Post website at:

<http://www.washingtonpost.com/wp-dyn/content/gallery/2008/06/23/GA2008062301669.html>

If students would like to learn more about body language, they may wish to read the article from RealSimple.com contributor, Sarah Smith entitled *What is Your Body Language Saying?* The article may be accessed at: **<http://www.cnn.com/2011/LIVING/01/06/rs.body.language/index.html>**

Lesson 3.2: Staying on Top of Things – Nita

Language Strand A. 3.1 Proofread workplace, community, and personal documents, as well as “how-to” and information texts in order to identify and correct errors.

Introducing the Lesson

Introduce the lesson by having students write a to-do list of all the things that they need to accomplish during the day. Emphasize to students that they can include personal and workplace items. After students have completed their lists, ask them if they ever feel overwhelmed just with the sheer number of things that they feel they need to accomplish in a given day. Most students will respond that they do often feel overwhelmed and not sure what they should do first. Discuss how learning strategies for dealing with multiple tasks and interruptions can be a useful skill in the workplace.

Have students read the scenario and work in groups to answer each of the questions. Debrief the activity by having each group share their responses with the rest of the class. Discuss with students the importance of being able to:

- prioritize tasks in order to ensure that essential tasks are completed; and
- respond appropriately to each task.

In this scenario, students should be able to identify which tasks need some type of written follow-up and which could be handled over the phone or in person. It is important that students understand that they need to be able to respond appropriately to the task at hand. Have students discuss the problems Nita might encounter if she were to use phone communication for a task that really called for written communication, such as providing the follow-up contact with the event liaison.

Presentation of Targeted GED Skills

GED Skill – Proofread workplace, community, and personal documents in order to identify and correct errors.

Before students arrive in class, write the following email message on the board. (Note: Include the errors as they occur in the statement.)

To: All Logistics Staff Members

From: Event Coordinator

Their will be a meeting of selected staff members at 3 p.m. Please bring you're current projects and other information with you. Its important that your own time four the meeting and don't plan other activity for this time slot

Introduce the lesson by asking students to read the email message that you have written on the board. Ask students what they think of the message. Students should respond that there are a number of errors in the message. Initially, students will focus on specific errors, such as your for you're or their for there. Mark the errors and make corrections to the message as indicated by the students.

After students have identified the basic grammatical errors, ask them to look more closely at the message and see if there is anything else that might pose a problem. Students should notice:

- The message indicates that selected staff members should attend, but the email is addressed to “all” staff members – which is correct?
- There is no day or date on the email – only a time.
- There is no location for the meeting. Would staff members automatically know?
- What does the writer mean by “other information”?

Discuss with students the importance of preparing clear, concise, and correct written communications within the office. Have students brainstorm some problems that might occur if they did not check their writing for errors, not only in grammar, but for content as well.

Going the Next Step – A Challenge Activity

According to the research, employers consistently mention one specific area that would make a difference in their employees' writing – the correct use of words. There are a number of words that are frequently confused/misused in business writing. Homonyms (words that sound the same but are spelled differently and have different uses) are often confused and/or misused words. The most commonly misused homonyms are:

- its and it's
- their, they're, there
- your and you're, there

Others that are commonly confused/misused include words such as:

- accept, except
- principle, principal
- advice, advise

Have students visit the following websites to learn more about frequently confused words. Remind students that they can use these resources any time that they have access to the Internet, whether at home or in the workplace.

Frequently Confused Words - http://www2.actden.com/writ_den/tips/sentence/confused.htm

200 Homonyms, Homophones, and Homographs -

http://grammar.about.com/od/200homonyms/200_Homonyms_Homophones_and_Homographs.htm

Lesson 3.3: It's All in the Details – Nita

Reading Strand A. 4.10 Distinguish between the main idea and supporting details.

Introducing the Lesson

Introduce the lesson by asking students if they have ever missed an important detail when they read something at home or work. Share with students a time when you missed an important detail. Explain that it can be easy to miss details when quickly reading through a note or message. Discuss with students when this might pose a problem. Some examples might include:

- Your child's teacher has requested a meeting. You don't pay attention to the date and show up on the wrong day.
- You have a deadline for a report and miss it by three days.
- You provide a customer with the wrong item, size, color, etc.

Have students read the scenario and answer the questions independently. After the students have completed the questions, set up small groups and have them discuss their responses. Have each group report their responses to the class. Identify where there are similarities and differences in their responses. Come to consensus on the best response for each question.

As with any time you have students work in groups, assign a specific role to each student (facilitator, recorder, reporter, etc.). Rotate the roles among different students. You do not want the same students serving as the facilitator, recorder, or reporter each time. Move students from their comfort level and help them become more confident taking on different roles – just as they would need to do in the workplace.

Presentation of Targeted GED Skills

GED Skill – Distinguish between the main idea and supporting details.

To introduce the lesson, ask students to explain the difference between the main idea of a passage and the supporting details. Students should explain that the main idea is the big picture or the main point of the passage and that supporting details provide additional information about the main idea.

Discuss with students that the supporting details, especially those found in workplace documents should not be overlooked. Ask students to explain the strategies that they use to determine the main idea and supporting details of text that they read. If students have limited strategies, then make some recommendations. Sample strategies include:

- Having students use two different colors of highlighters when reading text. One color can always be used to highlight the main idea while the other color can be used to highlight important details within the text.
- Using *About Point*, a strategy that asks the students to first indicate what the passage or text is “about” and then the main “points” of the text.
- Using the GIST strategy, have students write down the answers to the 5Ws and H (who, what, when, where, why, and how) questions on a piece of paper. When they are finished, have them set the text aside and write the main idea of the passage just using the information they gathered through the 5Ws and H questions.

Have students re-read the scenario and use one of the strategies listed above to identify the main idea and the supporting details. Have students share their results.

Going the Next Step – A Challenge Activity

Have students find the main idea and supporting details in newspaper articles. Provide each student with a different article. Give the students time to read their articles. Distribute note cards for students to write down the 5Ws and H for their article on one side of the card and the main idea on the other. Have students share their results with the rest of the class.

In addition to practicing identifying the main idea and supporting details, students will also be exposed to a variety of different topics from the article. Students who are interested in learning more about a specific article about which another student has reported, may wish to read that article or search for additional information online.

Lesson 3.4: Please, I Can't Hear What He Is Saying! — Tamika

Language Strand B. 1.1 Gather ideas to present an opinion or explanation drawing on personal observations, knowledge, experiences, and research as needed.

Introducing the Lesson

Before the class begins, ask two students if they will participate in a role-playing activity. Explain that you want them to start talking about their weekend plans, a trip to the grocery store, or any other everyday activity, while you are introducing the lesson. Explain that you want them to talk in a normal voice and to keep talking even if the other students turn around and look at them. Emphasize that you want them to continue to talk until you tell them stop.

Introduce the lesson by asking students if they believe that they are good listeners. When students respond, ask them to explain what makes them good listeners. Write their responses on the board. Comment on their responses while you continue to ignore the two students who are talking in the classroom.

When you notice that students are getting frustrated with the constant chattering in the classroom, stop the role-playing students. Ask the students how they felt while trying to listen to you and to each other. Students may indicate that they felt frustrated or even angry because of the other students' constant disruption. Explain that in the workplace they may experience similar situations and have to figure out how to best deal with the situation.

Have students read the scenario and respond to the questions. Have the students share their responses. Go back to the students' responses about what it takes to be a good listener. Ask students if they have any additional items they would like to add to the list.

Briefly discuss with students some of the skills required to be a good listener. These skills include:

- Make a habit of not interrupting the person who is talking to you. Let the speaker finish before you reply.
- Ask questions at appropriate times during the conversation, but make sure that you ask good questions that relate to what the speaker is saying.
- Acknowledge that you understand what the speaker is saying, using phrases like “I see.” “Yes, I know.” “I understand.”
- Focus on what the speaker is saying, not what you are going to reply.
- Allow others the opportunity to hear as well. Avoid side bar conversations. You may think that you are keeping your voice down, but chances are good others can hear you and may have difficulty focusing on what the speaker is saying.

Presentation of Targeted GED Skills

GED Skill — Gather ideas to present an opinion or explanation drawing on personal observations, knowledge, experiences, and research as needed.

To introduce the lesson, ask students how much time they spend planning their ideas before writing. Many students may respond that they just write, they don't do any planning because it takes too much time, especially when writing an essay for the GED® Test. Ask students what types of strategies they would use if they had time for planning and prewriting. Students' responses should include graphic organizers, outlines, doodles, drawing pictures, and making a list of key words.

Discuss with students the importance of planning before they write, and how planning can actually save them time in the long run. Demonstrate some of the different methods for planning/prewriting. Choose a work related topic and have students brainstorm ideas about which they could write.

Have students refer back to the scenario. Tell them that in this activity they are going to compose an email using information from the scenario. They can select one of the following topics:

- Rory and Jason were disruptive during the meeting. Write an email to your boss that expresses your feelings about their behavior and includes recommendations for handling similar situations in the future.
- During the meeting, Tamika indicated that three of her regular customers might be interested in electronics that would be on sale. Write an email to the customers encouraging them to attend the sale.
- Justin was very annoyed with Rory's and Jason's disruptive behavior during the meeting. Write an email from Justin to Rory and Jason outlining his expectations for their behavior during future meetings.

Going the Next Step – A Challenge Activity

Divide students into pairs. Have them share their emails with each other. Explain that on the job, it is always a good idea to have someone take a look at what they have written before they send it out. Have students work together to proofread, edit, and revise their emails. Have students rewrite their emails with the recommended changes and then compare the original with the edited/ revised versions. Have students post their final editions.

Lesson 3.5: I Heard What You Said — I Understand What You Mean — Teresa

Reading Strand B. 3.1 Make inferences and draw conclusions based on details from a single passage.

Introducing the Lesson

Introduce the lesson by asking students if they have ever done something for a friend or family member without being asked. Ask for volunteers who are willing to share what they did and why they decided to help. Write the word *inference* on the board. Explain that when they decided to do something for someone else, not because they were asked, but because they felt that it was important to do, they made an inference. They picked up on hints or unspoken clues that the person had given them and then took the initiative to do something.

Have students read the scenario and respond to the questions. Have the students share their responses. Review the students' responses about what it takes to be a good listener from the previous lessons. Ask students if they have any additional items they would like to add to the list.

Discuss with students that just like in the scenario, there is often more being said than what can be found in the actual words. There are hints and clues that the speaker uses in order to present information that he/she may not want to say directly. In the scenario, Louise said that *some training might improve Teresa's chances*. She did not directly state that Teresa *had* to take training, but rather laid out the recommendation through the hints/clues that she provided.

Discuss with students that the ability to take the initiative based on inferences is an important asset in the workplace. Explain that when they are able to hear not only what is said directly, but also to pick up on the hints and clues provided, they will be better able to:

- Understand the unspoken rules or expectations in the workplace
- Know when to take action to help a co-worker or supervisor
- Solve a problem in their own position

Have students brainstorm some questions that they might want to ask themselves when they are listening for the unspoken hints or clues in a conversation at work. Examples may include:

- Why is this person telling me this?
- How does this affect me?
- How does this affect what I do?
- How does this fit with what I already know about the situation?
- Does this require that I do something?
- Will this help me solve a problem or help someone else with whom I work?

Presentation of Targeted GED Skills

GED Skill — Make inferences and draw conclusions based on details from a single passage.

Introduce the lesson by asking students what the phrase *reading between the lines* means. Students should reply that when a person *reads between the lines*, the words aren't actually there, but because of hints or clues the reader is able to get a better understanding of the text.

Write the following passage on the board and have students determine the hidden (inferred) meaning.

