

# **Teen Unemployment: What's the Real Story?**

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## **Lesson by**

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## **Lesson description**

In this lesson, students will respond to a request from their principal to provide unemployment data on the school's working age teens. The students will conduct a survey to simulate the process used by the Census Bureau and Bureau of Labor Statistics in producing the monthly jobs report. Students will use the survey data to calculate the labor force, labor force participation rate, the unemployment rate, and to sort survey respondents into a variety of unemployment categories. After students understand the categories into which survey respondents are sorted, they will write a press release announcing their results and create and perform a short role play demonstrating their understanding of the categories used by the BLS.

## **Concepts**

- Cyclical unemployment
- Frictional unemployment
- Labor force
- Labor force participation rate
- Structural unemployment
- Unemployment
- Unemployment rate

## **Objectives**

Students will be able to

- Define key terms such as labor force, labor force participation rate, unemployment, unemployment rate, structural unemployment, frictional unemployment, and cyclical unemployment.
- Calculate the labor force, labor force participation rate, and the unemployment rate for their school.
- Compare those who are unemployed to those who are not working but out of the labor force.
- Create role plays that clearly communicate the circumstances under which someone would be classified as employed, not in the labor force, cyclically unemployed, frictionally unemployed, or structurally unemployed.
- Evaluate the employment situation at their high school and communicate their findings using a press release.

## **Related content areas**

Government/Economics/ Business education

## **Time Required**

(180 minutes) Three-and-a-half class periods on a 55--minute day, or two class periods on a 90-minute block schedule

## **Materials**

- Visual 1: Recent Employment Statistics
- Visual 2: Employment Survey Instrument

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- Visual 3: Calculating Unemployment Numbers
- Visual 4: Calculating Types of Unemployment
- Visual 5: Understanding Labor Force Participation
- Handout 1: Memo from the Principal  
(One copy per student, or have students pull up the document electronically on their computers/tablets.)
- Handout 2: Teacher Assignments for Surveys  
(One per student or one per group)
- Handout 3: Employment Survey Instrument (See the preparation section. Have enough half-sheets to survey the students in all the classes or re-create as an online survey.)
- Handout 4: Record Sheet for Calculations (one copy per student)
- Handout 5: Sample Press Release (one copy per student)
- Handout 6: Press Release Rubric (one copy per student)
- Handout 7: Role Play Rubric (one copy per student)
- Digital whiteboard (recommended)
- Student response system (recommended)

## Preparation

**Memo from the Principal:** Although you can use the sample memo provided in the lesson, the students will be more interested if the memo comes from their real principal. The memo is meant to be funny, so be sure to ask your principal if it is OK to use his or her name on the memo. (If you can, personalize the memo so it's more authentic.)

**The survey:** This lesson relies on obtaining permission from colleagues to administer surveys to their classes. Completing the following steps prior to the date of the survey will help things go smoothly.

- Look at the master schedule for your school.
- Identify all classes comprised of 11th- and 12th-grade students. (These classes are likelier to have students who are 16 and older.)
- Contact the teachers of these classes and request permission for your students to conduct a short survey with their students at a specific time on a specific date during specific class periods. (The surveys will take no longer than five minutes to complete.)
- Divide each class into groups of about three students. (Assign each group to a teacher(s) before the class period during which you will be conducting the surveys.)
- Open or print Handout 2 (Teacher Assignments for Surveys). Enter the group members assigned to each teacher in the chart. Do a chart for each class period. Print one chart per group, sign it, put the date and time, and tell students the chart will serve as their hall pass.
- Print Handout 3 (Employment Survey Instrument). (Two copies of the survey are on one sheet to minimize the amount of paper.) If you are in a school that provides a computer or tablet to all students, re-create the survey in an online survey tool and have students complete it online. Provide the survey link to the participating teachers and ask them to direct their students to the survey link on the specified date.
- Copy enough surveys for the number of participants your students will survey. Divide them into stacks based on the number of groups you have.

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## *Formative assessment option*

Step 7 in the procedures suggests showing “The Fed Explains Unemployment” video. Teachers have the option of assigning this video to students through the Fed’s Econ Lowdown Video Q & A website ([bts.stlouisfed.org/econ\\_ed/online\\_learning/index.php?page=vid\\_q\\_a&id=17&grp=1](https://bts.stlouisfed.org/econ_ed/online_learning/index.php?page=vid_q_a&id=17&grp=1)). Teachers can use the instructions found on page 8 in this lesson to register their students for the Video Q & A. The students will receive login instructions from their teacher and access the video on their home computer or on a classroom device. After viewing the video, students will answer questions about the content. The students’ scores will be automatically displayed in the teacher’s Econ Lowdown gradebook, which will give the instructor an idea of student understanding prior to implementing lesson.

