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**Intermediate Level (CASAS reading scores of 201-220)**

## Worker's Rights: Week 2

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### **Unit Overview**

This is a 2-week unit where students will become familiar with the MN Human Rights Act. They will discuss what "illegal discrimination" is based on several "protected characteristics" (race, religion, etc.) and "protected areas" (employment, education, etc.) as outlined in the Act. They will also compare and contrast what people *can* and *can't* do in their home countries vs. the US. Students will briefly discuss the Fair Labor Standards Act – an Act that requires employers to pay time and a half for overtime – and practice reporting incidents of discrimination or unfair pay.

### **Focus of Week 2**

- Read an informational paragraph about reporting a case of discrimination and overtime pay
- Learn the 5 steps to reporting discrimination
- Use can/can't to describe what workers can do in home countries vs. the US
- Read vignettes to identify discrimination or unfair pay
- Practice reporting cases of workplace discrimination or unfair pay
- Calculate overtime pay

## Worker's Rights Unit: Week 2, Monday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Read an informational paragraph about reporting a case of discrimination.</p> <p><b>Literacy:</b> Ask and respond to wh-questions.</p> <p><b>Listening/speaking:</b> Ask and respond to the question, "Does your word or definition match mine?"</p> <p><b>Transitions:</b> Identify key information and organize it in a table.</p> <p><b>Grammar:</b> Use <i>can</i> and <i>can't</i> to complete sentences about what people can do in their countries vs the US.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>MN Human Rights Act, Student A &amp; B</b></li> <li>• Handout: <b>What can YOU do?</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• MN Human Rights Act (<a href="#">cut out terms</a>)</li> <li>• <u>Volunteer Manual, 2012</u>: Mingle Grid, p. 85; Ball Toss, p. 46</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• scissors</li> </ul>

### Lesson Plan

**Review: Listening/Speaking (25mins)**

Description: Ss will review the MN Human Rights Act by doing a mingle where they match key terms to their definitions.

Materials/Prep: make one copy of **MN Human Rights Act; scissors;** reference **Volunteer Manual, 2012: Mingle Grid, p. 85.**

**Activity 1: Life Skill/Literacy/Transitions (50-60mins)**

Description: Ss will read an informational paragraph on what to do if discrimination happens at work; they will answer questions and organize key information by using a table.

Materials/Prep: make multiple copies of **Taking Action against Discrimination; ELMO or overhead projector.**

**Activity 2: Grammar (30mins)**

Description: Ss will use the helping verbs *can* and *can't* to describe what people can do in their home countries and in the US. They will also review what "protected characteristic" and "protected area" is being described for each scenario.

Materials/Prep: make multiple copies of **What can YOU do?;** reference **Volunteer Manual, 2012: Ball Toss, p. 46.**

**Wrap-up:**

Time permitting, ask Ss what they learned today and write their answers on the board.

## Teacher Directions: Review: Listening/Speaking

- Materials: *MN Human Rights Act; Volunteer Manual, 2012: Mingle Grid, p. 85*

### Step 1: Prep

Cut out each word and its definition on the second page of **MN Human Rights Act** handout. Reference **Volunteer Manual, 2012: Mingle Grid, p. 85** if necessary.

MN Human Rights Act	
<b>What is it?</b>	protects people from illegal discrimination
<b>Definition:</b>	when someone treats you differently because of your race, age, gender, or some other protected characteristic.
<b>Protected Characteristics:</b>	race, sex (gender), age, religion, etc.
<b>Protected Areas:</b>	a set of beliefs and practices based on the teachings of a spiritual leader.
<b>Examples:</b>	whether someone is male or female
<b>Where you work or a job you are applying for:</b>	how old you are
<b>Any public or private school, college, or university:</b>	where you work or a job you are applying for
<b>Housing:</b>	any public or private school, college, or university
<b>Public accommodations:</b>	renting an apartment or buying a house
	any place open to the public, like grocery stores and restaurants.

### Step 2: Setting the Context

Ask your class if it is okay for someone to hire you for a job *just because* you're a man. Discuss why this may or may not be okay. (Consider discussing cultural differences between home countries and the US.) Ask another question like, *Is it okay for someone to fire you because you're Asian?* Discuss again why this may or may not be okay. If the term "illegal discrimination" does not come up during these discussions, write it on the board and ask your class what it means. **NOTE:** This is review from last week.