The Employee Retreat will be held on Saturday, October 8. The company will provide sandwiches and beverages. Feel free to sign up to bring side dishes, desserts, and chips. Remember, you may take a comp day any time next week as a special "thank you" for your attendance.

Ask students what were the important expectations that were hinted but not directly stated in the announcement. Their responses should include that:

- They were expected bring some type of food to the retreat.
- They were expected to attend the retreat.
- They could have a day off the following week.
- If they didn't attend the retreat, they could not take a day off.

Write the word *inference* on the board. Explain that students made inferences from the short passage that they read. They used hints and clues found in the text in order to uncover the underlying meaning or purpose behind the message.

Distribute the **Making Inferences** handout to students. Divide the students into groups of four. Assign each their findings to the class. Debrief the activity by having students discuss the various inferences that were drawn and why they were important. Have students discuss how taking the initiative in different situations can benefit them personally, at home and on the job.

Going the Next Step – A Challenge Activity

Have students create their own work-related scenarios that include hints and clues from which a reader will need to make inferences and draw conclusions. Have students exchange their passages with another student and see if they can make the correct inferences. This activity will provide students not only with practice in making inferences, but will also allow them to continue developing their writing skills.

Lesson 3.6: Building Rapport – Claire

Language Strand B. 1.2 Organize ideas into paragraphs which support one main idea.

Introducing the Lesson

Introduce the lesson by asking students if they have ever had a situation in which they were the “new kid on the block” either at work or in a situation within their community. Have students share how they handled getting to know new people. Ask students to define the term *rapport*. Students should be able to clearly articulate that rapport is just another word for a friendly relationship between people.

Have students read the scenario and respond to the questions. After students have responded to the questions independently, have them share their responses in a small group.

Open the discussion on building rapport by asking students how they felt the first day that they came into your classroom. Ask them if they knew any other students that day or if they enrolled in the class knowing that they wouldn’t know anyone. Ask them what they did in order to build relationships with other students.

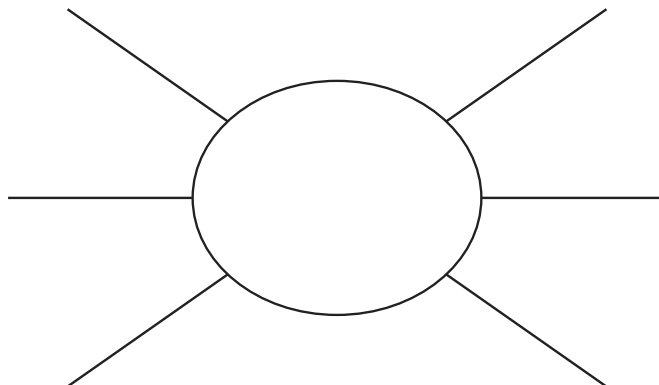
Discuss with students that building rapport is based on mutual interests, trust, and a sense that they understand and share each other’s concerns. Have students discuss the importance of building rapport with the people who are not only their peers at work but also with individuals who work in other teams and those who are their supervisors or managers. Have students make a list of the benefits of building rapport and the consequences of not taking the time to build rapport with others. Write their responses on the board. Discuss any issues or concerns that students may have about their own workplaces and how to improve the level of rapport they have with fellow employees. Ask for input and suggestions from the rest of the class.

Presentation of Targeted GED Skills

GED Skill – Organize ideas into paragraphs which support one main idea.

Introduce the lesson by asking students how they organize their ideas when they have to write something at work or in the classroom. Many students may indicate that they do some initial planning, but that they do not spend time in organizing. They just write down what they are thinking.

Have students draw a simple graphic organizer like the one below. In the center of the organizer, ask them to write the words good employee. Give them 60 seconds to brainstorm ideas (one idea per line on the organizer) that would describe a good employee. When the students have finished, have them share their ideas with the rest of the class. Draw a larger version of the graphic organizer on the board and record each student’s responses (avoid duplications). Put a check mark by any item that is mentioned more than one time.



When all of the responses have been recorded, have students look at them and determine if there are any areas that overlap. If so, consolidate them into one idea. For example: being on time and showing up for work both relate to dependability, so you could reduce those two items into one. Being able to consolidate or cluster items is an important skill in organizing writing. Talk to students about how this will enable them to avoid saying virtually the same thing several times in their finished product.

Ask students to review all of the responses and select the three that they believe are the most important characteristics of a good employee. This will require students to prioritize the elements, a key skill in organization. Circle the items that students have selected. Look again for any items that could be consolidated. Once again, have students make their top three selections. Explain that now they could begin the work of actually writing a first draft of a paragraph, email, or some other text format.

Explain that the process that was just modeled is all about organizing text. Discuss that organization requires that they look at the ideas they generate, consolidate to avoid repetition, and prioritize to determine what is most important.

At this point, have students write a three to five paragraph essay that describes what they would look for when hiring a new employee. Have students find a peer within the class to read, edit, and make any recommendations for revisions before the essays are submitted for your review. Provide feedback to the students on how well they maintained their focus on the ideas within the essay, their attention to detail in editing and revising, and the overall organization of the essay.

Going the Next Step — A Challenge Activity

Have students use the graphic organizer to develop and organize ideas for a cover letter that they could send to a potential employer. Check students' organizational skills as they complete the planning and prewriting stage of the writing process. Make any recommendations that may assist the students in these two areas. Compare their finished cover letter with their initial graphic organizer.

Lesson 4.1 Excelling in the Back of the House Jobs — Calista

Mathematics Strand A. 1.6 Calculate with mental math, pencil and paper, and a scientific calculator using whole numbers, fractions, decimals, and integers.

Introducing the Lesson

Introduce the lesson by asking students if they have ever expressed their appreciation for good customer service to a supervisor or store manager. Have a few students share their experiences. If none of the students indicate that this is something that they have done, ask them why not? Students may indicate that they didn't know what to say, or that they didn't want to embarrass the person.

Have students read the scenario and respond to the questions. After students have responded to the questions independently, have them share their responses in a small group. Remind students that unsolicited thanks for good customer service (just like in Calista's case) can lead to an employee being rewarded for the job that he/she does. Ask students if they would like to be recognized by a customer for doing a good job. Discuss their responses.

Have students work in groups to identify the elements of good customer service. Have students write their responses on chart paper. Take time as a large group to review the responses. Make sure that students understand that often it is not the technical skills of a job, but rather the soft skills, such as how they communicate with customers, their dependability, and their willingness to help others, that bring them special recognition or opportunities for promotion.

Presentation of Targeted GED Skills

GED Skill — Calculate elapsed time in order to solve problems.

Introduce the lesson by asking students how they check the time of day. Many students will respond that they check the time by looking at their cell phones or smartphones. Some students may indicate that they wear a watch. For those students who wear watches, ask whether they have analog or digital displays.

Explain that being able to calculate elapsed time is an important skill at work and on the GED Mathematics Test. Ask students if they have ever had to calculate how much time they spent on a specific task. Ask students how they made the calculation, and why it was necessary to do so.

Discuss with students that there are several ways to calculate elapsed time. They can

- Look at the clock and mentally move the hands and count the time that has elapsed.
- Use subtraction
- Use addition

Use the following problem to calculate elapsed time using all three methods.

Louise wants to know how much time has elapsed since she started cleaning suites at the hotel. She started cleaning the suites at 3:48 p.m. It is now 7:05 p.m. How much time has elapsed since she started working?

Use an Analog Clock

Demonstrate each of the three methods for calculating elapsed time. If you have an analog clock in the classroom, walk students through the process that they can use to visualize the hands moving on the clock and calculate the elapsed time. If you do not have an analog clock, you can draw a clock on the board and make changes to show time.

Use Subtraction

Using subtraction is another way to calculate elapsed time. Ask students if they would use the same rules in subtracting time as they would when subtracting with whole numbers or decimals. Discuss with students that where they would normally borrow “100” from the left-hand column, because it represents an hour, now it is only worth “60” because it represents the number of seconds in a minute and minutes in an hour.

$$7:05 \quad 6:65$$

$$-3:48 \quad -3:48$$

Show students how to subtract the minutes and then the hours. The answer is 3 hours and 17 minutes.

Use Addition

Explain that it is easier to use addition than subtraction.

If Louise cleans the suites from 3:48 to 7:05, then

- she cleans for 12 minutes from 3:48 to 4:00
- she clean 3 hours from 4:00 to 7:00
- she cleans 5 minutes from 7:00 to 7:05

Total elapsed time -

$$12 \text{ minutes} + 3 \text{ hours} + 5 \text{ minutes} = 3 \text{ hours} + 17 \text{ minutes}$$

Divide students into teams. Give each team two index cards. Have each team construct two problems that involve elapsed time. Have students swap cards with other teams in the class and solve the problems. Debrief the activity by asking students if they had any difficulty with the problems. Review any problem areas.

Going the Next Step – A Challenge Activity

According to research conducted by the GED Testing Service in 2007 and then confirmed again in 2009, students continue to have difficulty solving problems that involve elapsed time. Part of the problem revolves around students’ use of digital rather than analog clocks. In fact, fewer students wear watches because they prefer to check the time on their smartphones. As a result, students have difficulty in translating what they see on the digital read-out and what an analog clock would show.

Refer students to the following website to help them form a mental picture of what they would see on an analog clock when they check the time on their digital displays. This website allows students to set the time on the analog clock and then show its digital display.

<http://www.time-for-time.com/swf/myclox.swf>

This exercise will assist students in forming the mental picture that will make it easier for them to solve problems that require calculating elapsed time.

Lesson 4.2 Moving to the Front Desk – Steven

Language Arts Writing Strand A. 1.2 Recognize and correct language usage errors in a document.

Introducing the Lesson

Introduce the lesson by writing the term “public face” on the board. Ask students what they think the term means. Discuss with students that front desk agents are responsible for more than just checking guest in and out of the hotel. Explain that guests often get a good or bad impression about a hotel within the first few minutes of their stay. Discuss how a guest’s opinion will often hinge on whether or not they feel that the front desk agent is helpful or friendly.

Have students read the scenario and respond to the questions. After students have responded to the questions independently, have them share their responses in a small group. Discuss the different responses that the students had to questions 1 and 5. Ask students what they inferred from Maxine’s comment and her smile. Explain that it is important when they are in the workplace to pay attention to what is being said as well as what they “hear between the lines.”

Have students role play working with guests checking into a hotel. Remind students that they will be using what they learned in the scenario and their own personal experiences and knowledge. The following are a few scenarios to use in the role play situations.

Situation 1

The guest has multiple pieces of luggage and has just gone from the lobby to the sixth floor to the last room on the hallway. When the guest tries to open the door using his/her key card, the card doesn’t work. The house phone on the floor doesn’t work either. The guest approaches the desk and is very frustrated.

Situation 2

A frequent guest of the hotel has requested an early check-in time in order to prepare for a presentation he/she will be making later in the afternoon. There are no rooms ready for check-in. However, the housekeeping staff members are currently cleaning rooms on that floor. The guest has just approached the desk and has pleasantly asked if he/she can check-in early.

Situation 3

A guest has just called the front desk to report that children are running up and down the hallway outside of his/her room. The children are yelling, screaming, and knocking on doors. The guest just wants to get some sleep after a long travel day.

Presentation of Targeted GED Skills

GED Skill – Recognize and correct language usage errors in a document.

Before class begins, write the following sentences on the board.

Yesterday, Benjamin will check the tax-exempt forms.

Each day, Maxine and Steven check the registrations for “rewards” guests.

Earlier this morning, Steven wrote a note to the housekeeping department about early check-ins for the day.