**Procedures:** Instructions for the SMART Board appear in italics. Content background is in regular type.

1. *Open the SMART or PowerPoint presentation.*
2. *Display slide 1. Review the lesson objectives.*
3. Introduce the lesson by asking the question, "What does it mean to be unemployed?"
4. Guide the discussion until participants have generated the idea that a person must be 16 or older, must not currently have a job, and must be actively seeking employment.
5. Ask, “Why do you think the government measures the percentage of people who are unemployed?” Responses may include that people who are unemployed do not have enough income to buy the things they need and the economy will suffer as a result. A slower economy means fewer businesses will succeed and there will be less tax revenue to pay for government services.
6. *Display slide 2. Select six different students to come to the board to sort the statements into the correct categories based on the question “Who is unemployed?”*
7. If you did not use the Video Q & A formative assessment option, *display slide 3. Click the icon on the image to play “The Fed Explains Unemployment” video.* (The video Q & A questions are available in a print format on page 22 of this document and an answer key follows on page 24. If you know SMART software, you can also insert these questions into the SMART Board file to use with the SMART Student Response system remotes.)
8. *Introduction to the problem (15 minutes).* Distribute Handout 1 (Memo from the Principal). Tell students to read the memo. Tell them they should look up when they are finished. While they are reading, create two columns on the board/electronic whiteboard. The heading on one side should be “Facts We Know,” the heading on the other side should say “Things We Need to Know.”
9. Tell students to brainstorm a list of facts from the document they read. Students may list things like: students are not paying their dues, the principal may have to cancel prom, we have to collect data on school unemployment, etc.
10. Generate a list of about 10 facts.
11. Tell students to brainstorm things they need to know to fulfill the principal’s wishes. Answers may include: how do we conduct a survey, how does one calculate unemployment, how do we write a press release, etc. Write their ideas on the board.

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12. Tell students they will now learn a little more about the national unemployment numbers to see what is happening with unemployment in the whole country.
13. *Current (School) Population Survey (25 minutes)* —*Display slide 4, Visual 1 (Recent Employment Statistics)*. The lesson provides data from January 2013–May 2013. You may want to update this information each semester you conduct this lesson. You can find this information at [www.bls.gov/cps](http://www.bls.gov/cps).
14. Discuss each column heading and explain how each is determined.
15. *Display slide 5, Visual 2 (Employment Survey Instrument)*. Tell students that they will be conducting a survey at their school. The survey will allow them to measure different statistics about the employment/unemployment of their student population. Explain that this is a process designed to simulate the one the government uses to measure the national employment statistics.
16. Distribute one copy of Handout 2 (Teacher Assignments for Survey Groups) to each group. Send the groups to administer the survey. (They should be back within 15 minutes. Time will vary depending on the size of your school.)

*Tabulations and calculations (30 minutes)*. (If your school used an online survey program to collect survey data, then you will not have to do the first tabulation step for each data chart.)

17. Tell students they will now process their surveys to create a statistical picture of employment and unemployment for their school.
18. *Display slide 6, Visual 3 – Calculating Employment Numbers*. Ask students to get a piece of scrap paper for their numbers. Tell students to count their total number of surveys and write down the number. Tell students to divide their surveys into the following stacks and count the total in each category:
  - People under 16
  - People over 16 with a job
  - People over 16 without a job, but looking for a job
  - People over 16 without a job and not looking for a job
19. As the students finish their calculations, have them come to the computer and give you their numbers.
20. Record all the groups' numbers in the table and add up the column totals. Record the totals at the bottom of the table.
21. Explain to the students that these categories are similar to those the U.S. Bureau of Labor Statistics (BLS) uses when computing each month's jobs numbers. Show the BLS translation chart and transfer the totals to the appropriate column. Look at the following items to see how they match up.
  - Total number of surveys = Total population
  - Total number of students 16+ = Adult, civilian population 16+
  - Total number of 16+ students employed = Number of adults employed
  - Total number of 16+ students without a job and looking = Number of adults unemployed
  - Total number of 16+ students without a job and not looking = Number of adults not in the labor force

