

Who Makes the World Run?

Name _____ Date _____

PURPOSE

Gain familiarity with the kinds of interchanges between people that keep the world running.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by the academic supervisor. All written work is turned in to the supervisor.

ESTIMATED TIME: 10 hours

BOOK:

Who Makes the World Run?, Heron Books

A. THE TEAM

1. READ: *Who Makes the World Run?*, Chapter 1 The Team, section "Introduction." _____
2. ACTIVITY:
 - a) Make a list of 20 items you can see in your environment that contribute to your pleasure, comfort or ability to do things you want to. ____
 - b) Rewrite the list in the order of how valuable these things are to you. The top of the list would be items you would find hardest to give up and the items at the bottom would be the ones that you could most easily do without if you had to. ____ ____
3. READ: Section "Building Our 'Things.'" _____
4. ACTIVITY: Pick one item that you listed in step 2 above. Make a list of at least 15 to 20 steps that some person or combination of people had to accomplish to make it so that item is now available to you in its current form. _____

5. READ: Section “Other Aspects of Life” to the end of the chapter. _____
6. ACTIVITY: Think of just one thing in our culture or environment that you might want to contribute to the improvement of, even if you don’t know right now how you might do it. Write down your thoughts about it in a paragraph or two. _____

B. HOW THE TEAM PLAYS

1. READ: *Who Makes the World Run?*, Chapter 2 How the Team Plays, to heading, “Getting Things—Examples.” _____
2. ACTIVITY:
- a) Think of an adult outside your school who you know wants something. Choose a situation where the thing wanted is quite important to the person. In writing, explain as exactly as you can what this thing is that the adult wants. (This will be needed for a later step.) _____
 - b) Think of another adult outside your school who you know is very interested in some kind of activity and does it a lot of the time. Explain in writing what this activity is. _____
3. READ: Section “Getting Things—Examples” to heading “Following One’s Interest.” _____
4. ACTIVITY: Use your example from step 2 a). In writing, tell how that person can or does create or produce something that can help him or her get the thing wanted. _____
5. READ: Section “Following One’s Interest” to the end of the chapter. _____
6. ACTIVITY: Describe in writing someone you know outside your school who has an area of interest that he or she follows and as a result is able to get the things he or she wants. As best as you can, explain how both the person and other people in the world benefit from these exchanges. _____

C. TEAMWORK IN ACTION

1. READ: *Who Makes the World Run?*, Chapter 3 Finding Jeans That Fit, through section “The Start of Gap.”

2. ACTIVITY: Choose one of your favorite stores or restaurants that can be found in many cities and look its history up on the internet (try searching for *history of . . .*). Keep trying until you locate one where you can find out several of the following (keeping notes on what you find):
 - who the individuals were that started the company
 - when and where it was started
 - why they started it
 - what other ideas about the business the founders started with
 - a few things that happened or that they did which made the business successful

Continue with other companies until you are able to find out several of the items above for two different companies. Write up what you learned about each of them in a paragraph or two. Save this to be added to later.

3. READ: Section “The (Imaginary) Rest of the Story” to heading “Setting Up the Business.”

4. ACTIVITY: For the two businesses you researched in step 2, imagine and work out as well as you can several types of help or materials they would likely need from another business in order to run their business. For each one try to give a few realistic examples of the sorts of businesses that might be able to supply this help or material. Use actual data from the internet if you like. Add all of this to your write-up from step 2, and save it for later.

5. READ: Section “Setting Up the Business” to heading “Up and Running.”

6. ACTIVITY: For your two companies written about in steps 2 and 4, work out what sort of advertising you think would likely be most useful in helping these companies get word out to potential customers and attract them into the businesses. If you can, imagine what sorts of things they might want to say and where they might place their advertisements. If you choose magazines, try to say which magazines

or types of magazine you think might have been good to advertise in. Add this to your write-up, and turn it in.

7. READ: Section “Up and Running” to the end of the chapter.

8. ACTIVITY: Choose one item in your environment that you think is useful to a lot of people. Describe the item in some detail and work out some of the different companies and people with different jobs that probably contributed to bringing that product into existence *and* into your hands or into your environment. Try to imagine at least 20 steps and write down each one of them, showing what kind of company or person did each step and what they did.

9. READ: Chapter 4 So You Have Electricity at Your House? to heading “Installing Electrical Wires.”

10. ACTIVITY: Find and write down ten more conveniences that you like to use during the day that would be impossible or very difficult to use without electricity.

11. READ: Section “Installing Electrical Wires” to heading “But What About the Electricity?”

12. ACTIVITY: Think of two other parts of the “wiring-in-your-house” team that weren’t mentioned, things that needed to be done or created to make it possible for you to have a safely wired house. For each one, name one or two jobs that probably exist to make that happen, and write out some of the exchanges that would probably occur in getting these jobs done. Include yourself or your family in the exchanges if that is appropriate.

13. READ: Section “But What About the Electricity?” to the end of the chapter.

14. ACTIVITY: Repeat step 12, except this time choose some other kind of service that is useful to a lot of people.

D. FINAL ACTIVITY

1. ACTIVITY:

- a) Choose an adult outside your school who would be willing to be interviewed and who has spent a large part of his or her life helping make some goods or services available in the world. Interview him or her, either in person or by telephone, taking notes. Cover at least these points:
- Find out what the person considers his or her profession to be and what that profession makes available to society.
 - Find out as many other professions as you can that the person considers are important in contributing to him or her achieving those results.
 - Try to find out for each contributing person both what the profession is and what your interviewee thinks those professions contribute to the world.
- b) Write up your results in good detail and tell anything about the interview that you found particularly interesting or from which you learned something.

Supervisor pass.

2. ACTIVITY:

Repeat step 1 with one more person.

Supervisor pass.

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

This student has completed all the steps of this course.

Examiner _____ Date _____

FOR FACULTY

ADDITIONAL RESOURCES

Exam and answers

Materials list