Introduce the lesson by asking students to look at the sentences that you have written on the board. Ask them to read the sentences and determine if there are any errors. Have students share their responses. Students should note that there are verb usage errors in the first two sentences, and the third sentence is correct as written. Ask students what is wrong and why. If students respond that “the first two sentence just don’t sound right,” ask additional questions to elicit the information that

- In the first sentence, the word “yesterday” indicates that the action has already occurred and the correct form of the verb would be “checked.”

- In the second sentence the subject is plural (Maxine and Steven) and the verb should be “check.”

Discuss with students the importance of watching for key words that indicate time (yesterday, today, later, etc.) and using the correct verb tense when writing materials at work. Ask students the consequences of using the wrong verb tense. Students may indicate that

- using the past tense when you mean the future could result in a task not being completed on time
- using the future tense when you should use the past tense would indicate that a task has not been completed when it actually has been completed

Discuss with students the importance of checking for subject-verb agreement in each sentence that they write. Ask students to list a few rules that they know about subject-verb agreement. The following are a few examples:

1. When the subject of a sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.
Maxine and Steven are at the front desk working with guests.
2. When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb.
Neither Maxine nor the operator is at the desk answering the phones.
3. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.
The guest with three children is tired of waiting.
4. The words *each*, *each one*, *either*, *neither*, *everyone*, *everybody*, *anybody*, *anyone*, *nobody*, *somebody*, *someone*, and *no one* are singular and require a singular verb.
Everyone wants an early check-in today.
5. In sentences beginning with *there is* or *there are*, the subject follows the verb. Since *there* is not the subject, the verb agrees with what follows.
There is a long list of special requests today.
6. Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as *group*, *team*, *committee*, *class*, and *family*.
The hotel’s softball team is ready for the next game.

Distribute index cards to each student. Have students create sentences that have verb tense errors based on one of the six rules provided in the lesson. Have students exchange their cards with other students and correct the error(s). Discuss the importance of choosing the correct verb whenever writing. Also, discuss with students the importance of having a co-worker serve as a peer editor. Explain the importance of clear, concise, and error free writing in the workplace.

Going the Next Step – A Challenge Activity

Distribute the handout to students. Have students work in pairs to create an email or letter that responds to one of the situations. After the pairs have completed their initial drafts, have them exchange with another pair, and edit/revise their peers work. The editors should check for verb tense usage errors, correct format of the correspondence, and how well and creatively it responded to the situation.

After the emails and letters are in final form, post them around the room. Have all students read and critique the correspondence. Select the email or letter that best responds to the situation.

Lesson 4.3: Stepping Up Security – Elise

Mathematics Strand A. 1.7 Use estimation to solve problems and assess the reasonableness of an answer.

Mathematics Strand C. 3.5 Apply measures of central tendency.

Introducing the Lesson

Introduce the lesson by asking students to define the term *intuition*. Students may respond that *intuition* is suspicion, perception, insight, or a hunch. Ask students if they know anyone who works in law enforcement or as a security guard. Ask students how *intuition* would be useful in that type of job. Ask students if it would be important in any other position.

Have students read the scenario and answer the questions. Explain that problem sensitivity, which is mentioned in the scenario, is similar to intuition. Discuss with students that having problem sensitivity does not require that a person always solve a problem, but rather that they are aware of what is going on around them and can tell when something is going wrong or is likely to go wrong. Ask students if they have ever experienced problem sensitivity in their own personal life or in the workplace. Have students share their experiences.

Have students brainstorm the types of skills that would be helpful to have as a hotel security guard. Discuss with students that security guard positions are part of a growing segment of the population. Have students brainstorm why the number of openings in these position might be growing. Share the following information from the Department of Labor with students about the growth within this employment sector.

State and National Trends

United States	Employment		Percent Change	Job Openings
	2008	2018		
Security guards	1,076,600	1,229,100	+14%	37,390
Michigan	Employment		Percent Change	Job Openings
	2008	2018		
Security guards	25,130	27,050	+8%	710

Job Openings refers to the average annual job openings due to growth and net replacement.

Presentation of Targeted GED Skills

GED Skill – Use estimation to solve problems and assess the reasonableness of an answer.

GED Skill – Apply measures of central tendency.

Introduce the lesson by asking students to explain why they would use each of the following measures of central tendency:

- Mean
- Median
- Mode
- Range

Students should be able to provide the following:

- Mean – find the average
- Median – find the middle value
- Mode – find the most often repeated value
- Range – find the greatest difference between values in a set

If you have access to the Internet, you may want to show students a short video on mean, median, and mode. The video can be accessed at: http://www.youtube.com/watch?v=uydzT_WiRz4

Provide students with the following problem:

The local hotel association is conducting research to find out more about the employment of hotel security guards within the county. Their survey requests that each hotel indicate the total number of employees in their respective security departments.

Heyward Conference Center – 9

Farmington Inn – 5

Grand Resort and Hotel – 18

Fairview Suites – 6

Posten’s Hotel and Conference Center – 22

Stay Inn and Suites – 7

Lander’s Resort - 9

As a group, calculate the mean, media, mode, and range using the data provided.

Answers for the activity are:

- Mean – 10.85
- Median – 9
- Mode – 9
- Range – 17

If students have difficulty with any of the areas, model the process again. For further practice in calculating the measures of central tendency, have students use everyday items in the classroom to gather data. For example: the number of books that have a red cover, blue cover, etc. or have students conduct a survey related to the types of jobs in which they are interested.

Have students discuss when they might use these skills in the workplace. Answers will vary. Provide ample time for discussion so students can make the connection between the academic task of learning how to calculate mean, median, mode, and range and how the skills can be used in real-life situations.

Going the Next Step – A Challenge Activity

In July 2010, the Department of Homeland Security (DHS), at Secretary Janet Napolitano’s direction, launched a national “If You See Something, Say Something™” public awareness campaign –a simple and effective program to raise public awareness of indicators of terrorism and violent crime, and to emphasize the importance of reporting suspicious activity to the proper state and local law enforcement authorities. The following website includes information on the campaign, as well as an excellent video which will help students understand their own role in the safety and security of their communities.

<http://www.dhs.gov/files/reportincidents/see-something-say-something.shtm>

After students have viewed the video, have them discuss how they can increase their own awareness of activities around them. Discuss the techniques used in the video and ask students how they might respond in similar situations.

Lesson 4.4: What Kind of Planner Are You? – Bridget

Language Arts Writing Strand B. 1.3 Write an essay of three to five paragraphs in length using a three-part structure: an introduction, a body, and a conclusion.

Introducing the Lesson

Introduce the lesson by asking students to define the term *lifelong learning*. Write students ideas on the board. Take special note of whether students focus on lifelong learning as the result of only formal education or if they include both formal and informal in the discussion. Discuss with students that lifelong learning is all learning activity undertaken throughout life, whether it is formal (a class) or informal (something that you learn as a part of your everyday activities).

Have students read the scenario and answer the questions. Have students discuss their responses to the questions with the rest of the class. Ask students how they feel about the fact that Bridget will be expected to continue her education if she expects to earn promotions or move into the career of her choice – event planning. Discuss the concept of career pathways and how understanding the need for ongoing education is important to achieve career goals.

Return to the definition of lifelong learning. Have students identify from the scenario which of the items would require formal versus informal learning. Students should indicate that certification would require formal learning. Learning the software could be accomplished either through a formal course or by working with a fellow employee. Likewise, Bridget could work on her communication skills by either taking a course in public speaking or by observing how Jeffrey communicates with others or practicing her communication skills with family, friends, and co-workers.

Presentation of Targeted GED Skills

GED Skill – Write an essay of three to five paragraphs in length using a three-part structure: an introduction, a body, and a conclusion.

Introduce the skill by asking students how they feel when they are asked to write an essay. Students may respond that they don't know what to write, don't know how much to write, etc.

Discuss with students the three-part structure of an essay. Explain that in an effective essay there is

- an introduction that should be designed to grab the reader's attention and layouts the main point(s) of the essay;
- a body which consists of multiple paragraphs that explains the information included in the introduction; and
- a conclusion that summarizes the main points and often restates the main idea included in the introduction.

Ask students if it is necessary to write a five paragraph essay on the GED® Test. Students may respond that five paragraphs are required. Discuss with students that the GED® Test does not require five paragraphs, but rather requires that students adequately respond to the prompt. Make sure that students understand that it is the response itself, not the length of the response, which makes a difference in the quality of the writing.

To help students better understand how to construct an effective essay, guide students through the writing process – taking them from prewriting through revising/editing and putting the essay into its final form. Encourage students to take note of the different steps in the process and the strategies that you use to build an effective essay.

Use the following prompt to develop the essay.

Achieving one's career goal can be challenging. In your essay, explain what you believe would be necessary to achieve a career goal of becoming an events planner. Identify what you believe would be essential to achieving the goal and why.

As you progress through each element of the writing process, take time to discuss that particular part of the writing process with students. Have students identify the areas that they find most challenging and discuss ways that they can limit some of those challenges in the future. Provide students with a final copy of the essay for their files.

Going the Next Step — A Challenge Activity

Help students learn more about the importance of continuing education for event planners through two organizations:

The Convention Industry Council (CIC): <http://www.conventionindustry.org/index.aspx>

International Special Events Society: <http://www.ises.com/csep/tabid/87/default.aspx>

Have students explore the sites and discuss the differences between the certifications.

Lesson 4.5: Selling Your Business — Mahmoud

Language Arts Writing Strand A. 3.1 Proofread workplace, community, and personal documents, as well as “how-to” and informational texts in order to identify and correct errors.

Introducing the Lesson

Before class, spread papers, books, magazines, junk mail, and other items across your desk. As you introduce the lesson, invite students to come to the desk and look at all of the items that are there. Ask them how they would clean up the mess on your desk. Students may indicate that they would look at what could be thrown out and what should be kept. Other students may say that they would start by putting like items together.

Have students read the scenario and answer the questions. Discuss with students Mahmoud’s approach to getting started on his first day on the job. Have students share what they would do if they were in Mahmoud’s position. Discuss with students the importance of being organized on the job.

Talk with students about Mahmoud’s approach to getting ready to meet with his first client. Have students discuss the importance of being able to “sell yourself” when first meeting a client and why that is important. Talk with students about the importance of making a good impression with clients or customers. Have students share their own personal experiences with service industry employees who made either good or bad impressions. Discuss what made a good impression and what made a bad impression.

Presentation of Targeted GED Skills

GED Skill — Proofread workplace, community, and personal documents, as well as “how-to” and informational texts in order to identify and correct errors.

Before class write the following on the board, overhead, or on a separate handout for students. When students enter the classroom, ask them to carefully read the text. Ask students what their first impression is of the Regents Hotel and its advertising. Students should indicate that someone didn’t bother to check their work, and that the marketing material is filled with errors.

does business call you to the busy streets of New York? Did a wedding need the serenity of Mackinac Island. more than 200 regents hotels and resorts is ready to provide the highest in quality. From Regents Rewards, the world’s leading frequent-traveler program, to amenities like our Regents serenade Bed, you would enjoy a long history of awesome service. In 20 countries on four continents, regents hotels is the special places for you and you’re family.

Have students work together to rewrite the advertising copy so it is more interesting and accurate. Have students share their revised and edited copy with the rest of the class. Check to make sure that students have made all of the corrections needed in their copies. Students should identify capitalization, punctuation, homonym, and subject-verb agreement errors in the original text.

Distribute samples of advertising brochures or other marketing materials from a variety of businesses within your local area. Look for items in newspapers, magazines, on the Internet, or even in your junk mail. Have students work in groups and review the advertising materials and check for errors.

Discuss with students the importance of editing their work on the job. Discuss how marketing materials can be the first thing that people see about a business and how people can get the wrong impression if there are errors in the text.