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22. Tell students the numbers from each of these categories can be used in formulas to calculate key statistics.
23. Go through the formulas with the students and record the calculations.
24. Distribute Handout 4 (Record Sheet for Calculations).
25. Tell students to transfer the calculations onto their own sheet. (They will need access to all these figures at the end of the lesson when they create a press release on jobs numbers for their school.)
26. *Display slide 7, Visual 4 – Calculating Types of Unemployment.* Tell students to find their stack of surveys for the respondents who did not have jobs and were actively looking for jobs. Tell them to divide their surveys into the following stacks and count the total in each category.
  - Just started looking—trying to match skills to employer.
  - Offered a job, but want a higher wage.
  - Lack appropriate skills.
  - Technology replaced me in the workplace.
  - The economy is bad, no one is hiring.
27. As the students finish their calculations, have them come to the computer and give you their numbers.
28. Record all the groups' numbers in the table and add up the column totals. Record the totals at the bottom of the table.
29. Explain to the students that these categories sort the unemployed into categories of unemployment: frictional, structural, and cyclical. These categories can help us understand the reasons why people are unemployed. Look at the following points to see how they match up.
  - Frictional: Just started looking, trying to match skills to employer.
  - Frictional: Offered a job, but want a higher wage.
  - Structural: Lack appropriate skills.
  - Structural: Technology replaced me in the workplace.
  - Cyclical: The economy is bad, no one is hiring.
30. Record the total number for each type of unemployment in the BLS Translation chart.
31. Tell students they can use the numbers from each of these categories in formulas to calculate the unemployment rate for each type of unemployment.
32. Go through the formulas with the students and record the calculations. Instruct students to transfer the calculations onto their own sheets.
33. *Display slide 8, Visual 5(Understanding Labor Force Participation).* Tell students to find their stack of surveys for the respondents who did not have a job and were not looking for a job. Ask them to divide their surveys into the following stacks and count the total in each category:

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- Focused on school, athletics, or community service.
- Tried to get a job, but gave up when I couldn't find one.
- Cannot work because of caring for family members after school.

34. As the students finish their calculations, have them come to the computer and give you their numbers.
35. Record all the groups' numbers in the table and add up the column totals. Record the totals at the bottom of the table.
36. Explain to the students that these categories tell us the types of people who have exited the labor force and choose not to work. These categories can help us understand whether those outside the labor force would reenter with better job prospects or if they are unable to enter the job market. Look at the following points to see how they match up.
- Full time students: Focused on school.
  - Discouraged workers: Gave up looking for a job.
  - Homemakers: Stay home to care for family members.
37. Record the total number for each type of person in the BLS Translation chart.
38. Tell students that they can use the numbers from each of these categories in formulas to calculate the percentage of the population outside the labor force for each reason.
39. Go through the formulas with the students and record the calculations. Instruct students to transfer the calculations onto their own sheet.

*Press Release Production (30 minutes).* Students will now use the charts and statistics they created to write a press release describing their findings.

40. *Display slide 9, Writing the Press Release.*

41. Distribute Handout 5 (Sample Press Release) and Handout 6 (Press Release Rubric). (You can pull up a press release about the most recent Current Population Survey by going to [bls.gov/cps/](https://bls.gov/cps/). This website will give the students an idea of how the government announces the jobs numbers.)
42. Give students time to work in groups to write the press release.

*Press Release Scoring (5–40 minutes—Time varies according to the assessment strategy)*

43. You can choose at least three ways to grade the press release.
- The first approach is to have each group read their press release out loud to the class. You can score the press release on the rubric while it is being read. After each reading, list the best ideas from the group on the board. After all press releases have been shared, the class should have a list of the best items to put in the press release.

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- The second approach is to collect the documents and score them outside of class. On the following day, you can share the best document with the class and lead a discussion about why it is an effective piece of writing.
- The third approach is to give each student group a copy of another group's press release. Each group scores the document they receive and then shares the strengths and weaknesses of the piece with the class. (Most likely, you will want to score the documents as well.)

*Creating and Performing the Role Play (40 minutes)*

44. *Display slide 10, The Role Play.*

45. Distribute Handout 7 (Role Play Assignment and Rubric).

46. Tell students they will now combine their group with another group for a total of six people per group. Tell students to read the role play assignment and rubric. Ask if there are any questions.

47. Tell students that this is a structured improvisation and they will not have time to write a formal script. Tell them they will have 15 fifteen minutes to create and rehearse the play. Advise them that the class will vote at the end for the role play that is most accurate and engaging. The members of that group will receive a homework pass or other small prize.

48. Display a countdown clock so students know how much time they have. When the time is called, ask each group to present. You can score each group on the rubric as they present. After each presentation, debrief the role play to make sure all students understand the differences between the types of unemployment and the categories used by the BLS. Be sure to correct any inaccurate performances.

49. Instruct students to vote for the most accurate and engaging play and distribute prizes.

50. *Review (10 minutes):* Review the main points of the lesson. Ideally, you can do this using a student response system associated with your SMART or Promethean Board. Use the following list to create your questions in the response system.

