

Workplace Readiness Week

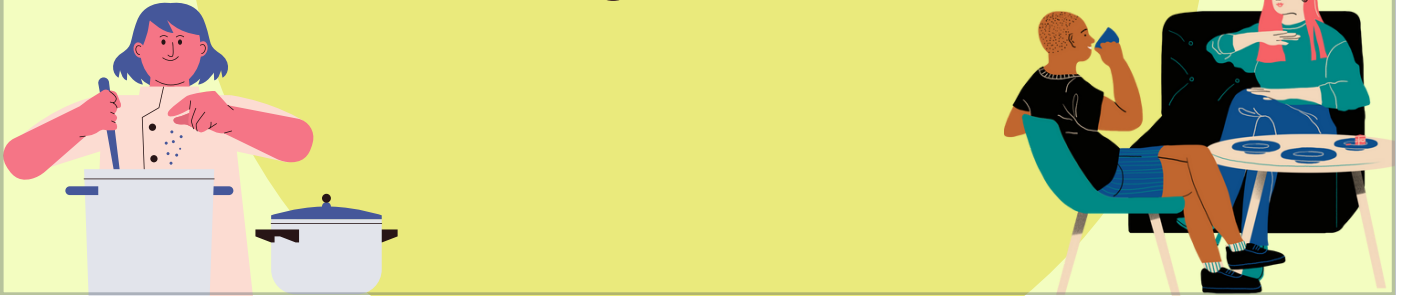
Day One

Created by the Young Workers Education
Project with the UCLA Labor Center



Welcome!

You might already have a job or are thinking about getting one soon. We are here today because California state law requires that everyone should know their rights as workers.



Welcome students to Workplace Readiness Week. Explain that a law passed in October of 2023 requires all high schools throughout the state to teach students their rights as workers.

What rights do we have as people living in the United States?



What are our human rights?



Remind students that they should think back to what they have already know from previous classes, their own experiences, and reading/listening/viewing of various media. Let them know that students will first work together in pairs before a whole class conversation about these questions.

Turn to a partner and draw a t-chart to create a list of...

rights we have as people living in the U.S.	our rights as human beings

Give students about 2 minutes to draw this chart and work with a partner to make a list under both columns. They will be adding a third column to this chart so they should draw this landscape style on their paper.

After 2 minutes, bring the class together for a conversation and spend another 3-5 minutes giving students time to share their thinking. Students can add to their own lists when they hear good ideas from their peers. Volunteers first and then call on students to share their thinking. A useful prompt to ask students is- "What more can we add to this list?" Don't be afraid of silence during wait time while students are working up the courage to jump in.



Ask students to consider their own job experiences or the experiences of adults in their lives who are already working.

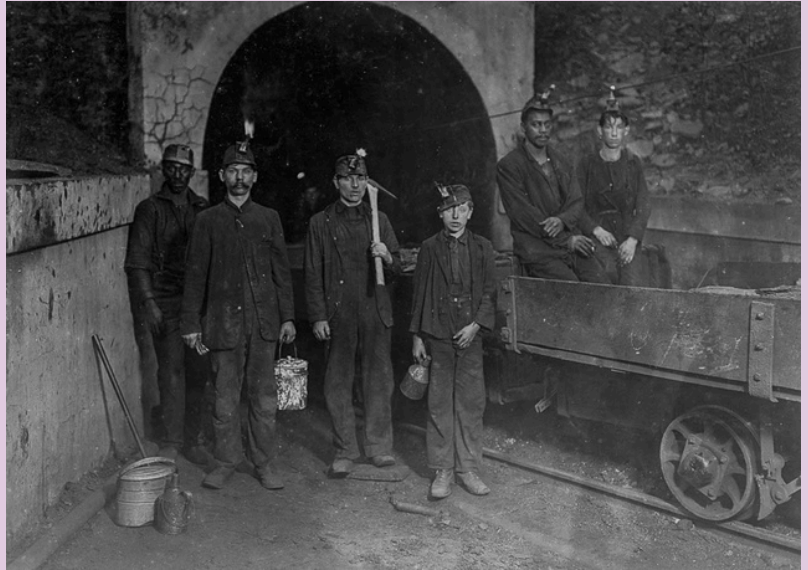
Turn to the same partner and add a column to your t-chart. Together, talk and make a list of rights people have as workers at their jobs.

rights in the U.S.	human rights	workers' rights

Students should add another column to their chart and then talk to their partner for 1 minute. Once the time is up, ask for folks to share their thinking in a whole class conversation for 4 minutes. Students can add to their own lists as classmates share their ideas. Again, start with volunteers and then call on other students to hear more voices.

If students are struggling with the workers' rights columns, remind them of things like the minimum wage, breaks, and safety protections. Help students see the connections between these three columns- What similarities do we see? How do they support each other?

Why do people have rights as workers?



Have a 3 minute conversation with the class based on this question and the questions below in the notes.

If students need additional support, remind them about their learning in World History and US History courses that focused on the Industrial Revolution. What do they remember about that period of human history and how it changed the world? How did it impact people's lives?

What is going on in these images?
Examine both photographs and talk to your partner.



Give students 1 minute to talk with their partner about this slide. Bring the class back together for a conversation based on this question for about 4 minutes. Other questions to ask students are- What are the similarities and differences between these photographs? What is evidence of the setting- physical location and era in time?