Going the Next Step — A Challenge Activity

Provide students with chart paper and markers. Divide the students into teams of three or four. Have each team create marketing materials, such as a brochure or flyer, for a fictional hotel that is offering special rates for patrons who want to attend a special event, such as a concert or football game.

Remind students to edit the materials before sharing them with the rest of the class. Check for accuracy in the text that they develop for the flyer or brochure. Have students vote to determine the most creative and convincing flyer or brochure. Discuss with students what elements of the design or text helped them make their decision.

Lesson 4.6: Managing the House – Terry

Language Arts Reading Strand B. 1.1 Extract basic meaning and draw conclusions about literary and nonfiction texts.

Introducing the Lesson

Introduce the lesson by asking students if they have ever had to be in charge of or manage something. Ask students what they managed. Some students may indicate that they have managed a project at church, managed a home, or have been responsible for seeing that a specific task was completed. Have students discuss what they had to do as the person in charge. Write students' responses on the board. Discuss that being in charge of something, whether a specific project, a home, or a task at work, requires a range of skills.

Have students read the scenario and answer the questions. Discuss with students how Terry set a goal and then worked to achieve that goal through taking different positions within the hotel chain, moving to different job locations, and continuing her education. If students are not familiar with the term career pathway, discuss the pathway that Terry had taken in order to be selected to participate in the onsite management training program.

Ask students to define the term *mentor* based on what they read in the text. Ask students what they would expect from a mentor at work. Ask students if they have ever mentored anyone, such as another student, a young person in the community, someone from their church. Discuss the importance of not only having a mentor, but also giving back to the community by mentoring.

Presentation of Targeted GED Skills

GED Skill – Extract basic meaning and draw conclusions about literary and nonfiction texts.

Introduce the lesson by asking students what it means to *paraphrase*. Students should indicate that paraphrasing is restating something using other words in order to make it simpler or shorter. Ask students why it is important to paraphrase text at work. Students should state that paraphrasing would allow them to explain something they read to another employee without giving all of the details.

Explain that using a T-Chart can help them learn how to paraphrase text. Draw a T-Chart on the board like the following. Include the headers as indicated.

Main Idea	Supporting Details
Terry gained experience working in different jobs in several hotels.	3 locations Front desk Late shift Oversee housekeepers Assistant in sales

For this first activity, use the second paragraph of the scenario as the sample text. Write in the main idea. Have students locate the supporting details. Include the details on the T-Chart. Discuss with students how each detail provides additional information about the main idea. Emphasize that they should try to put the details into their own words. For example, they can say Terry worked in *3 locations* rather than *3 different hotels* or that she worked the *late shift* rather than provide the specific time of day. The key is to help students avoid using the words already provided in the text.

Have students draw a T-Chart and repeat the process using another paragraph in the scenario. Once again, provide them with the main idea and have them only fill in the supporting details. Continue this process until students become comfortable with the technique and are paraphrasing, rather than copying text directly into the chart. After students have shown that they are competent with this skill, have them write in the main idea for the text and the supporting details. Model as needed to ensure that students have mastered the technique and are using their own words.

Going the Next Step – A Challenge Activity

Have students practice paraphrasing using more complex text. Distribute copies of the following text related to a hotel manager's job responsibilities, preparation and training, and values. This text not only provides practice in paraphrasing as well as more information about hotel management positions.

Lesson 5.1: How Many People Are In Your Party? — Stella

Language Arts Reading Strand B. 1.3 Extract meaningful information from charts, graphs, tables, and other graphic representations.

Introducing the Lesson

Introduce the lesson by asking students if they have ever noticed a seating chart at the host/hostess station at a restaurant. Ask them why a seating chart would be needed. Discuss students' reasons for having a seating chart, such as ensuring that tables are assigned in the correct order, to keep track of tables that are in use and those that are available, etc.

Have students read the scenario and answer the questions. Discuss Stella's response to being asked to meet with the manager. Ask students how "bursting into tears" might impact her manager's attitude toward her. Ask students what Stella should have done when she realized her mistake in not keeping track of the tables in use and the waitlist. Have students discuss what Stella could do in order to not repeat the same mistakes in the future.

If any students in the class have worked as a host/hostess in a restaurant, have them share their experiences with the class. If none of the students have worked in this type of position, have them share their best and worst restaurant experiences.

Presentation of Targeted GED Skills

GED Skill — Extract meaningful information from charts, graphs, tables, and other graphic representations.

Special Note: Before class begins, pull examples of charts and tables from newspapers, magazines, or from the Internet. The content of these examples does not have to be limited to the workplace, but rather can come from a wide range of topics. USA Today has excellent samples of different types of graphs and charts.

Introduce students to the lesson by asking students when they have used tables or charts to organize information. Students' responses may vary. Explain that especially when working in a position such as the one in the scenario, making use of a table or chart is essential to performing the job effectively and efficiently.

Explain that on three of the GED Tests (mathematics, social studies, and science), they will encounter information presented in the forms of charts or tables. Discuss the importance of being able to locate information in order to solve problems. Explain that graphic literacy is one area that presents some of the greatest challenges for students on the GED Tests.

Distribute examples of charts and tables to students. Have them identify key elements of each, including titles, captions, and labels for both rows and columns. Take one of the examples and model how you would interpret the information from that table or chart. After students have an opportunity to review their own chart or table, have them summarize the information that they learned and share it with the rest of the class.

Going the Next Step — A Challenge Activity

Provide students with a copy of the handout which includes information from Career OneStop (<http://www.careeronestop.org>) on employment in the hospitality industry. Have students draw conclusions based on the data provided in the table. Have students compare and contrast the data from different areas. Discuss with students why the employment trend in one area might be different from that in another.

Lesson 5.2: Job Shadowing — Bart

Mathematics Strand A. 1.5 Select the appropriate operations to solve problems.

Introducing the Lesson

Introduce the lesson by having students describe the best and worst customer service they have ever had in a restaurant. Make two lists on the board. In the first list, write down the reasons for the “best” service. In the second list, write down the reasons for the “worst” service. Have students look at their responses and identify common themes. For example, some students may indicate that bad service was characterized by feeling as if they were being ignored, having an impatient waiter/waitress, or not having their questions answered. Good service may be characterized by having a waiter/waitress who was very attentive, who refilled their drinks promptly, and who asked if they had questions.

Have students read the scenario and answer the questions. Ask students what they would do if they were Bart. Would they take notes, ask questions, or just observe? Ask students what they would do if they were Jason and responsible for training another employee. What would they do to make sure the trainee understood the importance of specific tasks?

If any students in the class have worked as a waiter/waitress in a restaurant have them share their experiences with the class.

Presentation of Targeted GED Skills

GED Skill — Select the appropriate operations to solve problems.

Special Note: Before class, gather menus from popular restaurants in your area. Use the menus to provide students with real-life situations where they would need to calculate tips and taxes at restaurants.

Introduce students to the lesson by asking students how they determine the percentage they are willing to tip a waiter/waitress in a restaurant. Make a list of the students’ responses. After the discussion is complete, ask students how they would calculate a 15% tip on a restaurant bill that is \$25.00. As students describe the steps that they would complete to solve the problem, write the steps on the board. Check that students are not leaving out any essential steps in the process. As you work through the process, have students explain why they are taking specific steps in the process, such as changing the percent to a decimal (15% to .15), moving the decimal after making the multiplication computation, etc. It is important within this process that you elicit from students that they understand not only what they are doing, but also why.

Provide students with the following amounts and have them calculate a 15% tip for each.

\$36.00 (\$5.40)

\$12.00 (\$1.80)

\$108.00 (\$16.20)

After students have calculated the tips, have them share their responses. Check for accuracy. Ask students if the amount that they see on the bill is usually an even number such as the ones they have just used. Students should respond that the bills are usually odd amounts, such as \$36.70, \$12.25, \$108.55, etc. Ask students what they do in order to calculate tips on odd amounts. Students should indicate that they round-off the amounts to the nearest dollar. Have students make the appropriate adjustments. Discuss with students the importance of accuracy when calculating tips.

Divide the students into groups of four. Distribute the sample menus to the students. Have each group pretend that they are at a local restaurant and are placing their orders. After students have placed their orders, have them calculate the taxes and tips required for their meals. Expand the activity by having students determine how to split the bill and make sure that everyone in the group has paid his/her fair share of the bill, including the tips and taxes.

Going the Next Step — A Challenge Activity

Have students calculate how much an original bill would be if a specific tip had been given. The first one is provided as an example:

After giving a 12% tip, the total bill was \$89.38. How much was the original bill?

- Total Bill = Original Bill + Tip Amount (remembering that the tip amount is the original bill x percent tip)
- Total Bill = Original Bill x (1.00 + percent tip)
- Original Bill = Total Bill / (1.00 + percent tip)
- Original Bill = $89.38 / (1.00 + 0.12)$
- Original Bill = \$79.80

*After giving a 19% tip, the total bill was \$30.23. How much was the original bill?
(Please round answers to the nearest cent.)*

Answer: Original Bill = \$25.40

*After giving a 23% tip, the total bill was \$108.49. How much was the original bill?
(Please round answers to the nearest cent.)*

Answer: Original Bill = \$88.20

Lesson 5.3: It's Not as Easy as It Looks — Bart

Language Arts Reading Strand A. 4.1 Activate background knowledge and personal experiences in order to derive meaning from text.

Introducing the Lesson

Introduce the lesson by asking students what it means to be “overwhelmed.” Students may indicate that someone who is overwhelmed has too much to do or is unable to cope with all of the tasks that are required to complete something. Ask them if there was a time when they were overwhelmed. Have students share their responses.

Have students read the scenario and respond to the questions. Discuss the situation in which Bart found himself. Have students identify strategies that Bart could use in order to keep up with the customers at his tables.

Have students discuss situations in which they have needed to ask for help. Have them discuss whether or not it is a good thing to ask for help when you are new on the job. Students may respond that asking for help means that you can't handle the job or that it will give your boss a bad impression. Other students may respond that asking for help could prevent customers from leaving with a bad impression about the restaurant or other business. Have students debate the pros and cons for asking for assistance on the job.

Presentation of Targeted GED Skills

GED Skill — Activate background knowledge and personal experiences in order to derive meaning from text.

Introduce students to the lesson by asking students to describe the best waiter or waitress they have ever had in a restaurant. Have the students make a list of the reasons why they were so impressed by that person.

Explain that what they just did was to activate their own personal background knowledge about a given topic. Discuss with students that being able to activate their own background knowledge is a very important strategy to use when reading. Explain that activating background knowledge will help them increase their comprehension. Explain that good readers constantly try to make sense out of what they are reading by seeing how it fits with what they already know.

Have students read the handout **Twelve Tips to Help You Become a Great Waiter/Waitress**. Have students discuss what they learned from the article. Ask students how they used their background knowledge in order to better understand the text.

Going the Next Step — A Challenge Activity

Divide students into groups of three or four. Ask them to identify what they believe are the five most important tips a person starting a job as a waiter or waitress would need in order to be successful. Have students come to consensus in each group. Have the groups share their responses and come to a class consensus. Have students discuss why these five tips are most important.

Lesson 5.4: Good Service = Good Pay – Bart

Language Arts Reading Strand B. 1.3 Extract meaningful information from charts, graphs, tables, and other graphic representations.