- Kevin is currently on active duty in the armed forces—would he be counted as employed by the Current Population Survey? (No—Kevin is not part of the adult civilian population.)
- Greta was looking for a job as a medical assistant for six months, but has given up looking and spends all her time playing video games. Would Greta be counted as unemployed by the Current Population Survey? (No—Greta is a discouraged worker.)
- Identify the following formulas.
  - $(\text{Employed} + \text{Unemployed}) = \text{Labor force}$
  - $[(\text{Unemployed}/\text{Labor Force})] \times 100 = \text{Unemployment rate}$
  - $[(\text{Labor force}/\text{Adult population})] \times 100 = \text{Labor force participation rate}$

51. *Display slide 11, Matching Review. Select students to come to the board to match the types of unemployment to their corresponding scenarios.*

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## Econ Lowdown Instructor Management Set-Up

Use this paper to register yourself as an instructor for Econ Lowdown. We recommend that you use a personal e-mail account since some district firewalls may reject your confirmation e-mail. Please follow the instructions below.

1. Go to [bts.stlouisfed.org/econ\\_ed/online\\_learning/](http://bts.stlouisfed.org/econ_ed/online_learning/).
2. Click **Register** on the left side.
3. Enter information into the required fields on the form and click **Submit**.
4. Go to your e-mail account and check for a confirmation e-mail.  
If you do not see the confirmation e-mail in your inbox, check your spam/junk folder. Usually, you will find it in that location.
5. Follow the information provided in your confirmation e-mail and log onto the Instructor Management Panel.
6. Click on **My Classrooms**.
7. Enter the information into the Class Name, Begin Date, and End Date fields, for example:  
Class Name: Fall 2014 Economics 1<sup>st</sup> Period  
Begin Date: 08/11/14  
End Date: 12/19/14
8. Click **Add New Classroom**. The classroom name should appear in the left hand navigation.
9. A dropdown box appears. Select how many students you are adding to your classroom, choosing one of these three options:
  - a. Generate generic student names like Student A, Student B, etc.
  - b. "Import student list" allows you to pull from a spreadsheet saved on your computer. Your file must be saved in CSV format. You can save any Excel document in this format by choosing **File>Save as** and using the dropdown box to choose CSV.
  - c. Type student names directly into the program.
10. Click the **Add Students** button under your classroom name to add students.
11. Click **Print Student Login** to print documents with your students' user names and passwords to distribute to your class.
12. Click the green **Add Course/Video** button that appears under the student list.  
You will see a list of all the course and video options.
13. Click "The Fed Explains Inflation" video.
14. Select **Add to Classroom**.
15. When your students log into the site, they will see this video as an option. They will be instructed to answer the questions after viewing the video.
16. If you click on this video title listed under your class name, you will be able to see each student's progress and the score they earned on the video questions.

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## Visual 1: Recent Employment Statistics

	<b>Civilian, Non-Inst. Adult (16+) Pop.</b>	<b># of Employed</b>	<b># of Unemployed</b>	<b># in the Labor Force</b>	<b>Labor Force Participation Rate</b>	<b>Overall UE Rate</b>	<b>UE Rate 16 – 19 year olds</b>	<b>Total Discouraged Workers</b>
<b>January 2013</b>	-----	143.3 million	12.3 million	155.6 mil	63.6%	7.9%	23.4%	804,000
<b>February 2013</b>	-----	143.4 million	12.0 million	155.4 mil	63.5%	7.7%	25.1%	885,000
<b>March 2013</b>	244.9 million	143.2 million	11.7 million	154.9 mil	63.3%	7.6%	24.2%	803,000
<b>April 2013</b>	245.1 million	143.5 million	11.6 million	155.1 mil	63.3%	7.5%	24.1%	835,000

Source: U.S. Bureau of Labor Statistics, [data.bls.gov/cgi-bin/surveymost?ln](http://data.bls.gov/cgi-bin/surveymost?ln)

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## Visual 2: Employment Survey Instrument

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

1. Are you 16 years or older?  Yes  No
2. Do you currently have a job?  Yes  No
3. If you do not have a job, are you currently looking for a job?  Yes  No
4. **If you are currently looking for a job**, which of the following reasons best describes why you have not found one yet?
  - I just started looking and it is taking a while to match myself up with the right employer.
  - I have been offered jobs, but I want one that pays a higher wage or has better working conditions.
  - I don't seem to have the skills employers want.
  - My job was eliminated by technology like computers or robots.
  - It seems that employers are not hiring because the economy is bad.
  - Other reason: \_\_\_\_\_
5. **If you do not have a job and you are not currently looking for a job**, which of the following reasons best describes why you have chosen not to work right now?
  - My focus is on school, athletics, or community service rather than working.
  - I looked for a job for a long time and eventually gave up because no one was hiring.
  - I have to take care of a family member in the afternoon/evening so I cannot work.
  - Other reason: \_\_\_\_\_

