Classroom, Inc.

## *AFTER THE STORM*
DISCUSSION QUESTIONS

UNIT 5: *STAFFING UP*

PRE-GAMEPLAY
Elicit Background Knowledge

To prepare students for playing "Staffing Up" of *After the Storm*, stimulate a discussion about how companies go about hiring workers, how job seekers prepare themselves to be hired, and also the basics of volunteerism by asking these questions:

1. In this unit of the game, you are preparing to hire a new employee at *The Daily Byte*. What tasks do you think go into hiring a new employee? (Write all reasonable suggestions on the board. If students don't mention the following tasks, add them to the list and briefly discuss the purpose of each: writing a job description, sorting through résumés that come in, talking to certain colleagues about the job, interviewing job candidates.)

2. Specifically, you and Grace will be hiring a web developer, an important career position. What do you know about this job? (Answers will vary. Some students may not know anything about the job. Explain to them that web developers create and maintain the websites that students visit.) What special skills and talents does a web developer need? (e.g., A web developer must know computer programming—must be proficient in basic types of programming languages, such as HTML. Sometimes web developers also create the visual design of the website. He or she must make sure the website is easy for visitors to move around in and also keep the site in good working order.) Why would a web developer be a key position at *The Daily Byte*? (e.g., *TDB*'s entire presence is online so it needs to be constantly improving its site with up-to-date features, etc.)
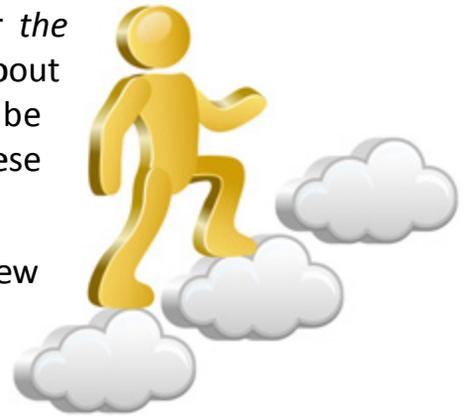
3. Write on the board: *Volunteer: someone who works without getting paid.* What kinds of *volunteer* jobs do people do? (e.g., helping out at school or at school functions, serving food at an emergency shelter, cleaning up after a storm, tutoring, teaching at a prison, etc.) How can volunteering benefit a community? (e.g., Volunteers can supply goods or services needed by the community, such as food, adult education, helping to rescue or house people in an emergency, etc.) How can volunteering benefit the person who is doing it? (e.g. Volunteers can make new friends, get a feeling of satisfaction from helping others, etc.)

POST-GAMEPLAY
Explore Meaning

To encourage students to delve deeper into their experience of Unit 5, direct students to their Student Packets to answer the following questions after completing each session of "Staffing Up."

"MORNING" SESSION

4. Why does The Daily Byte want to hire a new web developer? (e.g., *TDB* wants to add some new features to its site, starting with an interactive map to communicate different kinds of Hurricane Dante-related information.) What skills are you and Grace looking for in people applying for the job? (coding skills; design skills)

5. You spoke with Teresa in the park about her job as Community Outreach Manager for Port Douglas Bank and her need to develop a system to organize the many post-Dante volunteers. You offered to put her in touch with Maggie, who's working on just such a resource. Why was this a good suggestion? (Answers will vary, but students should recognize that this should be a productive collaboration because Teresa has a lot of information to share and Maggie, as *TDB*'s Social Media Editor, has the means to share it with thousands of people.)

6. Now that you've reviewed the job description for a web developer that Grace drafted, summarize the kind of information a job description should include to attract the best qualified applicants. *Note: If students need a job description to base a discussion on, you can show them a description for an editor by going to* http://resources.workable.com/editor-job-description*.* (Accept all reasonable answers, e.g., A job description should describe the workplace as a desirable place to work; it should clearly describe, in as much detail as possible, the requirements of the job and the qualities and skills the ideal applicant should have.)

1. You helped Ernie by reviewing his cover letter to Grace, even though you probably thought he wasn't qualified for the web developer job. Why did you help him anyway? (Answers will vary, but students should realize that even though they thought Ernie wasn't the right match for the job, coaching him in how to write a strong cover letter will help him in applying for jobs in the future.)

2. If Ernie approached you tomorrow to say he was thinking of applying for a job as web developer at another online publication, would you encourage or discourage him? (Discourage him.) Why? (e.g., He does not have the necessary skills or experience for the job; he still has a lot to learn as an intern at *The Daily Byte*.)

3. Write on the board: *Win-win: good for all sides.* You ran across this expression in "Staffing Up." Why would someone use the figurative expression *win-win* when they could just say "good for all sides?" (Win-win compares a situation to a game or a contest in which everyone wins. This figurative expression quickly conveys meaning in an interesting, colorful way that people understand.) Specifically, how did the collaboration between Maggie and Teresa result in a win-win? (*The Daily Byte* got many "likes" on Facebook and more potential readers while Teresa successfully organized her volunteers.)

1. You could have told Ernie he wasn't getting the Web Developer position in one of two ways: "Listen, you're not going to get the job," or "I don't think the job is quite the right fit for you." Which way did you choose, and why? (Lead students who chose the more direct delivery to understand that Ernie might have been hurt not by the rejection itself, but by the way they delivered it.) Why is it important for a manager to carefully consider how he or she phrases things, especially bad news, when talking to employees? (e.g., All employees want to feel they're being treated with respect for their feelings.)

2. You helped Ernie understand some information on web pages of a community college catalog. What kinds of graphic organizers were featured on those pages? (table, pie chart [or circle chart], bar graph) Why is some information communicated in visual form rather than through text alone? (e.g., Answers will vary, but students should understand that some kinds of information can be

both quickly and thoroughly understood when presented in visual form, e.g., pie charts are good for showing percentages of a whole, tables are good for quickly looking up and comparing values in numerical data.)

3. To extend the discussion on the online college catalog students reviewed, write on the board: *Visual Literacy: the ability to interpret and make meaning from information presented in the form of an image.* What kinds of visuals have helped you to understand information in your life outside school? (Accept all reasonable answers. Lead students to see that they use basic visuals to understand concepts all the time, e.g., the play and mute icons on YouTube videos; emoticons; photos on Instagram.) Did you easily make the connection between the visuals and their meaning? Why or why not? (Answers will vary.) Why is visual literacy important? (e.g., Especially as information is more and more delivered online, good readers need to understand the purpose and organization of a wide variety of visual forms; many jobs involve understanding and creating visual ways to quickly convey information and data.)

4. Sometimes managers decide to take a risk by hiring a different type of person to fill a job opening than they'd intended to. For example, Teresa took a risk when she hired Zeke to be her Volunteer Coordinator. However, you did not take a risk and hire Ernie as the new web designer. What is the difference between these two situations? (e.g., Even though Zeke seems too unstable for the job, his enthusiasm for the work might help focus him on getting the job done. On the other hand, the web designer job requires a certain set of "hard" skills—practical abilities learned through training or education—that Ernie does not have. Hiring him as a web developer would have been a very poor decision.)