

Tourism Assignment III

Working the Games

• Understanding a Work Schedule

Assignment Summary

In this assignment, the learner will

- perform calculations using information in a work schedule
- problem solve using a work schedule
- make low-level inferences about a work schedule.

Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- How to read a table (chart)
- The concept of pattern or trend

Teaching Planning Notes

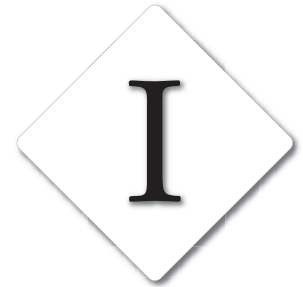
- Use the *Sportsworld Arcade* “June Work Schedule”

With learner

- Review how to read a table
- Review how to make low-level inferences, e.g., by noticing patterns and by connecting prior knowledge

Achievement Indicators

- Answers questions.
- Identifies learning on self-achievement chart



FOCUS ON LEARNING

ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
Reading Text	████████				
Document Use	████████				
Writing	██				
Numeracy	████████				
Thinking Skills	████████				

LITERACY AND BASIC SKILLS

	LBS Levels				
	1	2	3	4	5
Communication					
Read with Understanding	████████				
Write Clearly	████				
Numeracy					
Number Sense and Computation	████████				
Manage Data and Probability	██				

Self-Management and Self-Direction

Concentration and Memory
Goal-Setting
Problem Solving
Self-Assessment
Self-Confidence
Thinking Skills
Time Management and Organization

Ontario Curriculum Linkages

Locally Developed Compulsory Credit, English, Grade 9 (ENG1L)

Developing Reading and Viewing Skills – Overall Expectations

- DRVV.01 – develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;
- DRVV.02 – read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected

Developing Reading and Viewing Skills – Specific Expectations

During Reading or Viewing

- DRV1.04 – comprehend directly stated ideas by using a variety of strategies:
- follow signal words or visual cues (e.g., find the pattern of thought in a media work; highlight key words in a math problem; look for bold/highlighted words);
 - use context clues (e.g., reread words, define words, use perspective in a media work);
 - use visual organizers and mental images (e.g., illustrate a written message, compare and discuss mental images from viewing a media work)

Reading a Variety of Texts

- DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers)

Working the Games

Part A

Sportsworld Arcade is part of a family entertainment and recreation centre. Brittany and Nicole, who are friends, both work at the Arcade.

Brittany, who is new, figures out the *Sportsworld Arcade* “Work Schedule”.

1. If the arcade closes at 11:00 p.m., how many hours does Brittany work on Saturday, June 10?

2. If fifteen minute breaks are deducted and Brittany gets one break on June 10, for how many hours and minutes does she get paid?

3. If employees receive a half-hour lunch or dinner break for every 5-hour shift, does Brittany get a lunch break on June 10? Why or why not?

4. For how many hours does Nicole work on Saturday, June 17?

5. After deducting for two breaks, for how many hours and minutes will Nicole be paid on June 17?

6. Will Nicole get a lunch or dinner break on June 17? Why or why not?

Working the Games

Part B

Nicole, who has worked at the arcade for over a year, notices some features on the work schedule. She uses patterns and common sense experience to infer what these features mean.

1. Nicole notices that on the first long weekend of the summer, both she and Brittany have a shift written like this: “12-8/9” and “1-6/7”.
 - a. Given that this weekend may be very busy, what does Nicole think the numbers on either side of the slash might mean?

2. Nicole knows that because of her experience, she or Amy might be on call on busy days, like Fridays.
 - a. How many employees work on each of the Fridays—June 9, June 16, and June 23?

- b. On which date does neither the manager nor assistant manager work?

- c. Which employee is assigned on call that day?

Working the Games: Part B (cont'd.)

3. Nicole notices that the manager has scheduled different numbers of employees on different days of the week. She realizes that the number of employees matches how busy the day is.

a. Which days of the week are the slowest?

b. Which days of the week are the busiest?

4. Nicole notices that some employees' work schedules include bold-faced items.

a. Which employees do not have any bold-faced items?

b. Which employees have all bold-faced items?

c. For employees that have some bold-faced items, what pattern does she notice?

d. If the first two employees listed on the schedule are the manager and assistant manager, what does Nicole think the bold-facing might mean?



Sportsworld Arcade

Date: June 5 2006 - June 11 2006

		Monday	Tuesday	Wed	Thursday	Friday	Saturday	Sunday
Name	Phone #	5th	6th	7th	8th	9th	10th	11th
Kelly	555-5551	8-5	8-6:30	8-6	8-2	OFF	OFF	OFF
Janessa	555-5552	OFF	6:30-cl	OFF	OFF	OFF	OFF	2-close
Amy	555-5553	X	X	X	X	4-8 oc	11-4	X
Andrew	555-5554	X	X	X	6-10	6-close	X	X
Braeden	555-5555	X	X	5-close	6-close	6:30-cl	open-4	6-close
Brittany	555-5556	9-1	X	X	X	open-6	4-close	open-6
Ellie	555-5557	X	X	12-5	1-6	X	OFF	OFF
Gwynne	555-5558	X	X	X	X	X	6-close	11-6
Nicole	555-5559	X	X	X	X	OFF	OFF	X
Sutton	555-5550	X	X	X	X	X	2-8	X

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Date: June 12 2006 - June 18 206

		Monday	Tuesday	Wed	Thursday	Friday	Saturday	Sunday
Name	Phone #	12th	13th	14th	15th	16th	17th	18th
Kelly	555-5551	OFF	OFF	8-5	8-3	8-4	OFF	10-2
Janessa	555-5552	8-6	open-5	OFF	X	5:30-cl	6-close	4-close
Amy	555-5553	X	X	X	X	6:30-cl	X	2-8
Andrew	555-5554	X	X	X	6:30-cl	X	open-4	6-close
Braeden	555-5555	X	5-close	5-close	X	X	X	X
Brittany	555-5556	6-close	X	X	4-close	X	X	X
Ellie	555-5557	X	X	12-5	11-4	12-8	X	OFF
Gwynne	555-5558	X	X	X	X	X	11-8	X
Nicole	555-5559	X	X	X	X	X	2-close	X
Sutton	555-5550	X	X	X	X	X	X	10-6

Date: June 19 2006 - June 25 2006

		Monday	Tuesday	Wed	Thursday	Friday	Saturday	Sunday
Name	Phone #	19th	20th	21st	22nd	23rd	24th	25th
Kelly	555-5551	8-2 + cl	8-5	8-5	8-5	8-5	10-3	OFF
Janessa	555-5552	8-6	X	OFF	6-close	6-close	4-close	OFF
Amy	555-5553	X	X	X	X	6:30-cl	X	5-10
Andrew	555-5554	X	X	X	X	X	5-close	11-4
Braeden	555-5555	X	5-close	5-close	X	X	X	open-4
Brittany	555-5556	X	X	X	5-close	12-8/9	X	4-close
Ellie	555-5557	X	12-5	12-5	12-5	X	X	X
Gwynne	555-5558	6-close	X	X	X	X	10-4	X
Nicole	555-5559	X	X	X	X	X	X	1-6/7
Sutton	555-5550	X	X	X	X	X	2-9	X