# Teen Unemployment: What's the Real Story?

## Visual 3: Calculating Employment Numbers

Group #	Total Number of Surveys	Total number of students 16+	Total number of 16+ employed students	Total Number of 16+ students without a job who are looking for a job	Total number of 16+ students who have no job and are not looking for a job
1					
2					
3					
4					
Totals:					

## BLS Translation

Group #	(A) Total Population	(B) Adult Civilian, Non- institutionalized Population 16+	(C) Number of Adults – Employed	(D) Number of Adults – Unemployed	(E) Number of Adults – Not in the Labor Force
Totals:					

## Calculations

Not part of the adult population for these statistics  (Total Population – Adult Population)	Labor Force = (Employed + Unemployed)	Labor Force Participation Rate = [(Labor Force/Adult Population)] X 100	Unemployment Rate = [(Unemployed/Labor Force)] X 100

# Teen Unemployment: What's the Real Story?

## Visual 4: Calculating Types of Unemployment

Group #	New Entrant – taking time to match skills to employer	Looking for a higher wage	Lack Skills	Replaced by Technology	Bad Economy
1					
2					
3					
4					
Totals:					

## BLS Translation

Group #	Frictionally Unemployed	Structurally Unemployed	Cyclically Unemployed
Totals:			

## Calculations

Frictional Unemployment Rate = [(# of Frictionally Unemployed/Labor Force)] X 100	Structural Unemployment Rate = [(# of Structurally Unemployed/Labor Force)] X 100	Cyclical Unemployment Rate = [(# of Cyclically Unemployed/Labor Force)] X 100

# Teen Unemployment: What's the Real Story?

## Visual 5: Understanding Labor Force Participation

Group #	Focus on School	Gave up looking for a job	Caregiver for Family
1			
2			
3			
4			
Totals:			

## BLS Translation

Group #	Full-Time Students	Discouraged Workers	Homemakers
Totals:			

## Calculations

Percent of the adult population who are full-time students = $\left[ \frac{\text{\# of Full time students}}{\text{Adult population}} \right] \times 100$	Percent of the adult population who are discouraged workers = $\left[ \frac{\text{\# of discouraged workers}}{\text{Adult population}} \right] \times 100$	Percent of the adult population who are homemakers = $\left[ \frac{\text{\# of homemakers}}{\text{Adult population}} \right] \times 100$

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## Handout 1: Memo from the Principal

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### MEMORANDUM

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**TO:** MS. BARKER'S ECONOMICS CLASS  
**FROM:** DR. MILAN, PRINCIPAL  
**SUBJECT:** UNEMPLOYMENT AT DRAMA HILLS HIGH SCHOOL  
**DATE:** NOVEMBER 1, 2013

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Students! We have a problem. As you know, Mr. Blessing sponsors the senior class. He has informed me that only 5 percent of the junior and senior class members have paid their dues so far this year. Your dues fund prom and commencement. Unless 80 percent of these students pay, there will be no prom and graduation!

Mr. Blessing seems to think this decline in spending on class dues is a result of student unemployment at our school. If students lack jobs, then they cannot pay for these special activities. Some students have confided their labor market frustrations to Mr. Blessing, but this is just anecdotal evidence and hearsay. If I am to take action and appeal to our parent and business community for help, I need real data. This is why I NEED YOU!!

You are the closest thing Drama Hills has to the Bureau of Labor Statistics (a bunch of economists who calculate things)! I want to know who's working, who's not, and WHY! It is my expectation that you will provide me with a press release describing your findings within two days. You will also create a short role play to perform for our parents and business leaders. This role play should clearly show the reasons why our students are unemployed so they know how to help us.

Remember, we are all counting on you! Chess club and Ultimate Frisbee will have to sacrifice their funding if we can't get these dues paid. I have a wicked tuxedo for prom and a swag robe for commencement. I will NOT be happy if I don't get to wear them.