Introducing the Lesson

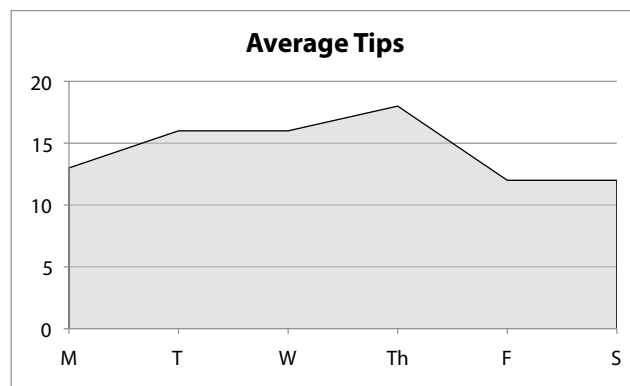
Have students read the scenario and respond to the questions. Discuss how Bart’s tips increased over the six-week period. Have students share their responses to the questions. Ask students what they would do in order to improve the money that they earned as a waiter or waitress. Ask them if they would do things differently than Bart and explain what and how.

Ask students if they think it was a good idea for Bart to develop a graph so he could track the changes in the amount of money that he was making each week in tips. Ask students if they have ever used graphs or tables to track data either at home or at work. Have them share their responses.

Presentation of Targeted GED Skills

GED Skill – Extract meaningful information from charts, graphs, tables, and other graphic representations.

Draw the following graph on the board.



Ask students to look at the graph and identify the key elements included on the graph. Students should be able to identify the title, the days of the week, and recognize the numbers on the y-axis as the percent of the tips received. Have students interpret the data. Discuss possible reasons why the tips declined on Friday and Saturday. Student responses may vary.

Provide students with index cards. Have groups create tables that show the tip income for a period of week. Have groups swap cards and then create a graph that displays the data they gathered from the table. Check for accuracy. Have students share their graphs with the rest of the class.

Explain to students that they will need to be able to gather data from tables and interpret graphs and charts on the GED Mathematics Test.

Going the Next Step – A Challenge Activity

Have students use the information from either the graph in the scenario or the graph used as part of the lesson in order to write an email to an employee. In the case of the declining tips, the email should focus on recommendations that would help the employee increase his/her tips on the weekend. In Bart’s scenario, the email would focus on how well the employee is performing and some additional strategies to further increase his/her tips.

Lesson 5.5: Order Up — Philippe

Language Arts Writing Strand A. 3.1 Proofread workplace, community, and personal documents, as well as “how-to” and information texts in order to identify and correct errors.

Introducing the Lesson

Introduce the lesson by asking students if they have ever used the want ads in order to look for employment. Have students share their experience using want ads (either online or in the newspaper).

Have students read the scenario and answer the questions. Have students form groups and discuss what Philippe should do if he is really interested in becoming a short-order cook at the Dixie Diner. Have students discuss additional training that Philippe might need in order to meet the requirements for the job.

Have students prepare a list of questions that they would ask the manager at the diner. Discuss any issues or concerns that they might have about applying for this particular job.

Presentation of Targeted GED Skills

GED Skill — Proofread workplace, community, and personal documents, as well as “how-to” and information texts in order to identify and correct errors.

Introduce the lesson by asking students if they have ever written a letter of application for a new job. Have students discuss what they think would be important to include in a letter of application. List the students’ responses on the board.

Have students review the handout **Sample Letter of Application**. Have students discuss what they think about the letter, and if there are any changes that they would make. Edit the letter based on the students’ responses.

Going the Next Step — A Challenge Activity

Pull a variety of want-ads from the newspaper or online employment sites. Have students construct a letter of application for one of the want-ads. Have students share their responses and make recommendations for edits or revisions that would make the letters more effective.

Lesson 5.6: Handling Customer Complaints — Sherry

Language Arts Writing Strand A. 3.1 Proofread workplace, community, and personal documents, as well as “how-to” and informational texts in order to identify and correct errors.

Introducing the Lesson

Introduce the lesson by asking students if they have ever had a problem with customer service in a restaurant, bar, or grill. Have students share the problem and how it was resolved. Ask students if they ever returned to that eating establishment.

Have students read the scenario and answer the questions. Divide students into groups of three or four. Have each group develop a plan for resolving customer complaints in Titan’s Bar and Grill. Have students present their plans to the rest of the class. Have students explain what elements went into their plans, such as staff training, new equipment, etc. Have students vote on the most efficient and effective plan for handling complaints.

Presentation of Targeted GED Skills

GED Skill — Proofread workplace, community, and personal documents, as well as “how-to” and informational texts in order to identify and correct errors.

Review with students the basic elements of a letter, including the heading, salutation, closing, etc. Have students review the handout **Sample Letter of Complaint**. Ask students to identify the specific issues that they can resolve based on the letter.

Have students write a letter of response to the customer. Have students peer edit and revise and then share their letters with the rest of the class. Discuss any elements that are missing or which should be expanded.

Have students discuss how they would feel about receiving such a letter from a business where they had a problem or complaint.

Going the Next Step — A Challenge Activity

Divide the students into groups. Assign each member in the group a specific role, such as the facilitator, reporter, recorder, and troubleshooter. Provide each group with index cards, chart paper, and markers. Have each group construct a scenario that includes a problem(s) that they might encounter at a local restaurant and write the scenario on an index card. Put the index cards in a box and have each group select one that they will solve. Have the groups construct plans for solving their respective problems and present them to the rest of the class.

Lesson 6.1: Getting Your Foot in the Door — Beshair

Language Arts Reading Strand A. 4.3 Identify the structure of a nonfiction text, including whether it is: fact versus opinion, argument and persuasion, comparison and contrast

Introducing the Lesson

Introduce the lesson by asking students if they have ever taken a part-time job. Ask students why they took this type of position. Student responses may include; they were in school and could only work part-time; they had another job and part-time work was a way to supplement their income; or it was the only position available.

Have students read the scenario and answer the questions. Write the following words on the board: *pros* and *cons*. Have students brainstorm the pros and cons that Beshair had to consider before taking a part-time position when she really needed a full-time job. Have students share their own thoughts about taking a part-time position in order to get their foot in the door in a field in which they are very interested.

Presentation of Targeted GED Skills

GED Skill — Identify fact versus opinion.

Write the following sentences on the board:

According to the Retail Institute of America, one in five Americans work in the retail industry.

It is believed that the retail industry provides the best possibilities for advancement.

Ask students to explain the difference between the two sentences. Students should note that the first sentence is a fact, which is supported by information that can be verified or proven. The second sentence is an opinion that cannot be proven and is based on someone's belief or personal judgment. Discuss with students the importance of being able to identify the difference between text that is based on facts and those that are based on opinions.

Review the handout **Fact or Opinion** with students. Give each student an index card and have him/her write a statement on the card. Tell students that they can write either a fact or an opinion. When the students have finished, place all of the cards in a box and have each student select a card. Have the student read the statement and then determine if it is a fact or opinion. Have the student explain how he/she made that determination. Check that students are paying attention to cue or signal words included in the handout.

Going the Next Step — A Challenge Activity

Have students conduct online research about the retail industry. Have each student select and print one article that they wish to read and then discuss with the class. Have the students read their article(s) to determine whether the articles are based on facts or whether they are opinions. This will help students become more aware of the importance of separating fact from opinion, especially when researching specific topics. Have the students summarize their articles for the class.

Lesson 6.2: Supplementing Your Income — Rita

Mathematics Strand A. 1.8 Use a variety of strategies to solve academic and real-life problems.

Introducing the Lesson

Introduce the lesson by asking students which would be more important to them:

- Working longer hours in order to reach a financial goal in a shorter period of time
- Having more time to spend with family and friends and taking a longer period of time to achieve a financial goal.

Have students explain their reasons for their selections. Discuss with students how there is no one right answer, but rather that each person has to make this type of decision based on his/her own wants and needs.

Have students read the scenario and answer the questions. Have students share their responses to Question 5 with the rest of the class. Have students discuss the pros and cons of asking a friend for assistance in solving a personal problem.

Use Question 6 to set up a debate within the classroom. Divide the students into two groups – those who would work the extra hours and those who believe it is more important to have time with family and friends. Have students develop their points of view and debate the issue. Determine which group presented the most convincing arguments based on their point of view.

Presentation of Targeted GED Skills

GED Skill — Use a variety of strategies to solve academic and real-life problems.

Introduce the lesson using the information in the scenario. Ask students to re-read the information about the salary that the manager is willing to pay. Have students identify all of the elements that they would need in order to calculate how much money Rita would make during the first six weeks of her employment. Student should include:

- The hours that will be worked each week
- The salary per hour

Have students fill in the blanks and complete the problem. Check to see that students remember to multiply the weekly total by 6 for the number of weeks at that rate.

$$18 \text{ hours per week} \times \$9.75 \text{ per hour} \times 6 \text{ weeks} = \text{total for 6 weeks}$$

$$18 \times 9.75 \times 6 = \$1053.00$$

Ask students if this is the amount that Rita will be taking home during that time frame. Students should respond that there will be some deductions so they don't have the exact amount of Rita's take-home pay. Have students calculate Rita's take-home pay using the following information.

- 4.2% employee deduction for Social Security (rate for 2011)
- 1.45% employee deduction for Medicare
- 15% employee deduction for federal taxes based on yearly income between \$8,500 and \$34,500.

Have students complete the same types of calculations using the salary increase for which Rita will be eligible after 6 weeks. Have students calculate Rita's weekly take-home pay and monthly take-home pay.

Going the Next Step – A Challenge Activity

MoneyChimp.com provides information on tax brackets for different levels of income. Have students use the calculator to determine how much federal tax Rita would have to pay based on different salary amounts. The calculator begins with salaries less than \$8,000 per year (10% tax bracket) and ends at the top of the salary scale at more than \$379,000 (35% tax bracket). Provide time for students to use the calculator on the site to find out their own tax bracket based on their current salary.

http://www.moneychimp.com/features/tax_brackets.htm

Lesson 6.3: It's All About Customer Service — Bill

Language Arts Writing Strand B. 1.6 Complete a final draft that exhibits an effective piece of writing.

Introducing the Lesson

Introduce the lesson by asking students what defines good customer service to them. Student responses will vary. Ask students how likely they are to return to a store if they receive positive customer service, even if that store is not as conveniently located as another store.

Have students read the scenario and answer the questions. Discuss with students the importance of building a strong base that includes repeat customers. Ask students how they believe repeat customers impact a store's financial health.

Presentation of Targeted GED Skills

GED Skill — Complete a final draft that exhibits an effective piece of writing.

Introduce the lesson by asking students if they have ever received a card, letter, flyer, email, tweet, or other social media contact from a retailer that they frequented on a regular basis. Ask students which type of communication they are most likely to provide a response and the reasons why. Expect that there will be a wide range of responses on their communication preferences, in part due to generational differences.

Ask students what types of contact they have had, i.e., discount coupons, announcements of special sales, or sales on items they have purchased in the past, etc. Ask students which type of contact they feel is most effective.

Distribute sales circulars, print ads, and other advertising materials from local stores. Have students work in groups to review the different marketing materials and identify which items are most effective and why. Discuss the importance of maintaining contact with customers, especially frequent shoppers, as a way to keep a strong base of customers and ensuring the financial health of a local retail establishment.

Going the Next Step — A Challenge Activity

Have students work in groups to develop their own marketing materials. Have students check their materials for accuracy and correct use of grammar, including capitalization, punctuation, subject/verb agreement, etc. Have students present their marketing materials to the rest of the class. Vote for the most creative, most persuasive, most likely to produce return customers, etc.

Lesson 6.4: Taking Inventory — Beatrice

Language Arts Writing Strand B 1.2 Organize ideas into a paragraph which supports one main idea.

Introducing the Lesson

Introduce the lesson by asking students whether or not they consider themselves to be organized. Ask them to describe what they mean when they say that they are organized. Student responses may vary. For those students who do not feel that they are organized, ask them what makes them feel that way. Students may respond that they have difficulty finding things or they always seem to be running late.

