

**Unit Title:** Introduction to Labor Laws

**Grade Level:** (example: 9, 10, 11, 12 or 7-8) 11th-12th grade

**Subject Area:** (example: Science, Physics; English, Short Stories) Special Education: Work-Based Learning

**Duration/Length/Number of class periods:** (example: 5 class periods) 5 class periods.

**Description:**

Labor Laws will be evaluated, as well as the Americans with Disability Act, and understand what accommodations are and what accommodations are needed in order for the students to be successful.

**Established Goals (National, State, Local):**

**National Goals:**

**1. SCANS-Basic Skills**

- Speaking-organizes ideas and communicates orally
- Listening-receives, attends to, interprets, and responds to verbal messages and other cues.
- Writing-communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- Reading-locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

**Thinking Skills**

- Decision Making-specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- Problem Solving-recognizes problems and devises and implements plan of action.

**SCANS-Personal Qualities**

- Self-Esteem-believes in own self-worth and maintains a positive view of self
- Self-Management-assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

**Local Goals:**

**ASCA: A:A2 Improve Academic Self-concept**

- A:A1.1 Articulate feelings of competence and confidence as learners

**ASCA: Acquire Skills for Improving Learning**

- A:A2.3 Use communications skills to know when and how to ask for help when needed.

**ASCA: Develop Career Awareness**

- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

**ASCA: Develop Employment Readiness**

- C:A2. 4 Learn about the rights and responsibilities of employers and employees.

- C:A2.5 Learn to respect individual uniqueness in the workplace.

State Goals:

**MN Common Core: English and Language Arts**

11.7.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**MN Common Core: Social Studies**

9.1.2.3 Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

ISTE St **ISTE Standards: Digital Citizen (5)** (a, b, c, d)-Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE Standards: **Communication and Collaboration (2)** (a, b) -Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**What Enduring Understandings are desired?**

Understanding accommodations.

Labor Laws and rights.

**What Essential Questions will be considered?**

What does accommodations mean? What different accommodations are available? What accommodations do I students need to succeed? What type of communication should be used to communicate my needs? When and where should rights be discussed?

**Students will know / be able to:**

After completing this unit, the students will be able to:

- Know their rights and know about prohibited jobs.
- Understand and evaluate labor laws.
- Recognize the need for accommodations and be able to state which accommodations they will need, depending on the work they are doing.

<p><b>Description</b></p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p><a href="#">Fo</a> <a href="#">rm</a> <a href="#">ati</a> <a href="#">ve</a></p>	<p><a href="#">Su</a> <a href="#">m</a> <a href="#">m</a> <a href="#">ati</a> <a href="#">ve</a></p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rnin g Acti vity</p>	<p>Stu den t Tec hno log y</p>	<p>Teac her Tech nolo gy Use d</p>	<p><a href="#">ISTE</a> <a href="#">Stan</a> <a href="#">dard</a> <a href="#">s</a></p>
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<p>The students will create their own PowerPoint that discusses youth worker rights, people they can contact, and any other pertinent information they feel should be part of the PowerPoint.</p> <p><a href="http://www.doli.state.mn.us/business/employment-practices/child-labor-laws">http://www.doli.state.mn.us/business/employment-practices/child-labor-laws</a>.  <a href="http://tiny.cc/ysw7vy">http://tiny.cc/ysw7vy</a>.  <a href="https://www.youthrules.gov/know-the-limits/">https://www.youthrules.gov/know-the-limits/</a>.  <a href="https://www.osha.gov/youngworkers/index.html">https://www.osha.gov/youngworkers/index.html</a>.  <a href="https://www.youtube.com/watch?v=_tY1gk6J6zc">https://www.youtube.com/watch?v=_tY1gk6J6zc</a>.</p>	X			X	X	X	X
<p>The students will develop their own posters on workers rights and present to them to their classmates</p>	X			X			
<p>The students will talk with their parents and explain to them their disability and accommodations they need to be successful in the workforce. They will then discuss with the class how that talk went.</p> <p><a href="http://tiny.cc/1ww7vy">http://tiny.cc/1ww7vy</a></p>	X			X			
<p>The students will review the Department of Labor Youth rules site, as well as the MN Department of Labor, specifically child labor laws and restrictions. After comparing these websites, the students will write 3 points they want to address and present them to the class.</p> <p><a href="http://www.doli.state.mn.us/business/employment-practices/child-labor-laws">http://www.doli.state.mn.us/business/employment-practices/child-labor-laws</a>.  <a href="https://www.youthrules.gov/know-the-limits/">https://www.youthrules.gov/know-the-limits/</a>.  <a href="https://www.osha.gov/youngworkers/index.html">https://www.osha.gov/youngworkers/index.html</a>.</p>	X		X	X	X	X	X
<p>The students will watch a prezi presentation and take notes. They will compare their notes with their classmates and write a summary of the notes to turn in to their teacher.</p> <p>Prezi:<a href="https://prezi.com/view/zldKEvgX7WjKPWplR0Ek/">https://prezi.com/view/zldKEvgX7WjKPWplR0Ek/</a></p> <p>The students will take a Kahoot quiz on workers' rights, ADA, FLSA.</p>		X		X	X	X	X
		X		X	X	X	X

Kahoot: <https://play.kahoot.it/#/k/14eac7e0-27f5-45a6-b2b1-508d584e5ba5>

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**Materials, tools and resources:**

Smartboard, google docs, parents, various website previously described (MN department of labor website, YouthRules website, laptops or mobile devices that allow students to answer Kahoot quiz).

**Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)**

**Rhynda Dulas, Owatonna High School**

**Additional credit given to**