# Teen Unemployment: What's the Real Story?

## Handout 3: Employment Survey Instrument

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

1. Are you 16 years or older?  Yes  No
2. Do you currently have a job?  Yes  No
3. If you do not have a job, are you currently looking for a job?  Yes  No
4. **If you are currently looking for a job**, which of the following reasons best describes why you have not found one yet?
  - I just started looking and it is taking a while to match myself up with the right employer.
  - I have been offered jobs, but I want one that pays a higher wage or has better working conditions.
  - I don't seem to have the skills employers want.
  - My job was eliminated by technology like computers or robots.
  - It seems like employers are not hiring because the economy is bad.
  - Other reason: \_\_\_\_\_
5. **If you do not have a job and you not currently looking for a job**, which of the following reasons best describes why you have chosen not to work right now?
  - My focus is on school, athletics, and/or community service rather than working.
  - I looked for a job for a long time and eventually gave up because no one was hiring.
  - I have to take care of a family member in the afternoon/evening so I cannot work.
  - Other reason: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

1. Are you 16 years or older?  Yes  No
2. Do you currently have a job?  Yes  No
3. If you do not have a job, are you currently looking for a job?  Yes  No
4. **If you are currently looking for a job**, which of the following reasons best describes why you have not found one yet?
  - I just started looking and it is taking a while to match myself up with the right employer.
  - I have been offered jobs, but I want one that pays a higher wage or has better working conditions.
  - I don't seem to have the skills employers want.
  - My job was eliminated by technology like computers or robots.
  - It seems like employers are not hiring because the economy is bad.
  - Other reason: \_\_\_\_\_
5. **If you do not have a job and you not currently looking for a job**, which of the following reasons best describes why you have chosen not to work right now?
  - My focus is on school, athletics, and/or community service rather than working.
  - I looked for a job for a long time and eventually gave up because no one was hiring.
  - I have to take care of a family member in the afternoon/evening so I cannot work.
  - Other reason: \_\_\_\_\_

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## Handout 4: Record Sheet for Calculations

From Visual 3

Group #	(A) Total Population	(B) Adult Civilian, Non- institutionalized Population 16+	(C) Number of Adults – Employed	(D) Number of Adults – Unemployed	(E) Number of Adults – Not in the Labor Force
Totals:					

Not part of the adult population for these statistics = (Total Population – Adult Population)	Labor Force = (Employed + Unemployed)	Labor Force Participation Rate = [(Labor Force/Adult Population)] X 100	Unemployment Rate = [(Unemployed/Labor Force)] X 100

From Visual 4

Group #	Frictionally Unemployed	Structurally Unemployed	Cyclically Unemployed
Totals:			

Frictional Unemployment Rate = [(# of Frictionally Unemployed/Labor Force)] X 100	Structural Unemployment Rate = [(# of Structurally Unemployed/Labor Force)] X 100	Cyclical Unemployment Rate = [(# of Cyclically Unemployed/Labor Force)] X 100

From Visual 5

Group #	Full Time Students	Discouraged Workers	Homemakers
Totals:			

Percent of the Adult Population who are full-time students = [(# of Full time students/Adult Population)] X 100	Percent of the Adult Population who are discouraged workers = [(# of discouraged workers/Adult Population)] X 100	Percent of the Adult Population who are homemakers = [(# of Homemakers/Adult Population)] X 100
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# Teen Unemployment: What's the Real Story?

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## Handout 5: Sample Press Release Outline

DRAMA HILLS HIGH

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# PRESS RELEASE

## Unemployment Survey Results

**November 3, 2013:** (Paragraph 1 – Major Announcement – Give unemployment rate and labor force participation rate; tell what these numbers mean; tell why the school thinks these numbers are important)

(Paragraph 2 – Types of unemployment and the rates for each; explain what these rates tell about the students who are unemployed.)

(Paragraph 3 – Reasons why some students are not in the labor force and the rates for each; explain which of these are most likely to move into the labor force in the future and why.)

(Paragraph 4 – Recommendations for ways to improve the percentage of students who are employed)

(Paragraph 5 – General description of the survey process – number of respondents, names of classes included, how many respondents were excluded because they were under 16, any limitations to the validity of the results, etc.)

