

Play by the Rules

Chapter 10: Work

Objectives: The student will be able to

- Identify labor laws that affect juveniles; and
- Demonstrate the appropriate way to complete a job application and interview.

Alabama Course of Study, Seventh Grade Civics: Objective 5

Character Education: Citizenship, cooperation, courtesy, diligence, fairness, honesty, patience, perseverance, punctuality, respect for others, self-control and self-respect

Materials: *Play by the Rules* book, **Worksheets 10-1** and **10-2**

Methods: Directed reading, cooperative activities, brainstorming and creative assignments

Activities:

Review: Have the students share how their parents/guardians did on answering the questions in **Worksheet 9-1**.

Know/Want to Know/What I Learned (KWL) Chart:

1. Create a chart on the board, overhead or large paper sheet with three columns: “Know,” “Want to Know” and “What I Learned.”

Know (K)	Want to Know (W)	What I Learned (L)

2. Tell students that today they will be studying laws about work. Ask students if they know any laws concerning work. As students answer, write the laws under K (“Know”). Place inaccurate information in the chart and correct it after the chapter has been studied.
3. Next, ask students if there are any laws about work that they would like to know more about. Write responses under W (“Want to Know”).
4. After completing the Directed Reading, ask students what they have learned. Record answers under the L (“What I Learned”) column.

Directed Reading:

1. Read aloud the introductory paragraph on p. 51. Ask students, “How many of you would like to have a job?”

2. Ask the students to read pp. 51-53 looking for laws that pertain to youth, and ask the following questions:
 - a. How old must you be to get a job?
No one under 14 years old may be employed in a public place. Twelve and 13 year olds may deliver newspapers and babysit. (p. 51)
 - b. At what times may youth work?
If you are under 16, you may not work during school hours; you can only work three hours on school days and eight hours on nonschool days. (p. 52)
 - c. Why do you think that youth under the age of 16 are prohibited from working in certain jobs?
Answers will vary.
3. Ask the students to look at the art on p. 53 and compare and contrast the babysitter's actions.
 - a. What is the babysitter doing wrong in the top picture?
Ignoring the baby while talking on the phone and reading a magazine; watching TV at a loud volume; making a mess on the floor while eating.
 - b. What is the babysitter doing right in the bottom picture?
Spending time with the baby; having an emergency list of phone numbers in a visible location; keeping the room neat with no distractions.
4. Now return to the KWL chart and ask the students:
 - a. Did we answer any of our "Want to Know" questions? Record the answers under the L ("What I Learned") column on the chart.
 - b. Did you learn any other things after our reading and discussion? Record any responses under the L column ("What I Learned") on the chart.
 - c. Do we need to correct any information given earlier?

Job Interviews:

1. Now that the students understand the laws regarding employment, give each student a copy of **Worksheet 10-1**. Ask the students to select a job that they would like to have.
2. Allow students five to seven minutes to complete the job application.
3. Put students in pairs.
4. Distribute **Worksheet 10-2** and explain its purpose.
5. Assign one student of each pair to be the interviewer and the other, the interviewee. Allow approximately 10 minutes for students to conduct the interview.

6. Have students change roles and repeat the interview.
7. Discuss the interview process with the students.
8. Brainstorm a list of “Dos” and “Don’ts” during a job interview.

Evaluation: Observation, feedback/questioning, accuracy of activities and Scoreboard (for Scoreboard directions see “Assessment.”)

Outside Resource Person (ORP): The following ORPs might be utilized: attorney, human resources specialist from a local business, law enforcement officer or school resource officer (SRO).

Taking Home the Law: Using **Worksheet 10-2**, have students interview parents/guardians and then reverse roles.

Extra Innings: TG p. 147



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