Have students read the scenario and respond to the questions. Divide students into small groups. Give each group a sheet of chart paper and markers. Give the students three minutes to make a list of all of the characteristics of a person who is organized, whether at home or in the workplace. Have groups share their lists with the rest of the class. Post the charts around the room.

Give students four sticky notes. Explain that they have five minutes to go around the room and place a sticky note next to the characteristics they think are most important for a person who is organized. When all students have posted their sticky notes, identify the top four or five characteristics based on the total number of votes (sticky notes) placed by each characteristic.

Presentation of Targeted GED Skills

GED Skill — Organize ideas into paragraphs which support one main idea.

Ask students to describe effective writing. Students should indicate that effective writing is organized, includes details that support a main idea, is grammatically correct, and is coherent. Ask students how they approach writing a paragraph. Student responses may vary, but they should include prewriting and planning. Explain that it is important to always include adequate time for planning anytime a person is writing something. Talk with students about what they need to do in order to plan their writing.

Write the four or five characteristics that students selected in the previous activity on the board. Have students select one of the characteristics to use as the basis for writing a paragraph. Give students a few minutes to brainstorm ideas that they can use to support that characteristic. Have students write a paragraph, exchange with another student for peer editing purposes, make final edits and revisions, and provide a final draft. Review each student's paragraph and provide individual feedback.

Going the Next Step — A Challenge Activity

Expand from a paragraph to an essay. Have students write a persuasive essay that focuses on why it is important for a person to be organized in his/her personal and/or professional life.

Assess student essays and provide feedback. With permission from the students, post their essays for others to read.

Lesson 6.5: Communicating with Co-Workers – Felicia

Language Arts Writing Strand B 1.2 Organize ideas into a paragraph which supports one main idea

Introducing the Lesson

Introduce the lesson by asking students if they have ever had a disagreement with someone at work. Have students share the situations and explain how they handled each situation.

Have students read the scenario and respond to the questions. Have students brainstorm strategies that they could use in order to solve a disagreement at work. Talk with students about the importance of communicating in an appropriate manner with others in the workplace. Discuss the importance of both verbally communicating with others and actively listening to what co-workers are saying.

Presentation of Targeted GED Skills

GED Skill – Organize ideas into paragraphs which support one main idea.

Ask students if they have ever been part of a group discussion or if they have ever had to make a presentation to fellow employees at work. Ask students how they felt about talking publicly with co-workers. Many students may say that they get nervous if they have to speak publicly or that they are afraid that they will say the wrong thing or not be able to think of anything to say. Explain that in workplace settings, employees are often called on to participate in meetings or group discussions. Discuss the importance of being prepared so that they can make their points clearly and concisely.

Explain that in a group discussion, it is important that students make their own contributions to the topic. This will enable them to demonstrate to their supervisor and co-workers that they are aware of what is going on in the workplace. Emphasize to students the importance of making sure that when they are asked to speak that they:

- Focus on the topic of the discussion – stick to the facts and avoid going off on a tangent
- Present their points calmly – even if upset about a situation, present information in a calm and clear manner that is easy to understand
- Respect other people’s contributions – don’t hog the conversation; give others time to talk

Discuss with students that one thing they may want to do is write down their thoughts before they go to a meeting. Explain that this will allow them to be sure of their facts, present the information in a clear and concise manner, and stay on topic.

Use the situation from the scenario. Assign students the roles of Felicia, Wally, or Louise. Give them time to write down the main points that they want to make about the problems that they are having communicating with each other. Have students share their notes with the rest of the class.

Going the Next Step – A Challenge Activity

Set up a variety of situations that might be encountered at the workplace. Have students role play how to resolve the problems. Give students time to make their own notes about what they want to say in the meetings. Allow them to use their notes when they role play.

The following are a few examples of situations that students might encounter:

Situation 1

Elise is late three days out of four. Mickey has to stay later than his normal shift in order to cover for Elise. Mickey is getting tired of having to stay late

Situation 2

Marnie arrives at work sporting big rings in her pierced lip and eyebrow. Customers take one look at Marnie and turn away. Marnie's piercings have created problems in the shop. Employee policy says no body jewelry is allowed.

Situation 3

Jason just broke up with Jennifer. He has been slamming around the store all day, muttering to himself. When a customer asks for help, he snarls at the customer and tells him to quit bothering him.

Lesson 6.6: Making the Move to Management – Felicia

Language Arts Writing Strand B 1.1 Gather ideas to present an opinion or explanation drawing on personal observations, knowledge, experiences, and research as needed.

Introducing the Lesson

Introduce the lesson by having students brainstorm the traits or characteristics they would like to see in a manager or supervisor. List the students' responses on the board. Discuss with students the traits that they have listed. Have students determine the top four or five traits that they would most like to see in a supervisor.

Have students read the scenario and respond to the questions. As a group, have students discuss what they think is Felicia's best trait as a boss. Answers may vary, but may include one or more of the following:

- She doesn't expect more of employees than of herself.
- She is interested in what employees are doing.
- She looks for opportunities to promote employees.
- She is willing to delegate certain responsibilities to others.
- She is willing to work with customers alongside her sales associates.

Ask students if they would like to be in a management or supervisory position. Student responses may vary with some more interested in moving to higher-level positions than others. Give students a few minutes to think about their greatest strengths and/or weaknesses as a manager or supervisor. Have students discuss their strengths and weaknesses in small groups. Discuss with students the importance of building their skills over time, just as Felicia did, so that they can move up to higher level positions.

Presentation of Targeted GED Skills

GED Skill – Gather ideas to present an opinion or explanation drawing on personal observations, knowledge, experiences, and research as needed.

Prior to class, pull a few sample resumes for students to review.

Ask students if they have ever written a resume. If there are students present who have written resumes, ask them to discuss what they included in their resumes and why they felt those elements were important.

Discuss with students the five key elements of an effective resume, including:

- A clearly stated job objective
- Qualifications for that particular job
- Relevant skills and experience for that particular job
- Work history in chronological order
- List of education and training

Divide students into groups. Have them review the sample resumes provided. Have students identify the strengths and any possible weaknesses within the sample resumes. Have students discuss how they would improve the resumes that they have viewed.

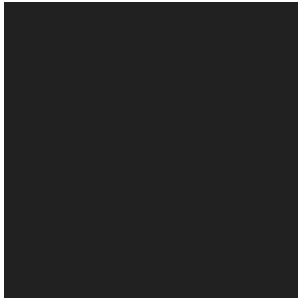
Going the Next Step – A Challenge Activity

Using the Internet, have students explore different resume formats and then select one that most appeals to them and is appropriate for the type of position in which they are interest. Have students create their own resumes. Have student share their resumes and get feedback from other students in the class. After a peer review, have students complete final versions of their resumes for use when applying for jobs.

Samples resumes can be viewed at:

<http://jobsearch.about.com/library/samples/blretailresume.htm>

<http://www.bestsampleresume.com/resumes/retail-resume.html>



Answer Keys for Handouts

Lesson 1.2: Is the Hotel Industry Right for Me?

1. What percent of positions in the hotel are considered semi-skilled?

45%

2. What types of position may be available to individuals who do not have a high school diploma or GED credential?

Entry-level

3. Are the same types of positions available in all hotels? Why? Why not?

No, smaller hotels may not have certain positions, such as those in the food and beverage division.

4. According to the information provided, would accepting an entry level position enable a person to more easily move to a semi-skilled position? Why? Why not?

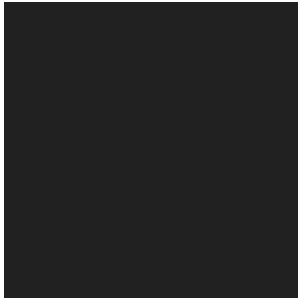
Yes, some semi-skilled positions require previous work experience within that particular area. An example might be moving from room attendant to housekeeping supervisor.

5. Which of the three divisions offers the most opportunities for employment?

Rooms division is the largest of the three divisions

6. In your opinion, which of the three divisions would provide the best opportunity for advancement? Why?

Answers will vary based on student's opinion.



Handouts

Lesson 1.2: Is the Hotel Industry Right for Me?

What Are the Job Opportunities in the Hotel Industry?

The hotel industry offers many opportunities for individuals searching not only for entry-level jobs but also opportunities for advancement. In fact, according to one report, there are more than 200 different types of positions that can be found in the hotel industry. Most hotel jobs fall into three divisions: rooms, food and beverage, and administration. Each of these divisions offers a wide range of job opportunities.

The rooms division is the largest of the three divisions and contains all the functions that people normally think of when they think about hotels: front desk and related jobs, such as bell service, reservations, and concierge, as well as housekeeping and cleaning. The food and beverage division prepares and serves meals for the hotel restaurant and in larger convention style hotels may prepare meals for special events, such as conventions and receptions. The administration division covers all of the other functions such as accounting and finance, engineering and maintenance, human resources, security, and sales and marketing.

The number of jobs available within a hotel depends on its size. Small hotels may not have a restaurant or a need for a food and beverage division. However, even the smallest mom-and-pop hotel will need employees who work the front desk, housekeeping, maintenance, and administration.

Hotel industry positions fall into three general categories. The following table provides general information about the job qualification within each category.

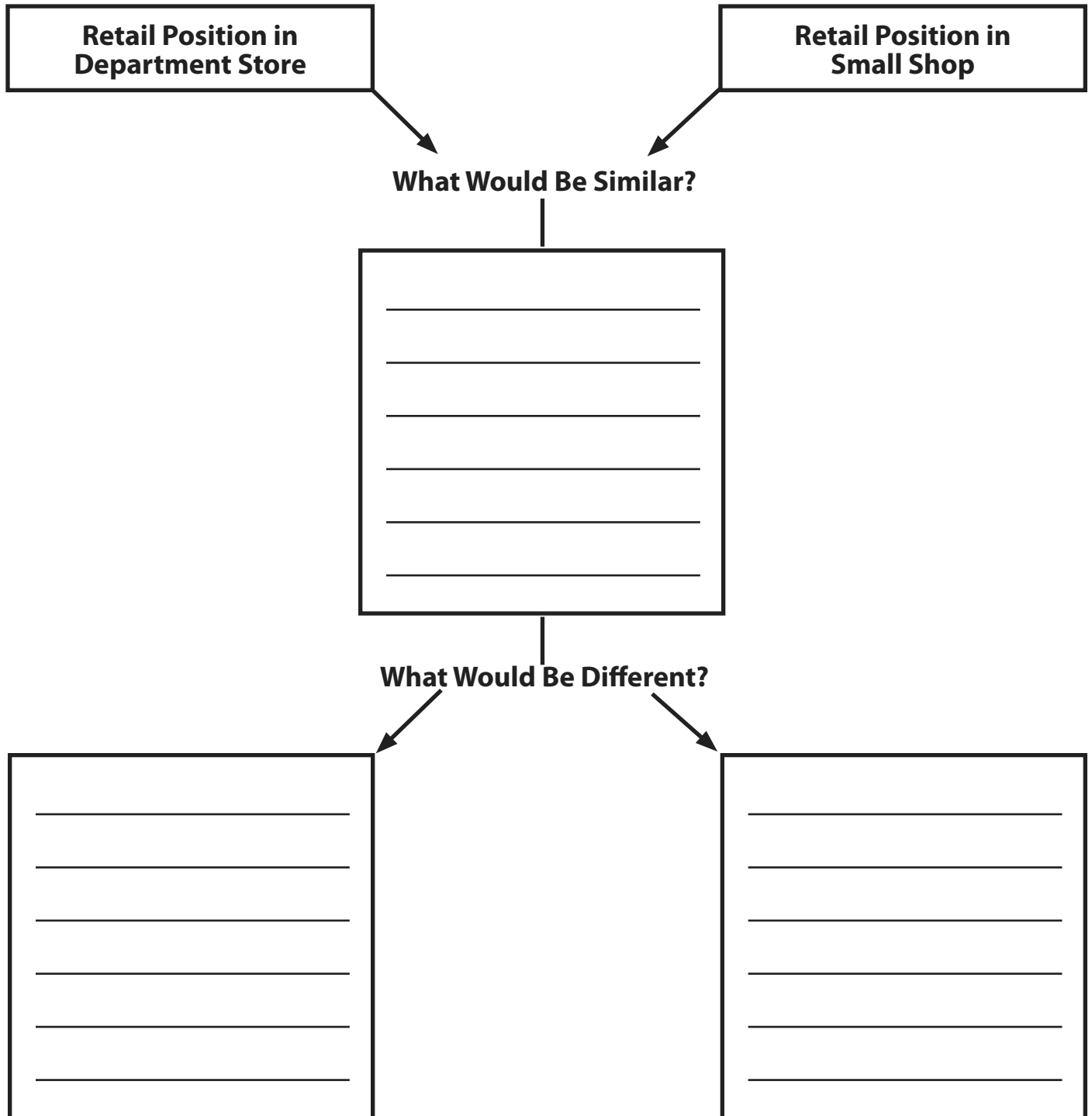
Entry Level	Semi-Skilled	Skilled and Managerial
43% of available jobs	45% of available jobs	12% of available jobs
May not require a high school diploma or GED credential Often don't require related work experience Provide on-the-job training	Usually require a high school diploma or GED credential May require related work experience	Require higher levels of basic skills (writing, communication, and computers) Require previous work experience in related area
Do require ability to communicate Consider soft skills very important	Require work experience from an entry-level position Require communication and customer service skills May require some specialized training, but less than a degree (particularly in food service area)	Two-year degree required for some positions Four-year degrees for managerial level
Room attendants (housekeepers) Laundry workers Banquet setup, servers Dishwashers Bell service attendants	Front desk agent Security guards Food preparation Reservations and switchboard Housekeeping supervisor or manager	Culinary position Food and beverage managers General manager Accountant/Finance Sales and Marketing