# Teen Unemployment: What's the Real Story?

## Handout 6: Press Release Rubric

Assessment Item	1	2	3	4
Accuracy of the Data	The statistics presented do not reflect the data collected by the classroom survey OR there are no statistics included in the press release.	Some of the statistics were inaccurately calculated and described.	The statistics included in the press release were correctly calculated, but the description of the statistics had at least one error.	The statistics included in the press release were correctly calculated and described.
Richness of Data	The press release includes two or less of the statistics from the survey.	The press release effectively includes most or all of the numbers generated by survey, but does so by listing them without context or explanation.	The press release communicates most or all of the numbers generated by survey, but the language of the piece fails to express what the numbers mean.	The press release effectively communicates most or all of the numbers generated by the survey in a meaningful way.
Conceptual Understanding	The press release includes explanations of two or less of the categories into which respondents were placed OR the conditions under which they would be placed in each category, but not both.	The press release explains the importance of each of the categories into which respondents were placed OR the conditions under which they would be placed in each category, but not both.	The press release explains the importance of each of the categories into which respondents were placed AND the conditions under which they would be placed in each category, but does not do it clearly and concisely.	The press release clearly and concisely explains the importance of each of the categories into which respondents were placed AND the conditions under which they would be placed in each category.
Evaluation of the Unemployment Situation facing the High School	The press release does not evaluate the unemployment situation facing the high school.	The press release creates a clear picture of the unemployment situation at the school, but is missing BOTH an assessment of the problem AND a well-reasoned solution to the problems.	The press release creates a clear picture of the unemployment situation at the school, but fails to accurately assess to what degree a problem exists OR does not offer a well-reasoned solution to any problems identified.	The press release creates a clear picture of the unemployment situation at the school, accurately assesses to what degree a problem exists, and offers well-reasoned solutions to any problems identified.

# Teen Unemployment: What's the Real Story?

## Handout 7: Role Play Assignment and Rubric

### Instructions

1. Form groups of six.
2. Assign each group member to one or more of the following roles. (If you have fewer than six people, you may have someone change roles during the play.)
  - Cyclically unemployed
  - Frictionally unemployed
  - Structurally unemployed
  - Discouraged worker
  - Not in the labor force (in addition to the discouraged worker)
  - Employed
3. Choose a setting for your role play.
4. Discuss how your characters will interact. The audience should be able to tell the role of each person by their words and actions. Your assigned role should not be stated directly in the role play.
5. Improvise different ways to get the message across to the audience. Try to use humor in your performance to make it more engaging for the audience.
6. Make sure you address all aspects of the rubric below.
7. Rehearse your final role play.
8. Present.

### Unemployment role play rubric

\_\_\_ out of 25 points—All members spoke.

\_\_\_ out of 25 points—Each role is clearly shown by the character's actions and words.

\_\_\_ out of 50 points—Each character asks another character at least one open-ended question.

\_\_\_ out of 50 points—All characters' answers are specific and relate to a key idea about unemployment.

\_\_\_ out of 30 points—Your group must have at least three props that are important to understanding the role play.

\_\_\_ out of 20 points—Role play uses humor to engage audience.

\_\_\_ **out of 200 Points**

# **Teen Unemployment: What's the Real Story?**

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## **“The Fed Explains Unemployment”**

- 1. Which of the following points explain how the unemployment rate could rise even if employers have not eliminated jobs from their payrolls? (Choose all that apply.)**
  - a. College students graduate and begin seeking work.
  - b. People quit their current jobs to seek jobs paying a higher wage.
  - c. Cuts in Social Security benefits force retirees to begin seeking work.
  - d. Discouraged workers become more optimistic about finding jobs and begin looking for work.
  
- 2. The employment rate is best represented by the formula:**
  - a. The labor force divided by the adult population.
  - b. The number of employed plus the number of unemployed.
  - c. The number of employed divided by the labor force times 100.
  - d. The number of unemployed divided by the labor force times 100.
  
- 3. In the United States, economic indicators are most often used to:**
  - a. Set output targets for companies.
  - b. Measure the health of the economy.
  - c. Evaluate the effectiveness of government policies.
  - d. Make hiring decisions at the Bureau of Labor Statistics.
  
- 4. All of the following types of people are excluded from the survey conducted by the Bureau of Labor Statistics except:**
  - a. Retirees
  - b. Children
  - c. Soldiers
  - d. Prisoners
  
- 5. Select all of the options below that must be true for ANYONE counted as unemployed by the Bureau of Labor Statistics.**
  - a. Looking for a job
  - b. Over the age of 16
  - c. Fired by previous employer
  - d. Received no pay for work the previous month

