

OUR COMMUNITY OF WORKERS WORKBOOK

This workbook supplements *Our Community of Workers Coloring Book* and contains work-related exercises for students from grades 3 - 8.

These exercises help young people develop word skills, language skills and spelling skills and focus students' attention on aspects of the world of work. The exercises are designed around and refer to the specific work depicted in the coloring book.

- **Work Games:** answering questions and puzzles about work, workers, and tools
- **Work Words:** finding names of occupations
- **Work Safety:** matching specific jobs to specific safety gear
- **Work Exercise:** identifying the occupation titles and roles of workers in schools
- **Work Names:** defining occupations identified in common last names
- **Work Exercise:** identifying connections among jobs
- **Work Exercise:** working alone and teamwork
- **Work Exercise:** talking to workers about their jobs

Work Games: answering questions and puzzles about work, workers, and tools

- Which of the jobs depicted do you think is
most interesting? _____
most fun? _____
most dangerous? _____
most difficult? _____

- Which of the jobs depicted have you seen people do?

- List jobs you know about that are *not* depicted.

Note: answers to these questions will vary widely and students should be encouraged to discuss their responses.

- Match the following tools and jobs

clippers	parks worker
hammer	carpenter
cello	musician
pliers	electrical worker
trowel	bricklayer

Work Games: answering questions and puzzles about work, workers, and tools – *continued*

- Which of the workers depicted do you think are members of unions?

Note: there are unions that represent each of these occupations. (But not all workers in these jobs have joined or have been able to join these unions.)

- Which words in the captions and drawings are hardest to understand? Make a list and look them up.

Note: teachers can help students with vocabulary, both identifying and defining words.

- Which drawings include numbers showing time, cost, location, or length?

librarian

letter carrier

clerks

electrical worker

mechanics

broadcast technicians

mounted police

- What words can you make by rearranging the letters in the names of different jobs? (For instance, the letters that spell TEACHER can be rearranged to make lots of other words, such as CAT, HARE, REACH, TEAR, and so on)

Note: Teachers can help students rearrange the letters, including writing them out on separate pieces of paper so students can manipulate them.

Work Words: finding names of occupations

Who Am I?

- I install large cable in the walls of buildings that help run computers, lights and air conditioning.

I am a **ELECTRICIAN** _____

- I care for people when they are sick in the hospital, their home, or a health care facility.

I am a **NURSE** _____

- I install miles of pipe in buildings to carry water for drinking and many other uses.

I am a **PLUMBER** _____

- I carry people to their jobs and other activities throughout the community.

I am a **BUS DRIVER** _____

- I make knowledge and information available to my community.

I am a **LIBRARIAN** _____

Note: students may suggest other answers, some of which could be discussed by the class. For example, reporters and teachers also make knowledge and information available to their communities.

Work Safety: matching specific jobs to specific safety gear

Look carefully at the following illustrations:

- operating engineer digging holes for concrete posts
- plumber soldering industrial pipe
- bricklayer building a wall
- electrical worker installing high voltage cables
- machinist operating a turret lathe
- iron workers repairing bridge

Circle the five items listed below that help these workers do their jobs safely:

goggles

steel-toed shoes

warning sign

belt

gloves

tee-shirt

helmet

torch

pipes

Work Exercise: identifying the occupation titles and roles of workers in schools

School Work

The school is a worksite. It is the one worksite you have in common and which you and your teachers and counselors know best.

(A) Place a check next to the occupation titles of all the following school workers you have seen at your school.

_____ Attendance Teacher

_____ Audiovisual Assistant

_____ Classroom Teacher

_____ Clerk

_____ Custodial Assistant

_____ Food Service Helper

_____ Guidance Counselor

_____ Librarian

_____ Physical Therapist

_____ School Secretary

_____ School Sentry

_____ School Psychologist

_____ School Social Worker

_____ Speech and Hearing Teacher

_____ Substitute Teacher

Work Exercise: identifying the occupation titles and roles of workers in schools – *continued*

(B) Try to find those you have not seen.

(C) Identify titles of workers at your school who are not on the list above.

(D) Discuss the roles of these different school workers. How do their tasks help students and teachers?

Note: To help students with this exercise it will be helpful for teachers to review the job titles and job descriptions of those who work in their schools. (If these workers are represented by unions, it might be useful to look at their contracts.)

For activity (D) it would be good to invite some of these workers into the classroom to discuss their work with students.

Work Names: defining occupations identified in common last names

Many people have names that describe kinds of work. Some of these names are listed below.

Which ones do you recognize? Do any of your friends share these names?

Can you guess the occupations all these names represent?

Can you add more names to this list?