#### Note for Teachers:

#### What about the other protected classes in the MN Human Rights Act?

This unit purposefully focuses on some of the protected classes in order to avoid overwhelming learners with too much new vocabulary and information. Focusing allows learners to develop a deeper understanding of what they are focused on.

Finally, write "MN Human Rights Act" on the board and ask your Ss to define it. Definition: This Act protects people from illegal discrimination on certain protected characteristics in certain protected areas. Discuss what some of these "protected characteristics" are → *race, sex (gender), age, religion*. (These are the ones they discussed last week; there are obviously more.) Have your Ss explain what each characteristic means by giving you examples. Next ask what some of the "protected areas" are → *employment, education, housing, public accommodations*. (These are the ones they learned last week; there are obviously more.) Have your Ss provide examples for each area.

### Step 3: Matching Mingle

Explain that now they are going to do a mingle to review the MN Human Rights Act terms and definitions. Write this phrase on the board: "Does your word or definition match mine?" Then **model** the activity (i.e., give a word to a student that matches your definition; have him come up to the front of the class and ask him, *Does your word match my definition?*)

Pass out a word or a definition to each student from the **MN Human Rights Act** handout. If you don't have enough Ss for all of the words and definitions, review the remaining terms and definitions after the mingle. If you have too many Ss, put 2 Ss together for each word or definition.

#### Step 4: Review

Once everyone has matched up a word to a definition, go around the room and review the terms. After a pair has said their word and definition, have the rest of the class determine accuracy. If it's wrong, have them tell you what the correct definition is and for the person holding that correct definition to come stand next to the correct word. Restate the word and its definition.

Afterwards, explain that last week they talked about different examples of discrimination, and that this week they're going to talk about how to report when discrimination happens, specifically at work.

### Teacher Directions: Activity 1: Life Skill/Literacy/Transition

- **Materials: *Taking Action against Discrimination*; ELMO or overhead projector**

#### Step 1: Setting the context

In pairs, have Ss discuss what steps they think they should take if they are being discriminated against at work. Have them write down at least 2 steps. After about 5 minutes, regroup and go over answers.

#### Step 2: MN Human Rights Act

Explain that now they are going to read a paragraph about illegal discrimination and what steps to take if it occurs at work. Pass out the **Taking Action against Discrimination** reading to each pair of Ss and tell them to read the paragraph *twice* before answering/discussing the questions. When they're finished answering the questions, tell them to work on the second activity on the back of their handout.

The handout is titled "Taking Action against Discrimination". It contains a paragraph about discrimination, followed by a "Questions" section with five numbered questions. To the right of the text is a table with two columns: "What are the steps you should take if discrimination happens to you?" and "What to do if discrimination happens to you?". The table has five rows labeled "Step 1" through "Step 5".

#### Step 3: Checking Comprehension

Once everyone is working on the chart on the second page, regroup. Project the paragraph on the board using the **ELMO or overhead projector**. Read the paragraph for your Ss; then have them read it with you out loud. Afterward, go over the questions and chart.

## Teacher Directions: Activity 2: Grammar

- **Materials:** *What can YOU do?; Volunteer Manual, 2012: Ball Toss, p. 46*

### Step 1: Setting the context

Write the following sentences on the board:

I \_\_\_\_\_ work legally in the US if I am 18.

I \_\_\_\_\_ work legally in the US if I am 13.

Ask your class what helping verb is missing for the first sentence (*can*). If someone gets it right ask them how they knew that. Discuss. Read the next sentence and ask them what helping verb is missing (*can't*). If someone gets it right ask them how they knew that. Do a couple more if necessary.

### Step 2: Grammar Review – accuracy

Tell your class that the verb “can” is similar to the verb “do”, and that “can’t” is similar to the verb “don’t”. Then discuss where the helping verb is placed in a sentence → *before the main verb*.

Pass out the **What can YOU do?** handout and tell your Ss to work on it independently. As Ss finish, pair them up together so they can read their answers and discuss.

Once everyone has finished the worksheet, regroup and go over the answers. Discuss along the way. This worksheet has the possibility to spark interesting conversations, so encourage that!

The worksheet is titled "What can YOU do?". It contains the following text:

Read the sentences below and fill in the appropriate helping verb: can or can't. Then think about what you can do and what you can't do.