# **Teen Unemployment: What's the Real Story?**

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- 6. Read the scenarios below. Select all of the situations describing someone who is part of the adult population, but not in the labor force.**
- a. Priya was fired three months ago for excessive tardiness to work. Since then, she has been looking for another job but has not yet found one.
  - b. Brandon is building an invention in his garage. Right now, he is not earning any income, but hopes to launch his new business next month.
  - c. Josue is trained as a highly specialized medical researcher. Only one employer in the city hires his specialty, and there are currently no openings. Josue is not currently looking for a job since he knows no one is hiring.
  - d. Giselle worked at a local bank for 30 years and retired two months ago. She is planning a second career and is currently taking computer classes at the local community college. She hopes to seek a new job at the end of the semester.
- 7. One group of people the Bureau of Labor Statistics includes in the marginally attached category is:**
- a. Retirees
  - b. Homemakers
  - c. Full-time students
  - d. Discouraged workers
- 8. The Alternative Measure of Labor Underutilization is:**
- a. The best way to find out what type of part-time jobs people hold.
  - b. Considered by economists to be more accurate than the unemployment rate.
  - c. The best way to predict which job categories are going to grow and decline in the future.
  - d. Helpful in understanding the differences in the types of unemployment people are experiencing.
- 9. Imagine you are an economist in the country of Utopia. If the number of people in the adult civilian noninstitutionalized population is 80, the number of employed people is 55, and the number of unemployed people is 5, then the unemployment rate for Utopia is:**
- a. 6.3%
  - b. 6.9%
  - c. 7.5%
  - d. 8.3%
- 10. The largest group of people counted as “not in the labor force” by the Bureau of Labor Statistics is:**
- a. Retirees
  - b. Students
  - c. Homemakers
  - d. Discouraged workers

# **Teen Unemployment: What's the Real Story?**

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**“The Fed Explains Unemployment”** (Answer key - \* indicates the correct answer)

- 1. Which of the following explain how the unemployment rate could rise even if employers have not eliminated jobs from their payrolls? (Choose all that apply.)**
  - a. College students graduate and begin seeking work.\*
  - b. People quit their current jobs to seek jobs paying a higher wage.\*
  - c. Cuts in Social Security benefits force retirees to begin seeking work.\*
  - d. Discouraged workers become more optimistic about finding jobs and begin looking for work.\*
  
- 2. The employment rate is best represented by the formula:**
  - a. The labor force divided by the adult population
  - b. The number of employed plus the number of unemployed
  - c. The number of employed divided by the labor force times 100\*
  - d. The number of unemployed divided by the labor force times 100
  
- 3. In the United States, economic indicators are most often use to:**
  - a. Set output targets for companies.
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  - c. Evaluate the effectiveness of government policies.
  - d. Make hiring decisions at the Bureau of Labor Statistics.
  
- 4. All of the following types of people are excluded from the survey conducted by the Bureau of Labor Statistics except:**
  - a. Retirees\*
  - b. Children
  - c. Soldiers
  - d. Prisoners
  
- 5. Select all of the options below that must be true for ANYONE counted as unemployed by the Bureau of Labor Statistics:**
  - a. Looking for a job\*
  - b. Over the age of 16\*
  - c. Fired by previous employer.
  - d. Received no pay for work the previous month \*

# **Teen Unemployment: What's the Real Story?**

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  - d. Discouraged workers

# **Teen Unemployment: What's the Real Story?**

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## **Standards and Benchmarks**

### **National Standards for Economic Education**

#### **Content Standard 19: Unemployment and Inflation**

- a. Students will understand that unemployment imposes costs on individuals and the overall economy.
- b. Students will be able to use this knowledge to make informed decisions by anticipating the consequences of inflation and unemployment.
- c. Grade 12 Benchmarks:
  - i. Explain how the fact that there are people who are discouraged from seeking jobs helps us understand why unemployment sometimes increases while employment is rising during an economic recovery.
  - ii. Locate data pertaining to unemployment rates for young people and minorities, and provide possible explanations of why unemployment rates for these groups differ from the unemployment rates for other groups in the economy.
  - iii. Give examples of each type of unemployment and identify which types cause more serious problems in the economy.
  - iv. Identify why people might be unemployed even when the economy appears to be at full employment.

### **Common Core Standards**

#### ***High School Math***

##### **Understand and evaluate random processes underlying statistical experiments**

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**CCSS.Math.Content.HSS-IC.A.1** Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

##### **Make inferences and justify conclusions from sample surveys, experiments, and observational studies**

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**CCSS.Math.Content.HSS-IC.B.4** Use data from a sample survey to estimate a population mean or proportion;

#### ***High School Language Arts – Reading Informational Text***

##### **Key Ideas and Details**

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**CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

# **Teen Unemployment: What’s the Real Story?**

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## **Integration of Knowledge and Ideas**

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**CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### ***High School Language Arts – Social Studies Writing Standards***

## **Text Types and Purposes**

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**CCSS.ELA-Literacy.WHST.11-12.1**

Write arguments focused on *discipline-specific content*.

**CCSS.ELA-Literacy.WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

## **Production and Distribution of Writing**

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**CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **Research to Build and Present Knowledge**

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**CCSS.ELA-Literacy.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation