

**THE FREEPORT SERIES**  
**A PRINTING COMPANY**  
**ROLE PLAY MODULE**

Based on Procedures  
used by

**Freeport Press**  
in Freeport, IL

By  
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This is a  
Customized Role Play Module  
Developed by  
Peekan Publications, Inc.  
in 1994.

It is part of the Freeport Series based on job duties  
and practices in specific businesses in Freeport, Illinois.

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# Table of Contents

Objectives .....	1
Basic Skills Utilization .....	1
Teaching Suggcstions .....	1
Sample Finished Newsletter .....	7
Sample Job Ticket .....	11
Tasks To Be Completed--Overview .....	13
Task #1--Transfer Order Information .....	15
Task #2--Proofread the Newsletter .....	21
Task #3--Figure Page Layout and Paper Size .....	33
Task #4--Determine Newsletter Layout.....	35
Task #5--Figure Number of Boxes Needed .....	45
Task #6--Calculate the Job Ticket.....	47
Answer Key .....	49

# Objectives

- Participants will demonstrate the ability to make judgements based on logic.
- Participants will determine when the following operations are needed in a work setting: addition, subtraction, multiplication and division of fractions, whole numbers, percents and decimals.
- Participants will accurately complete the following operations: addition, subtraction, multiplication and division of fractions, whole numbers, percents and decimals.
- Participants will make sure that the selected text is free of grammatical errors, spelling errors and typos.
- Participants will use a part to calculate a whole.

## Basic Skills Utilization

In order to be a successful, contributing employee, it is important to have basic skills intact. For the purposes of this program, basic skills are considered to include: mastery of basic math, ability to read--write--speak and ability to utilize critical and creative thinking in daily life. The breakdown of the requirements of these basic skills throughout this program follows.

Mastery of basic math: Task #3, Task #5, Task #6

Ability to read, write and speak: Task #1, Task #2, Task #3, Task #6

Ability to utilize critical and creative thinking skills: Task #1, Task #2, Task #3, Task #4, Task #5, Task #6

## Teaching Suggestions

- This Role Play Module is designed to offer a very realistic hands-on task utilizing skills required of entry level employees in a print shop. It is suggested that a participant complete all components in order to have a fairly complete picture.
- Participants will sometimes make comments indicating that they do not know how to complete portions they are unfamiliar with and/or portions that require subjective, critical thinking. It is suggested that trainers give as little assistance as possible. Participants should be encouraged to imagine that they are actually on the job and there is no one available to help them.
- In an actual print shop setting, employees are free to choose whether they wish to use a calculator or not. It is suggested that participants in this module also be free to make that choice.
- If you are using both the *Printing Role Play Module* and the *Health Care Role Play Module*, you can set up an extra role play between the two. Since Freeport Press is a vendor for the Freeport Clinic, any of the print items the clinic needs to order could be carried through and processed by Freeport Press in the same manner that was utilized with the newsletter.
- Schedule a field trip to a print shop if possible. If this cannot be arranged, ask a printing company manager to speak to the class.
- Have participants write questions to ask a speaker or a field trip guide. Make sure the questions are meaningful. Some possible concepts are:

- number of different customers'
- main type of printing
- number of employees
- different jobs within print shop
- average amount of time spent on a job
- basic skills needed by print shop employees

•Comments in reference to **Task #1:**

A 9 x 12 envelope is included in the Module as an example of how the job ticket should be copied onto an envelope. This is a way for a printing company to keep track of the components of the different jobs being worked on. It is suggested that this method be utilized within this module both as a piece of realism and as a way for participants to keep track of the components of their "job." 9 x 12 envelopes will go through a standard copier. (The actual job tickets used by Freeport Press are 10 x 13. In order to fit into this book, the copy was reduced to 8 1/2 x 11 and in order to more easily accommodate all types of copiers, the smaller envelopes are recommended.) For best results, use envelopes without glue.

The phone order master is 2-up (two of the same form printed on one sheet of paper). Only one form (1/2 sheet) is needed per participant. At Freeport Press, this form is printed on blue paper. For realism, it is suggested that blue paper be used.

It is somewhat confusing to match the categories on the phone order sheet and the categories on the job ticket when it is an unfamiliar situation. The answer key explains the proper placement of the information quite thoroughly. However, participants should be encouraged to attempt to use logic to complete the task without the assistance of the answer key.

•Comments in reference to **Task #2:**

There are ten errors on each of the four main pages of text. However, it is suggested that only participants who are apt to have more trouble with the task be told the number of errors since knowing the number makes the task easier.

As is clear when studying the answer key, the types of errors included are not highly technical. The purpose here was not to make a check on high level English skills. Rather, the purpose is to make it very clear that ones English skills must be ingrained in order to use them for proofreading. Also, this activity makes it quite clear that one must make a serious effort to focus and block out surrounding distractions in order to be an effective proofreader.

It is strongly encouraged that participants use red ink for proofreading because it shows up better than other ink colors.

In the printing world, as in any business, the customer is always right (or almost always!). With this in mind, one would never make changes in a customer's work without approval. There is often more than one way to correct a problem. Suggestions are usually welcome, but the final say always rests with the customer. Even obvious errors should be discussed.

Participants should be encouraged to record their start and stop times in order to be able to accurately calculate the time spent on task. Many people choose to mentally keep the time or roughly "ball park" the time. Either method results in a high percentage of error.

When recording the time spent, the participant's initials should go on the job ticket as the employee. The time should be recorded in hours and minutes (using abbreviations). The letters "PR" should be written in the code box to make a record of the fact that the time was spent proofreading.

There are two versions of the answer key. Use either or both to suit your needs.

•Comments in reference to **Task #3:**

Some participants will have a difficult time visualizing paper sizes and gripper in their heads. When the given diagram is not enough, try creating drawings with measurements. When drawings are not enough, get some actual sheets of paper the proper sizes and physically look at the situation.

•Comments in reference to **Task #4:**

As the answer key suggests, there is no one proper way to complete this task. The finished newsletter on pages 7-10 shows one way to do this activity. Trainers will have to utilize subjective judgement as to acceptable finished projects.

Depending on the situation, this task might be done at Freeport Press by hand or it might be done in the computer. If it is feasible to scan the components into a computer, participants can complete this using a computer.

When recording the time spent, the participant's initials should go on the job ticket as the employee. The time should be recorded in hours and minutes (using abbreviations). The letters "ML" should be written in the code box to make a record of the fact that the time was spent on layout.

•Comments in reference to **Task #5:**

It is suggested that a stack of 100 folded sheets of paper be kept with the module for all participants to use rather than having each participant find his/her own paper. These sample papers could be 11 x 17 or smaller. Since height is the issue here, paper size is not important.

•Comments in reference to **Task #6:**

In reality, this job would have other components that would be completed prior to the billing calculation. However, participants can make the assumption that the project is done once Task #5 has been completed.



United Way of  
Northwest Illinois, Inc.

# CONNECTING...



... for The Quality of Life

SPRING 1993

## IN THIS ISSUE . . .

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does."  
Margaret Mead

## EDITORS CORNER . . .

I just returned from the *Children's Defense Fund* conference in Washington D.C., where the main theme was "Mobilizing Communities for Children and Families". It was high-powered, with people in attendance ranging from the front-line social worker to the President of the United States. It was inspirational and spine-chilling, with encouragement and praise for the work that we as human service providers do, and with facts about children in poverty, children who live with violence, children who live with hunger, drugs, and daily relentless pain and stress. Children! It is unthinkable that in today's world, in this the greatest of all nations, children can be so neglected, tossed aside as if they are unimportant. They can't vote, after all, so why should politicians and power brokers be concerned? That's the work of social workers and educators, right?

It was empowering (Sorry, I know it's an over-used word), as I came away with a new sense of responsibility for children and families and a renewed knowledge that we all must join together to eliminate the ills that plague our children. And through it all, **PREVENTION IS THE KEY**. Today's children and their families must be our focus. And yet, we must not and cannot lose sight of our other work....the intervention and treatment of those already in trouble. I have a great fear within me for the state of our children...look around you....pain and poverty are near by. At the same time, I carry a great hope that we, as caring communities, can band together to design ways to tackle the problems that grow larger with each day they are left untended. Through cooperation, through communication, through collaboration, and yes, through tolerance. Through awareness and understanding, and through love and commitment, we will change this terrible course. Through prevention, tomorrow will be brighter than today.



Preserving children's health at the Amity Well-Child Clinic

## 75 YEARS OF PREVENTION!

Long before the term "prevention" became a buzz word in social services, the Amity Society was providing preventative services to children in the area. Amity's Well-Child Clinic recently celebrated their 75th Anniversary by opening a new facility located within the old "nurse's dorm" of Freeport Memorial Hospital, at 1133 West Stephenson in Freeport.

One of the major focuses of the Well-Child Clinic has always been immunization of children against deadly childhood diseases such as measles and polio. Today, immunizations are available to protect children from those illnesses and more - mumps, rubella, diphtheria, pertussis, tetanus, and most recently, hepatitis B and meningitis. Still, while the vaccines are widely available, the costs associated with obtaining the vaccines is prohibitive for many economically disadvantaged families.

The Centers for Disease Control (CDC) in Atlanta have been studying the issue of immunization and have received reports of over 50,000 cases of measles, and 160 measles-related deaths since 1989. This is one of the major reasons that immunization of pre-school children has been identified as one of the most important national health objectives. In this great country of ours, as many as 90% of our pre-school children do not receive immunizations, or receive them sporadically, paving the way for the spread of these highly-communicable diseases.

At the Well-Child Clinic, held on the 2nd and 4th Monday of each month, volunteers and staff offer to low-income parents the opportunity to have their child examined by a physician, weighed and measured, tested for hemoglobin and lead levels, and inoculated with the appropriate vaccines. These services are provided for at a nominal charge. **No one is ever turned away because of the inability to pay.**

At the clinics, parents are also educated about the importance

Continued on page 3