Answer each of the following questions based on the information provided in the text and table.

1. What percent of positions in the hotel are considered semi-skilled?
2. What type(s) of position may be available to individuals who do not have a high school diploma or GED credential?
3. Are the same types of positions available in all hotels? Why? Why not?
4. Would accepting an entry level position enable a person to more easily move to a semi-skilled position? Why? Why not?
5. Which of the three divisions offers the most opportunities for employment?
6. In your opinion, which of the three divisions would provide the best opportunity for advancement? Why?

Lesson 1.4: How May I Help You?

Use the following graphic organizer to compare and contrast department stores and small shops. When you are done, identify which store you would choose and why. Share your ideas with the class.



Lesson 1.5: I Need a Little Help Here!

Directions: **Work in groups to research and gather information about employment resources.**

Type of Resource	What We Know	What We Need to Find Out!	What We Learned!	It's For Me!
Advertisements				
Online Government-Sponsored Sites				
Online Commercial Sites				
Employment Agencies				
Friends and Family				
Other _____				

Lesson 1.6: Writing a Resume That Works!

MELANIE DICKINSON

468 Dalia Avenue, Apt. 132
Grand Rapids, MI

QUALIFICATIONS

- Previous experience working in retail sales
- Excellent time management and organization skills
- Ability to work flexible hours
- Experience in coordinating schedules, maintaining calendars
- Strong interpersonal skills and commitment to customer service
- Ability to multi-task
- Knowledge of basic computer programs including word processing and spreadsheets

EXPERIENCE

Goodwill Community Center, Grand Rapids, MI

Volunteer Sales Clerk, Thrift Store

- Worked directly with customers making donations and those who were purchasing items
- Inventoried merchandise and kept computer records of all donations
- Set up schedules for all volunteers working in the store
- Completed cash transactions
- Addressed customer complaints

Macy's, Elkins, IN

Assistant Manager, Women's Clothing – 2002 – 2004

- Worked directly with customers
- Set up weekly schedules
- Made recommendations to manager for ordering merchandise
- Served on employee training committee
- Conducted regular meetings with sales associates to address issues and concerns
- Used computer to maintain schedules of sales associates, communicate with other departments, and maintain up-to-date inventory of merchandise

Macy's

Sales Clerk

- Worked on the sales floor assisting customers as needed
- Served on Employee Recognition Committee
- Inventoried merchandise on a monthly basis
- Maintained records

EDUCATION

2010 – Grand Rapids Community School, Computer Course
(Using Spreadsheets at Home and in the Workplace)

2002 – Grand Rapids Adult Learning Center – GED Diploma, Special Recognition

Macy's Employee of the Month – 6 times during 2003-2004

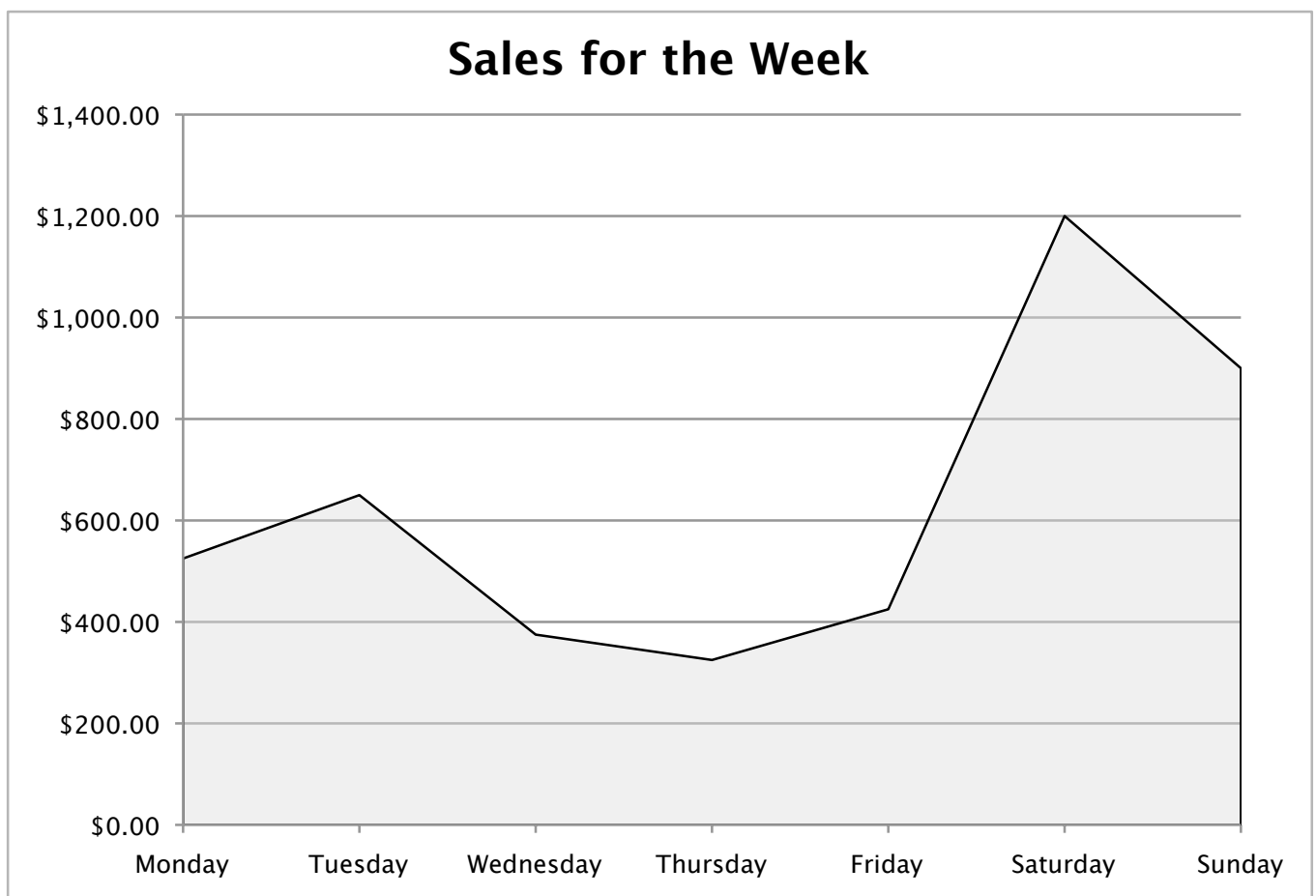
Goodwill Community Center – Volunteer of the Year in 2010

Lesson 2.1: Customer Service and the Bottom Line

Use the following table and line graph to see what is happening in Drew's restaurant.

Employee Schedule

Position	Name	M	T	W	Th	F	S	S
Hostess	Leslie			X	X	X		
Hostess	Adjani	X	X				X	X
Waiter	Eric	X	X		X	X	X	
Waiter	Ryan			X	X	X	X	X
Waiter	Miguel	X	X	X			X	X
Waiter	Mark			X	X			X
Busser	Denny	X		X	X	X	X	
Busser	Jesus		X		X	X	X	X



Lesson 2.5: Why Did You Write It Like That?

Scenario 1

Stewart has been offered a management position at a new hotel. This is just the type of job that he has been looking forward to acquiring. He must provide a written response to the job offer.

Scenario 2

Even though he has no previous experience, Marcus has decided to apply for a job in customer service. He must communicate to his potential employer that he is still a good candidate for the job.

Scenario 3

Marisa has decided not to accept a job as an assistant manager at a local store because she feels that the position wouldn't allow her to use her communication and customer skills to the degree that she wants. She must inform the store manager of her decision to accept a job at another store.

Scenario 4

Felicia wants to invite four friends to meet her after work to celebrate her promotion.

Scenario 5

Jeremy must respond to a customer's complaint regarding a defective product. In reading the initial letter of complaint, Jeremy found that the first customer service agent had been disrespectful in his treatment of the customer and had not solved the problem.

Scenario 6

Annalisa wants to thank her boss for her continuing support over the past six months. Annalisa knows that her boss, Ara, rarely receives recognition for the support that she gives to customers as well as her staff.

Scenario 7

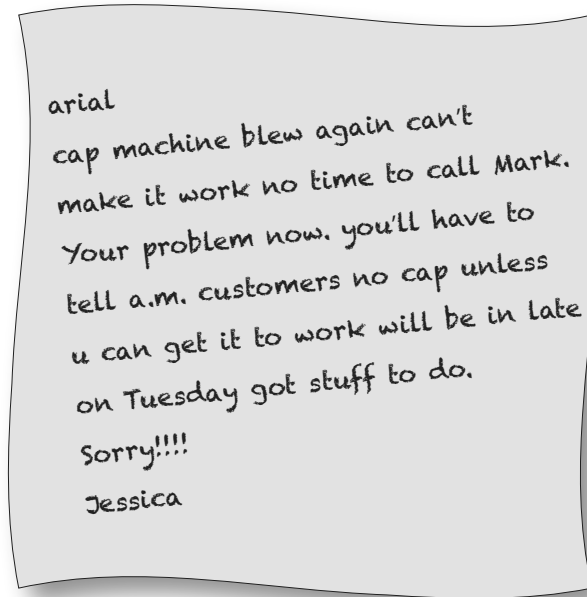
Brava needs to notify her supervisor regarding a problem within her division. Over the past few months, Brava has noticed that office supplies are steadily disappearing from the office and monthly supply costs are increasing. She has an idea what is happening and how to solve the problem.

Lesson 3.1: What Are You Really Telling Someone?

What Does This Really Mean?

Situation

Arial arrived at the coffee shop at her usual time, thirty minutes before the doors were due to open. As she turned on lights, got the coffee machines up and running, and prepared for the first customers of the day, Arial found the following note on the counter.