Arrowsmith ___ **ARROW MAKER**

Farmer ___ **ONE WHO FARMS**

Baker ___ **ONE WHO BAKES**

Fuller ___ **CLOTH FINISHER**

Barber ___ **HAIR CUTTER**

Forrester ___ **FOREST GUARDIAN**

Carter ___ **DRIVER, or TEAMSTER**

Gardner ___ **ONE WHO GARDENS**

Chandler ___ **CANDLE MAKER/SELLER**

Glazer ___ **GLASS WORKER**

Clark ___ **CLERIC, or CLERK**

Hunter ___ **ONE WHO HUNTS**

Collier ___ **COAL MINER**

Joiner ___ **WOODWORKER**

Cooper ___ **BARREL MAKER**

Mason ___ **STONE WORKER**

Currier ___ **LEATHER FINISHER**

Mercer ___ **TEXTILE MERCHANT**

Draper ___ **CLOTH MAKER/SELLER**

Miller ___ **GRAIN GRINDER**

**Work Names: defining occupations identified in common
last names – *continued***

Parker ___ PARK KEEPER

Singer ___ ONE WHO SINGS

Porter ___ BAGGAGE CARRIER

Smith ___ METAL WORKER

Potter ___ CLAY POTTERY MAKER

Taylor ___ GARMENT MAKER

Roper ___ ROPE MAKER

Turner ___ LATHE OPERATOR

Saddler ___ SADDLE MAKER

Wagner ___ WAGON DRIVER

Sawyer ___ ONE WHO SAWS LUMBER

Wainwright ___ WAGON MAKER

Shepard ___ SHEEP HERDER

Weaver ___ ONE WHO WEAVES FABRIC

Shoemaker ___ MAKER OF SHOES

Wright _ ARTIFICER or MAKER OF THINGS

Note: Students should be encouraged to find out about these occupations, using library or computer resources. They might also look into the historical connection of names and trades — a practice that pre-dated the industrial revolution and has ceased. In addition to expanding this list with other worknames (perhaps found in the local telephone directory), students could invent names for workers in new fields such as information technology.

Work Exercise: identifying connections among jobs

Look carefully at the following illustrations:

- *restaurant workers* waiting at tables
- *seamstress* stitching material for garment
- *clerks* checking out groceries at supermarket
- *musicians* rehearsing for symphony concert

(A) Ask yourself what other jobs have to be done in order for these workers to do their work. Match these workers to the occupations listed below:

composer _____ **MUSICIANS** _____

chef _____ **RESTAURANT WORKERS** _____

weaver _____ **SEAMSTRESS** _____

dish washer _____ **RESTAURANT WORKERS** _____

laundry worker _____ **RESTAURANT WORKERS** _____

instrument maker _____ **MUSICIANS** _____

computer engineer _____ **CLERKS** _____

paper maker _____ **CLERKS** _____

Work Exercise: identifying connections among jobs – *continued*

(B) Choose one of the workers depicted (restaurant worker, seamstress, clerk, musician) and list all the related jobs you can think of:

Note: Answers to (B) are varied and open to discussion with students. For example, occupations related to food-serving (waitress) may include food growing activities (e.g., farmers), food processing (grain milling), food transportation workers, food preparation (cook, chef), restaurant management (nutritionist, cashier), restaurant suppliers (laundry, uniform makers, pottery and glass makers), and many other possible jobs.

The important thing is first, to encourage students to use their imaginations, memories and reasoning abilities in compiling their lists and second, to use their communication skills to explain the relationships between the jobs they have listed.

Work Exercise: working alone and teamwork

Look carefully at the drawings of work in the coloring book and then list all the jobs that show:

(A) Teamwork

Electrical Workers

Carpenters

Iron Workers

Nurses Aides

Restaurant

Workers Musicians

Machine Mechanics

Firefighters

Broadcast Technicians

(B) Working Alone

Clerk

Forklift Operator

Assembly Line Worker

Plumber

Teacher

Machinist

Seamstress

Bus Driver

Operating Engineer

Bricklayer

Journalist

Food Service Worker

Laborer

Social Worker

Letter Carrier

Teamster

Printer

Parks Maintenance Worker

Librarian

Sanitation Worker

Law Enforcement Worker

Work Exercise: working alone and teamwork – *continued*

(C) Specific kinds of clothing or dress style

Uniforms:

Clerk

Bus Driver

Restaurant Worker

Letter Carrier

Firefighter

Food Service Worker

Nurses Aide

Teamster

Law Enforcement Worker

Protective Gear (hard hats, goggles, vests, etc.):

Plumber

Carpenter

Operating Engineer

Iron Worker

Bricklayer

Sanitation Worker

Laborer

Work Exercise: talking to workers about their jobs

- (A) Visit to a worksite near school — a neighborhood business, construction site, etc. — and observe the various jobs being done. Make a list of occupation titles appropriate to that worksite and then write about or discuss in class the several jobs and roles.
- (B) Visit the photo-text exhibit, ***Rochester: A Community of Workers*** (at www.rochesterlabor.org). Write about or discuss in class how workers feel about and describe their work.
- (C) Invite workers to visit the classroom and talk about their jobs. Have them describe what they do and how they feel about their work. Ask them to discuss different kinds of work and jobs at their worksites.

Note: all these exercises require teacher facilitation: to plan and discuss visits to worksites (A), to review and discuss selections from the exhibit (B), and to arrange classroom visits (C) and moderate discussions with workers. They also involve teachers in reviewing students' written work.