1. \_\_\_\_\_ work legally in the US if I am 18.  
2. \_\_\_\_\_ work legally in the US if I am 13.  
3. \_\_\_\_\_ work legally in the US if I am 14.  
4. \_\_\_\_\_ work legally in the US if I am 15.  
5. \_\_\_\_\_ work legally in the US if I am 16.  
6. \_\_\_\_\_ work legally in the US if I am 17.

### Step 3: Grammar Review – fluency

*Time permitting*, do the **ball toss** game and have Ss come up with their own *can/can't* statements that either pertain to the MN Human Rights Act OR their own lives. Reference the **Volunteer Manual, 2012: Ball Toss, p. 46** if necessary.

# MN Human Rights Act

## ANSWER KEY

### Definitions of protected classes

MN Human rights Act: protects people from illegal discrimination

Illegal Discrimination: when someone treats you differently because of your race, age, gender, or some other protected characteristic.

Race: such as Caucasian, Asian, American Indian, etc. Some people see themselves as belonging to more than one race.

Religion: a set of beliefs and practices based on the teachings of a spiritual leader.

Sex (gender): whether someone is male or female

Age: how old you are.

### Definitions of protected areas

Employment: where you work or a job you are applying for

Education: any public or private school, college, or university

Housing: renting an apartment or buying a house

Public accommodations: any place open to the public, like grocery stores and restaurants.

CUT THESE WORDS AND TERMS OUT

MN Human rights Act	protects people from illegal discrimination
Illegal Discrimination	when someone treats you differently because of your race, age, gender, or some other protected characteristic.
Race	such as Caucasian, Asian, American Indian, etc.
Religion	a set of beliefs and practices based on the teachings of a spiritual leader.
Sex (gender)	whether someone is male or female
Age	how old you are.
Employment	where you work or a job you are applying for
Education	any public or private school, college, or university
Housing	renting an apartment or buying a house
Public accommodations	any place open to the public, like grocery stores and restaurants.

# Taking Action against Discrimination

**Read the paragraphs two times. Then answer the questions with your partner.**

Discrimination is when someone treats you unfairly because of your race, age, or sex. If you don't get a job because of your race, it's discrimination. If you get hours cut because you are 50, it's discrimination. If you get paid less because you are a woman, it's discrimination. If you lose your job because you are gay, it's discrimination. Discrimination is illegal everywhere, not only at work.

If your employer discriminates against you, you should do five things. First, write down what happened. Next, write down the dates it happened. Third, write down each person who was there. Fourth, write down what the people said. Last, call the Minnesota Department of Human Rights at 651-539-1100. They can help you.

## Questions

1. Is it okay for someone to fire you because you're African or Hispanic? Why or why not? What protected characteristic is this?
2. Is it okay for someone to decrease your hours because you're 45? Why or why not? What protected characteristic is this?
3. Is it okay for someone to pay a woman \$5,000 less than a man each year? Why or why not? What protected characteristic is this?
4. Is it okay for someone to not hire a man because the employer thinks he's gay? Why or why not? What protected characteristic do you think this is?
5. Are these characteristics protected in your home country? Discuss which ones are and aren't.

**What are the steps you should take if discrimination happens to you?**

Complete the chart below with the information provided in the second paragraph.

	<b>What to do if discrimination happens to you</b>
<b>Step 1</b>	
<b>Step 2</b>	
<b>Step 3</b>	
<b>Step 4</b>	
<b>Step 5</b>	

# What can YOU do?

**Read the sentences below and fill in the appropriate helping verb: can or can't.  
Then think of what protected characteristic and protected area is being discussed.**

In my country, you \_\_\_\_\_ work as a cashier if you are Buddhist.

In the US, you \_\_\_\_\_ work as a cashier if you are Buddhist.

The protected characteristic is \_\_\_\_\_.

The protected area is \_\_\_\_\_.

In my country, you \_\_\_\_\_ go to school if you are a woman.

In the US, you \_\_\_\_\_ go to school if you are a woman.

The protected characteristic is \_\_\_\_\_.

The protected area is \_\_\_\_\_.

In my country, you \_\_\_\_\_ eat at a Chinese restaurant if you are Hispanic.

In the US, you \_\_\_\_\_ eat at a Chinese restaurant if you are Asian.

The protected characteristic is \_\_\_\_\_.

The protected area is \_\_\_\_\_.

In my country, you \_\_\_\_\_ get an apartment if you are 18 years old.