What is interesting and surprising about this video?

Be prepared to share your thinking after we watch it!

<https://www.nbcnews.com/nightly-news/video/nebraska-meatpacking-plant-facing-harrowing-child-labor-accusations-163779653523>

Have students watch the 3 minute clip at this link. When done, move onto the next slide of questions.

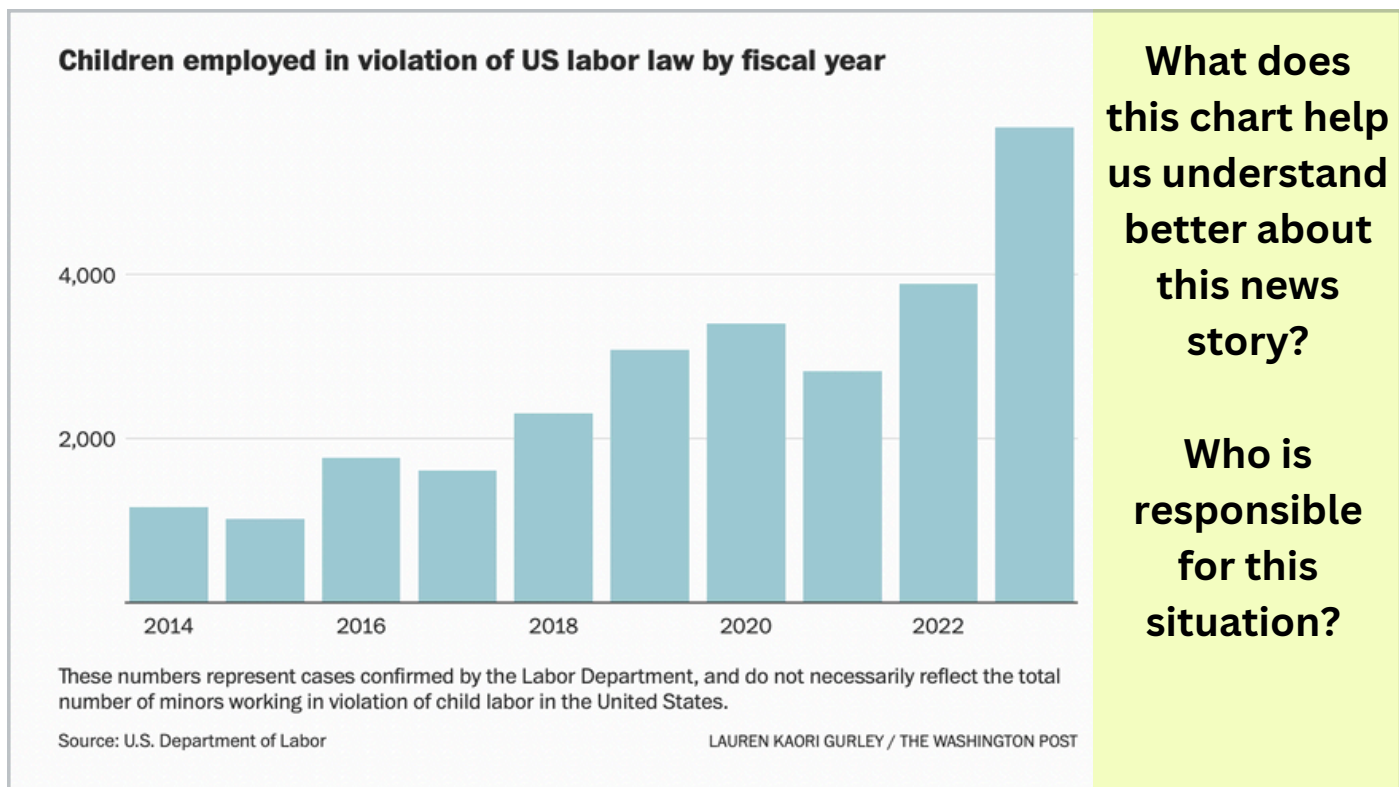
What was interesting or surprising about the clip?

Whose rights are being disregarded?

Why are their rights being violated?

What is being done to protect their rights?

Once the clip is done, give students 2 minutes to talk about these questions with their partners. After students have worked through this with partners, bring the class together for a 5 minute conversation based on these questions.



Ask the class to take a look at the chart. Give them 1 minute to think and talk with their partner about the questions on the slide. Have a 4 minute whole class conversation. Make sure to point out the note at the bottom and ask students- Why did the Washington Post add that information for its readers?

The second question on the slide should be asked to provoke student thinking. Allow students to talk about it without settling on a "correct" response. The question will get more exploration during the week.



Many high school students get permits to work as minors during or after the school day. Some high school students are working without permits.

There are laws that protect young people at their jobs.

Ask the class how many of them have a job. Ask them how many plan on getting a job for the summer or when they leave high school. Explain that in tomorrow's lesson, students are going to learn about their rights on the job.

Why is it important for everyone to know their rights as working people?



Pose the question to the class and chart the results somewhere- on a whiteboard, giant sticky poster, or have a class recorder write it down on a piece of paper. This should take 2 minutes.

Wrap up the discussion by making sure students hear that the first step in protecting and enforcing their rights, is knowing their rights.

Turn to your partner for the last time today and have a one minute chat.

What was one idea or moment from today's conversations that was especially interesting or new to you?

