

Who Would You Fire?

Teacher Guide



Jason is the owner of Airplay Sports & Espresso, a coffee shop. He has two locations, but is planning on closing both to open in East Heights, the new place to be in the city. Unfortunately, one shop doesn't need two staffs.

Some employees have left voluntarily, but Jason still needs to let one person go. He is going to interview six employees and your students get to decide who should be fired!

- A menu allows easy access to each employee interview.
- Closed captioned
- Running Time: 28 minutes

Table of Contents

Alignment of the Program with the **Common Core State Standards:**

Alignment with Common Core State Standards for Speaking and Listening	2
Alignment with Common Core State Standards for Reading	3
Alignment with Common Core State Standards for Writing	4
Employee Evaluation Forms:	
Angel.....	5
Deanne	6
Taye	7
Ryan	8
Lisa.....	9
Kayla.....	10
Complementary Activities.....	11

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for speaking and listening which is aligned with *Who Would You Fire?* or with the complementary activities described on page 11 has been marked with a **red arrow**.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- ▶ 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ▶ 2. Integrate and evaluate information presented in diverse media and formats, including **visually**, quantitatively, and **orally**.
- ▶ 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- ▶ 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ▶ 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for reading which is aligned with *Who Would You Fire?* or with the complementary activities described on page 11 has been marked with a **red arrow**.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- ▶ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- ▶ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ▶ 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- ▶ 7. Integrate and evaluate content presented in diverse formats and media, including **visually** and quantitatively, as well as **in words**.
- ▶ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- ▶ 10. Read and comprehend complex literary and **informational** texts independently and proficiently.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for writing which is aligned with *Who Would You Fire?* or with the complementary activities described on page 11 has been marked with a **red arrow**.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- ▶ 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- ▶ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ▶ 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- ▶ 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ▶ 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ▶ 9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.

Range of Writing

- ▶ 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

1. What do you think are Angel's strong points?

2. What do think are Angel's shortcomings?

Employee Information:

Name: Angel

Job Title: Part-Time Barista

Duties:

- Greet customers in a helpful and friendly manner.
- Be knowledgeable about all products so you can answer customer's questions.
- Take customer orders.
- Fill customer orders quickly and correctly.
- Maintain all display cases and counters neatly.
- Make the shift manager and baker aware of product



3. What do you think he would bring to the new East Heights location?

3. How would you evaluate his attitude? Positive: _____ Negative: _____

4. How would you evaluate his desire to work and be a team player? High: _____ Average: _____ Low: _____

5. How would you evaluate the overall performance of his duties? ? High: _____ Average: _____ Low: _____

6. Overall Evaluation: Keep Him: _____ Fire Him: _____

Notes:

1. What do you think are Deanne's strong points?

Employee Information:

Name: Deanne

Job Title: Full-Time Barista

Duties:

- Greet customers in a helpful and friendly manner.
- Be knowledgeable about all products so you can answer customer's questions.
- Take customer orders.
- Fill customer orders quickly and correctly.
- Maintain all display cases and counters neatly.
- Make the shift manager and baker aware of product



2. What do think are Deanne's shortcomings?

3. What do you think she would bring to the new East Heights location?

3. How would you evaluate her attitude? Positive: _____ Negative: _____

4. How would you evaluate her desire to work and be a team player? High: _____ Average: _____ Low: _____

5. How would you evaluate the overall performance of her duties? ? High: _____ Average: _____ Low: _____

6. Overall Evaluation: Keep Her: _____ Fire Her: _____

Notes:

1. What do you think are Taye's strong points?

2. What do think are Taye's shortcomings?

Employee Information:

Name: Taye

Job Title: Baker

Duties:

- Prepare all baked goods based on the specifications described in the baker's manual.
- Prepare sufficient amounts of baked goods to meet the inventory needs determined by the baristas and shift manager.
- Maintain adequate inventories of all ingredients.
- Maintain a neat and sanitary kitchen area.
- At the end of each shift, complete, date and sign the kitchen maintenance check list.



3. What do you think he would bring to the new East Heights location?

3. How would you evaluate his attitude? Positive: _____ Negative: _____

4. How would you evaluate his desire to work and be a team player? High: _____ Average: _____ Low: _____

5. How would you evaluate the overall performance of his duties? ? High: _____ Average: _____ Low: _____

6. Overall Evaluation: Keep Him: _____ Fire Him: _____

Notes:

1. What do you think are Ryan's strong points?

2. What do think are Ryan's shortcomings?

Employee Information:

Name: Ryan

Job Title: Maintenance Man

Duties:

- At the beginning of each shift, check with all employees and the shift manager in regard to maintenance needs.
- Keep a log of all maintenance including a description of the project, time and materials required and cost.
- Maintain an adequate inventory of cleaning supplies.
- Maintain an adequate inventory of common maintenance supplies.
- Make periodic checks of all equipment and utilities to be sure they are in good working order.