In the US, you \_\_\_\_\_ get an apartment if you are 18 years old.

The protected characteristic is \_\_\_\_\_.

The protected area is \_\_\_\_\_.

## Worker's Rights Unit: Week 2, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Identify cases of discrimination; Read a dialogue reporting a case of discrimination.</p> <p><b>Literacy:</b> Read workplace scenarios and determine the protected characteristic being discriminated against.</p> <p><b>Listening/speaking:</b> Have a spoken dialogue reporting a potential case of workplace discrimination.</p> <p><b>Transitions:</b> Identify cases of workplace discrimination based on the protected characteristics of race, religion, sex, and age.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Reporting Cases of Discrimination, Student A &amp; B</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Steps to reporting Discrimination (<u>cut out sentences</u>)</li> <li>• <u>Volunteer Manual, 2012</u>: Walking Dictation, p. 59</li> <li>• File the Complaint</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Scissors &amp; tape</li> <li>• ELMO or overhead projector</li> </ul>

### Lesson Plan

**Review: Listening/Speaking (25mins)**

Directions: Ss will review the 5 steps to reporting a case of discrimination by doing a walking dictation.

Materials/Prep: make one copy of **Steps to reporting Discrimination**; reference **Volunteer Manual, 2012: Walking Dictation, p. 59**; **scissors & tape**.

**Activity 1: Life Skill/Literacy/Transitions (40mins)**

Description: Ss will read vignettes and determine why each one is an example of discrimination and what protected characteristic (under the MN Human Rights Act) is being protected; they will then write down the appropriate information for reporting each case of discrimination.

Materials/Prep: make copies of **Reporting Cases of Discrimination, Student A & B**; **ELMO or overhead projector**.

**Activity 2: Life Skill/Listening/Speaking (45mins)**

Description: Ss will discuss an issue they have had at work (or make one up) and practice reporting it using the 5 steps to reporting an incident.

Materials/Prep: make one copy of **File the Complaint**; **ELMO or overhead projector**.

**Wrap-Up**

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

## Teacher Directions: Review: Listening/Speaking

- **Materials:** *Steps to reporting Discrimination; Volunteer Manual, 2012: Walking Dictation, p. 59; scissors & tape*

### Step 1: Prep

**Cut out** the sentences into strips on the **Steps to reporting Discrimination** handout. **Tape** them around the room or in the hallway. Reference **Volunteer Manual, 2012: Walking Dictation, p. 59** beforehand if necessary.

### Step 2: Walking Dictation

Pair Ss together and assign one as the “writer” and one as the “speaker”. Explain that the “speaker” will run out into the hallway, read the first sentence, and then run back into the classroom and tell their partner (the “writer”) what the

sentence said. The writer will then have to write down what s/he heard. Review clarification phrases (*Can you repeat that please? Can you speak more slowly?*) beforehand. Explain that this is a race, and that whoever finishes first wins!

### Step 3: Checking Comprehension

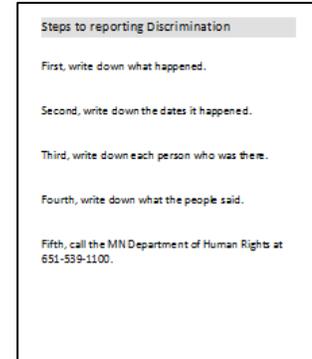
Have the winner read each sentence out loud while you write it down, word-for-word, on the board. Have the rest of the class check for accuracy. Once you have all five steps written down, ask your class what steps these are for → *reporting a case of discrimination*. (This is review from yesterday.) Then have your class give you examples of workplace discrimination.

## Teacher Directions: Activity 1: Life Skill/Literacy/Transitions

- **Materials:** *Reporting Cases of Discrimination, Student A & B; ELMO or overhead projector*

### Step 1: Setting the Context

Write down “MN Human Rights Act” and ask your class what this Act protects you from → *illegal discrimination*. Next, write down “protected



