

# Workplace Readiness Week

## Day Two

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



Welcome students to Day Two of Workplace Readiness Week.

# **What are your rights as a worker?**

Ask students to take out that t-chart from yesterday that has their lists of rights as people living in the U.S./humans/workers. Let them know that today is a deep dive into their rights as workers and, particularly, as young workers in California.

**We will be using this document all week!**

**Write your name on it and put it somewhere safe at the end of today.**

### KNOW YOUR RIGHTS!

Congratulations on your new job. You are now a worker—that means you need to know your rights!

For more information and details about these laws scan the QR code.

Make sure your boss pays you correctly, on time, and doesn't make you pay for extras, like uniforms. You have the right to sick leave, breaks, a safe workplace, and more.

#### EARNINGS STATEMENT

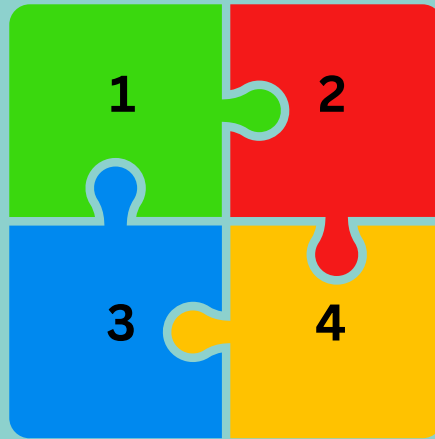
EMPLOYEE NAME	SSN	EMPLOYEE ID	CHECK NO.	PERIOD	PAY DATE
Regular	63254123	764276	142876	07/01/2020	07/06/2020
INCOME		RATE		HOURS	CURRENT TOTAL
Regular		22.00	40.00	880.00	
Sick Leave (Hours Available 24.00)					
YTD GROSS		YTD DEDUCTIONS	YTD NET PAY	CURRENT TOTAL	CURRENT DEDUCTIONS
23760.00		7923.24	16736.76	880.00	200.12
					678.88

#### Don't get paid in cash!

You could get scammed! Your employer has to give you a pay stub showing your hourly wage, the hours you worked, your available paid sick leave, taxes.

Hand out the Know Your Rights document to all students. Have them write their names on their copy. Give them a minute or two to flip through it. Remind them that at the end of today, they will need to stash this in a safe place for later use this week.

# Know Your Rights Jigsaw Activity



Please put students in groups of four. Ask each student to pick a number 1-4. Once students have figured that out, have them show you on their fingers who is a 1, 2, 3, or 4. This is to make certain that every group has one of each and everyone knows their number.

Explain that for today's activity, each group member is going to become expert on one page of this document. Everyone is going to share their page expertise with their group. Each piece of the puzzle is critical for group understanding.

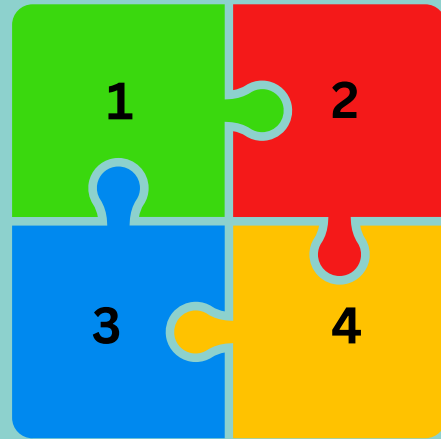
**Each group member will become the expert in a particular page of this KYR document.**

**1= first page**

**2= second page**

**3= third page**

**4= fourth page**



Each group member's number correlates to a particular page in the Know Your Rights document.

Students will be using the document and their phones or devices for a portion of this activity. There are QR codes embedded in the document and we want students to explore the sites connected to this document.

## **First step:**

**Read your page with a pen in hand to underline, or put a star next to, the three most important pieces of information.**

**Take 4 minutes to read with a pen. You have time to read deeply!**

Remind students that this document was printed for them to interact with it. Ask them to read for those 8 minutes with a pen in hand to underline or star the three most critical pieces of information they identify on this first read through.

## **Second Step:**

**Do some quick research using your phone or computer...**

**1- Look up what your city's minimum wage is today. Look up another California city's minimum wage. Write down both cities' names & those numbers.**

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**3- Which adult on campus helps students with permits dealing with work issues? Where is this person located on campus? How and when can students meet with this adult?**



**2- How many hours can 16-17 year olds work per day during the school week? On the weekend? How many hours maximum per week can they work?**


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**4- What are the largest three labor unions in the U.S.? Find their names and how many workers are union members.**


Students will also need their phones for the third step. We are asking them to do micro-research that connects to their page.

Give them 3-5 minutes to do follow the instructions attached to their page number.

# Page Expert Groups

 **Meet with the other folks in the room who examined and did research on the same page.**

 **Take a quick 4 minutes to review what you underlined as important or interesting information, what you found at the QR code, and what you learned in further research.**

 **Talk through it all so that you can return to your group feeling confident that you are ready to teach them about your page.**

As students wrap up their micro-research, prepare them for a little movement around the classroom. Number the four corners of the class- 1, 2, 3, 4. Tell students that they will have a brief meeting with a group of folks who examined the same page before sharing their learning with their home group.

Send off all the Page 1 experts to the 1 corner, and so on. Give students 4 minutes to review with each other what they underlined and learned from the QR codes and research.



**Time to share  
your expertise!**



**Return to your group and share your thinking and learning.**

**Start with the first page and make your way through all four pages in order. Take notes on what group members are sharing with you.**

Give students about 8-10 minutes to share their learning with everyone at their table. Students listening to the page experts should be taking notes on their own copies of the Know Your Rights document.

# **QUICK UNDERSTANDING CHECK!!**

**1. Why is it dangerous to get paid in cash?**

**2. What types of jobs are teenagers NOT allowed to do?**

**3. Can a person under the age of 18 be hired as an independent contractor?**

**4. Can you be fired for refusing to work off the clock?**

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**EARNINGS STATEMENT**

EMPLOYEE NAME	SSN	EMPLOYEE ID	CHECK NO.	PAY PERIOD	PAY DATE
	63254123	76236	06/28/20	07/04/20	07/06/20

INCOME	RATE	HOURS	CURRENT TOTAL	DEDUCTIONS	CURRENT TOTAL	YEAR-TO-DATE
Regular	22.00	40.00	880.00	FICA MED TAX	12.76	344.52
				FICA SS TAX	14.56	1873.32
				FED TAX	101.20	3545.40
				CA ST TAX	52.80	1425.60
				SDS	8.80	237.60
Sick Leave Hours Available	24.00					
YTD GROSS			880.00	YTD DEDUCTIONS	240.12	639.88
23760.00				7023.24		
				YTD NET PAY	16736.76	

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**Make certain that your copy has your name on it. Put it somewhere safe so that you can use it later this week.**

Remind students that they need to put this document in a safe place. They will need it again later in the week. It will serve as a resource for students who have jobs right now, students who plan on getting jobs soon, and students can share it with adults at home who are currently working.

## Evaluate today's learning!



**On a scale of 1-5, how confident are you in your understanding of workers' rights?**

**1 finger up is: "I need a little more time to absorb this information."**



**5 fingers up to indicate: "I could teach an entire class about it right now!"**

As students are getting ready to go for the day, ask them to use their fingers to show you their response to this question: How confident are you in your understanding of workers' rights after today's activities?

Put up some fingers! Where are you on this scale?

1 through 5:

1 finger being "I need more time to absorb information" all the way up to 5 fingers to show "I could teach an entire class about it right now!"

This is a chance to gauge student comfort with the content. The next few days will give students more context and more exposure to this information.