3. What do you think he would bring to the new East Heights location?

3. How would you evaluate his attitude? Positive: _____ Negative: _____

4. How would you evaluate his desire to work and be a team player? High: _____ Average: _____ Low: _____

5. How would you evaluate the overall performance of his duties? ? High: _____ Average: _____ Low: _____

6. Overall Evaluation: Keep Him: _____ Fire Him: _____

Notes:

1. What do you think are Lisa's strong points?

2. What do think are Lisa's shortcomings?

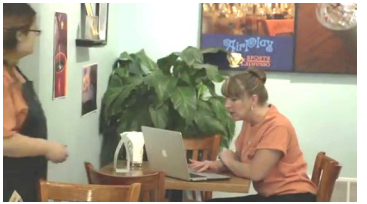
Employee Information:

Name: Lisa

Job Title: Shift Manager

Duties:

- Be sure all aspects of the shop are running properly during your shift.
- Set weekly work schedules for your shift.
- During each shift, check all areas of the shop to be sure they are neat, clean and properly stocked.
- Meet weekly with employees on your shift to discuss needs, problems and possible solutions.
- Meet weekly with the owner to discuss needs, problems and possible solutions.



3. What do you think she would bring to the new East Heights location?

3. How would you evaluate her attitude? Positive: _____ Negative: _____

4. How would you evaluate her desire to work and be a team player? High: _____ Average: _____ Low: _____

5. How would you evaluate the overall performance of her duties? ? High: _____ Average: _____ Low: _____

6. Overall Evaluation: Keep Her: _____ Fire Her: _____

Notes:

1. What do you think are Kayla's strong points?

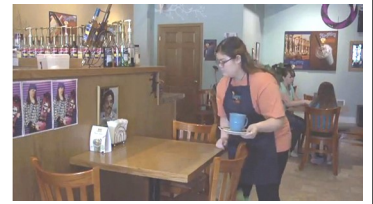
Employee Information:

Name: Kayla

Job Title: Busser

Duties:

- Be sure the dining area is always neat and clean.
- Clean each table immediately after use. Dispose of trash and load all dishes, glasses and utensils in the dishwasher.
- Sanitize tables and chairs immediately after use.
- Keep the floor in the dining area clean and sanitary.
- Restock each table with condiments, napkins and utensils when needed.



2. What do think are Kayla's shortcomings?

3. What do you think she would bring to the new East Heights location?

3. How would you evaluate her attitude? Positive: _____ Negative: _____

4. How would you evaluate her desire to work and be a team player? High: _____ Average: _____ Low: _____

5. How would you evaluate the overall performance of her duties? ? High: _____ Average: _____ Low: _____

6. Overall Evaluation: Keep Her: _____ Fire Her: _____

Notes:

Complementary Activity Descriptions

Located in a separate file on this CD are the following complementary activities. Each activity includes one or more student pages. An answer key is included.

Listed below are detailed descriptions of each activity.

Bosses Are People Too

Students will read *Bosses Are People Too*. They will explain why they agree or disagree with Manuel's decision to confront his control freak boss and decide whether he should look for a new job.

Create A Good Relationship

Students will read *Create A Good Relationship*. They will explain why they agree or disagree with Vicki's plan to divide her time between her two bosses. They will also decide if Eric should stay at work as long as his boss.

I Don't Know What to Do

Students will read 9 strategies for dealing with a project you don't know how to complete and explain what is good or bad about each.

Lights, Camera, Action

Students will create a storyboard for a video illustrating how new employees can succeed with their bosses.

Unhappy Boss

Students will read 8 strategies for dealing with a boss who thinks you handled an assignment badly and explain what is good or bad about each.

You Need To Improve

Students will read 8 strategies for dealing with a boss who thinks your work needs improvement and explain what is good or bad about each.

Additional Classroom Discussion and Exercises:

1. Discuss with your class different types of behavior that would cause an employee to be fired.
2. Here is a great opportunity to do some role playing if time permits.
 - Divide the class into small groups. Each group will decide what type of business or organization they want to be. One student will play the role of the employer or supervisor who must downsize the staff. The other students will choose or be assigned jobs within the organization. Each employee will then be interviewed and must justify why they should not be downsized.
 - Divide the class into small groups. Each group will make a set of cards with each card listing a bad behavior that could cause an employee to be fired. One student will play the role of the employer or supervisor. The other students will play employees. Each employee will draw a card and during an interview try to explain why they should not be fired because of their behavior.

If you have the equipment and time, why not videotape the interviews. The class can then evaluate the interviews as they are watching them.