- How do you think Arial responded to the note?
- What did Jessica tell Arial to do?
- What would be your response to the note if you were in Arial position?

Background Information:

Arial has worked with Jessica for over a year. She knows that when Jessica gets pushed for time and can't find an immediate solution to a problem, Jessica gets overwhelmed and doesn't pay attention to detail and often comes across as bossy. In reality, Jessica is a hard-working young woman, who often lacks self-confidence and tries to cover up that lack of confidence by being pushy and snippy.

- Given the background information on Jessica, how do you think Arial responded to the note?
- What was Jessica really telling Arial to do?
- Given the background information, would you change your initial response to Jessica's note?

Lesson 3.5: I Heard What You Said — I Understand What You Mean

Making Inferences

Scenario 1

As you are walking down the hallway, you stop to check and see if Anita has finished setting up the presentation materials for the hotel's staff meeting. All of the doors and trays on the copier are open, and Anita is mumbling to herself. Anita says: I can't ever get this copier to work. I will never get this job done. I don't know how to use this stupid thing. You have a lot of experience working with the copier.

What can you infer from Anita's comments?

What could you do to improve the situation?

Why would you help Anita since it is her job, not yours to make the copies?

Scenario 2

You are in a sales meeting at the hotel planning for an upcoming special event. Your supervisor says: This is the biggest event that we have ever been contracted to host. It means a lot to the hotel management and could make a huge difference in our future plans for expansion. During the last event, we ran into some glitches with suppliers and ran short on supplies in the banquet hall. I want everyone to make sure that you have what you need to get the job done and get it done on time. I need to know that you are on top of things so let me know what is happening before we run into a problem. Don't forget, doing a great job on this could mean more work for all of us and move us off the reduced work hours that we have had for the past few months.

What can you infer from the supervisor's comments?

What does the supervisor expect you to do?

Why should you do your best to ensure that this event is a success?

Lesson 4.2: Moving to the Front Desk

The Best Way to Handle This Situation is to...

Situation 1

John James is a frequent traveler who has just spent his 50th night in the past year in your hotel. Your hotel wants to recognize Mr. James for being one of your top guests.

Situation 2

Jennifer Adams was very upset with the condition of her room and expressed her reluctance to ever stay in your hotel again. You changed her room, apologized, and gave her a discount during her stay, but she wrote an email to your boss expressing her displeasure with the hotel and particularly with you.

Situation 3

Mason Everett sent a formal note of thanks to the hotel's general manager for the service he received during an extended stay at your hotel. He specifically mentioned all that you had done to make his stay enjoyable.

Situation 4

Pryanka Shareef asked to speak with the hotel manager before checking out of your hotel. She had a long list of complaints about the noise level, the constant dinging of the hotel elevator, and her inability to sleep during her stay. She will be coming back to the hotel in a few weeks because her company requires that she stay at your hotel.

Lesson 4.6: Managing the House

Paraphrasing with T-Charts

Paraphrase each paragraph using a T-Chart. When you have paraphrased each paragraph, write a summary in your own words for the entire passage.

Hotel and motel managers run room rental businesses. Duties vary with the size and type of the business. In large hotels, general managers are in charge of the entire hotel. They set room rates, monitor income and expenses, and supervise other staff. Large hotels have restaurants and meeting rooms. These hotels hire assistant managers to supervise the various areas of the hotel.

Main Idea	Supporting Details

Often, the job title of the assistant manager describes their duties. Executive housekeepers make sure that all areas of the hotel are clean. Front office managers are in charge of reservations and room assignments. Food and beverage managers oversee restaurants and banquets. They plan menus, set prices, and order supplies. Convention services managers coordinate all hotel activities related to meetings. They meet with clients and plan a schedule. Then they work with the food service and front office managers to serve and lodge the visitors.

Main Idea	Supporting Details

Managers of small hotels and motels perform different duties than managers of larger businesses. This is because there are fewer employees in smaller hotels and motels. Many times these managers are more likely to fill in for absent workers. A manager may clean rooms, take reservations, or make general repairs. Managers in small hotels and motels have many administrative tasks. For example, they interview and hire new staff. They also keep track of the money they take in each day.

Main Idea	Supporting Details

Most hotel and motel managers learn their skills through formal training programs. Community colleges and some universities offer two- or four-year degree programs. Technical institutes, vocational, and trade schools also offer formal programs. These programs may be from one to two years in length. Most hotel management programs include classes in accounting, marketing, and food service management. Computer skills are taught in many of these classes, since computers are so widely used on the job for billing, reservations, and scheduling staff.

Main Idea	Supporting Details

Most students, especially those who chose liberal arts degrees, should pursue internships or part-time jobs at hotels. An internship will give students experience and skills in the field. It will also help in finding full-time jobs after graduation. Some hotels offer internships where students may rotate to various departments and learn how the hotel is run. Larger hotels may offer this type of training to new hires. Some hotels may help pay for formal training in hotel management for their outstanding employees.

Main Idea	Supporting Details

Paraphrase the entire passage using the information from your T-Charts.

Lesson 5.3: Managing the House

Twelve Tips to Help You Become a Great Waiter/Waitress

Whether you are just getting started as a waiter or waitress or you are returning to a job in the restaurant industry, it is important that you keep the following in mind.

1. **Learn everything you can.** Once your manager realizes that you can do the other things that are not normally considered a part of your regular job (for example, busing, peeling garlic, pouring drinks, making desserts, etc.), you will be able to get as many shifts as you want.
2. **Learn the menu as soon as possible.** This way, when people ask questions, you'll have a quick answer. Nothing makes a customer happier faster!
3. **Ask your customer if they would like to start off with an appetizer and mention one or two.** Always ask your customer if they would like to have dessert towards the end of their meal and mention one or two.
4. **Do one thing at a time.** Don't count on finishing writing the order down as you walk to the order counter. Do it now! Chances are, someone will stop you on your way over and ask for more coffee, and you'll forget the first order. Then you'll be faced with the embarrassment of having to return to the table to retake the order! It takes lots of practice to do several orders.
5. **Respect the customer's personal space.** Never sit down at the table to take an order, don't shake hands (unless you have to), and don't give hugs. The extent of your friendliness will be dependent on the type of place where you work - some things that might not be appropriate in a diner or a restaurant might be fine in a theme bar or pub.
6. **Always be clear about your order.** When taking the order, take time to clarify that you've written it down or heard the request correctly. If there is a choice of selection, ask. Don't simply present the diner with white toast because the customer didn't ask for rye, unless the menu states that a certain item will be given unless otherwise requested. Also, be aware that taking down orders by memory often worries customers because they think you will forget something. Unless you have a brilliant memory, don't do this and even then, reassure them that you have an excellent memory track record!
7. **Be tactful about questioning customers.** If you feel you must question why a customer is making a special request, be tactful. Keep in mind there are many reasons for menu change requests, such as religious, vegetarian/vegan and cultural dietary restrictions. If it is not an unreasonable request which can be simply accommodated, don't ask why!
8. **Remove the plates, glasses, and other used items from the table as they are finished.** Having to maneuver around used dishes doesn't contribute to a nice dining experience. Be careful not to swipe plates while customers are still eating though - always ask if they have finished if any food remains on the plate.
9. **In fine dining, do not remove the plates until everyone at the table is finished eating as it causes the unfinished customers to feel rushed.** Sometimes a customer will shove the plate to the end of the table or hand it to you when you check back and in this case it would be OK to remove!
10. **Don't just assume when the diner is finished and wants the check.** Ask if there is anything more you can get for them, and that will open the opportunity for them to ask for dessert, a take-out item/bag, or the check. If they state they need nothing else, then ask if they are ready for the check. Never wait for the diner to ask for the check; if they have to ask you, it generally means they are in a hurry, or you have waited an excessive amount of time since you last checked on the table.

11. **Be polite in the face of irritable, difficult and unfriendly customers.** When you have difficult, high maintenance, cranky, or downright mean customers, (and you will get them), let the old saying be your motto “Kill ‘em with kindness”. Always keep your cool and never argue with a customer. If a customer starts to get worked up into a tizzy for whatever reason, send a manager to the table because that’s their job and what they’re there for.
12. **Don’t let a bad tip ruin your shift.** There are people out there who either don’t know or refuse to accept that a standard tip for good service is 15% and 20% and above for great to exceptional service. And sometimes, there are people who really cannot afford much more than the meal. Never complain to a table about a bad tip when you’ve given great service. Not only could you get yourself fired but it sets you up as the complaining type and creates bad relations with the other waiting staff. Just let it go and be content in the knowledge that a really good tip can balance out the bad.

Adapted from **How to Be a Great Waitress** at <http://www.wikiHow.com>

Lesson 5.5: Order-Up

Sample Letter of Application

Daisy's Cafe
87 Michigan Avenue
Dearborn, MI 55555
(909) 555-5555
philippe@email.com

Date

Dear Mr. George,

I am writing to apply for the short order cook advertised in the SunTimes. As requested, I am enclosing a completed job application, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my skills and organization will make me a good candidate for this position.

- I have experience working as a prep-cook.
- I am highly organized.
- I enjoy working with people.
- I have good customer service skills.

Please see my resume for additional information on my experience.

I can be reached anytime via email at philippe@email.com or my cell phone, 909-555-5555.

Thank you for your consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

First Name Last Name

Lesson 5.6: Handling Customer Complaints

Sample Letter of Complaint

Manager
Titan's Bar and Grill
444 Saginaw Road
Lansing, MI

Date

Dear Sir/Madam,

I am writing to you regarding my visit with a business client to Titan's Bar and Grill last Tuesday evening. The service we received was very disappointing. We had a very long wait to be seated and an even longer wait for our food.

I understand that we arrived at a very busy time during the evening, and generally I don't mind having a 10-15 minute wait to be seated. On Tuesday, we waited more than 30 minutes for a table even though we could clearly see a number of available tables that merely needed to be cleaned.

After finally being seated, our server promptly took our order, but it took more than an hour to receive our food. When I asked our server what was the problem, she stated that the kitchen was very busy. She was very polite and tried to be helpful, but the fact remains that we waited a very long time for our food. When the food was finally delivered, it was both cold and inedible.

I paid our bill, but with great reluctance. I was embarrassed to have subjected a client to such shoddy service. I can tell you that I will not be returning to Titan's, and I will warn my friends and work colleagues about the service that I received.

I look forward to your response.

Sincerely,

First Name Last Name

Lesson 6.1: Handling Customer Complaints

Fact or Opinion

The following techniques can help you better distinguish between facts and opinions. Keep this handout to use as a resource whenever you are reading text at home or in the workplace.

Recognizing Facts

Just because something is printed on a page doesn't make it a fact. A fact can be proven. A fact is either true or false. You can't argue with facts. When you read information, decide if the statement can be proven or verified.

- Can you check it out in a reference book or a reputable site online?
- Can you prove it?
- Is your source reliable or scientific?

Individual feelings or emotions do not influence facts, so it doesn't make a difference if you agree or disagree. It is still a fact.

Recognizing Opinions

Opinion statements are different from facts. If the writer is trying to convince you of his/her point of view, it may sound like a fact, but it is still just an opinion, because you can agree or disagree. Opinions cannot be proven or verified by an impartial source, because they only express an individual point of view. Opinions argue one point of view, and you can disagree with an opinion. Opinions evaluate, judge, or express feelings and emotions. Statements about the future are always opinions, because you cannot prove the future.

Opinion statements often begin or include words such as:

Believe	Best/worst	Expect
Feel	In my opinion	Least/most
May/may not	Might/might not	My impression is...
My perspective is...	My point of view is...	My sense is...
Possibly	Probably	Should
Should not	Think	