### **Note for Teachers:**

#### ***What about the other protected classes in the MN Human Rights Act?***

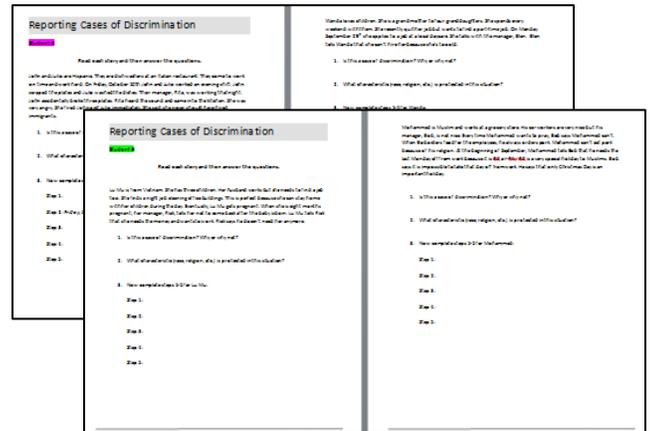
*This unit purposefully focuses on some of the protected classes in order to avoid overwhelming learners with too much new vocabulary and information. Focusing allows learners to develop a deeper understanding of what they are focused on.*

characteristics” and ask them what some of those are → *race, religion, sex (gender), age*. (These are the ones they have learned about thus far; there are obviously more of them.) Review what these characteristics are and discuss a couple examples of workplace discrimination.

**Step 2: Reading**

Tell your class that they are now going to read different workplace scenarios and determine what characteristic is being discriminated against; they then will complete the steps for making a complaint.

Pair Ss together. Give half of the pairs the **Reporting Cases of Discrimination, Student A** handout, and the other half of the pairs the **Student B copy**. Tell the pairs that they need to read each scenario twice before answering the questions, and that they need to discuss each answer before writing it down. Walk around the room and assist where necessary. **NOTE:** If some pairs finish really quickly, give them the other handout to work on while the rest of the class finishes.



**Step 3: Discussion**

Project the first vignette on the Student A copy on the board with the **ELMO or overhead projector**. Have a “Student A” pair summarize what happened in the first situation; then spend some time as a class discussing **WHY** this is an example of discrimination. Then review what steps should be made in order to report this incident. Follow this procedure for all four of the vignettes.

**Teacher Directions: Activity 2: Life Skill/ Listening/Speaking**

- **Materials: File the Complaint; ELMO or overhead projector**

**Step 1: Setting the Context**

Ask your class to write down a time they had an issue or problem at work; if they have never worked, have them think of a situation that pertained to someone else, OR have them make up a situation. Give them examples from your own life (that aren’t necessarily ones of discrimination) so they have an idea of what to think about.

**Step 2: Discussion**

Put Ss into groups of 2-3 and have them share their situations. As a group have them determine if each situation is one of discrimination; and if so, what characteristic is being protected. After about 5-7mins, regroup and ask if anyone wants to share their situations with the class.



## Steps to reporting Discrimination

First, write down what happened.

Second, write down the dates it happened.

Third, write down each person who was there.

Fourth, write down what the people said.

Fifth, call the MN Department of Human Rights at 651-539-1100.

# Reporting Cases of Discrimination

## Student A

**Read each story and then answer the questions.**

John and Julio are Hispanic. They are dishwashers at an Italian restaurant. They come to work on time and work hard. On Friday, October 10th John and Julio worked an evening shift. John scraped the plates and Julio washed the dishes. Their manager, Rita, was working that night. John accidentally broke three plates. Rita heard the sound and came into the kitchen. She was very angry. She fired John *and* Julio immediately. She said she never should have hired immigrants.

1. Is this a case of discrimination? Why or why not?
2. What characteristic is protected in this situation?
3. Now complete steps 1-5 for John and Julio:

Step 1:

Step 2: *Friday, October 10<sup>th</sup>*

Step 3:

Step 4:

Step 5:

Wanda loves children. She is a grandmother to four granddaughters. She spends every weekend with them. She recently quit her job but wants to find a part-time job. On Monday September 29<sup>th</sup> she applies to a job at a local daycare. She talks with the manager, Ellen. Ellen tells Wanda that she can't hire her because she's too old.

1. Is this a case of discrimination? Why or why not?
2. What characteristic (race, religion, etc.) is protected in this situation?
3. Now complete steps 1-5 for Wanda:

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

# Reporting Cases of Discrimination

## Student B

**Read each story and then answer the questions.**

Lu Mu is from Vietnam. She has three children. Her husband works but she needs to find a job too. She finds a night job cleaning office buildings. This is perfect because she can stay home with her children during the day. Eventually, Lu Mu gets pregnant. When she is eight months pregnant, her manager, Rick, tells her not to come back after the baby is born. Lu Mu tells Rick that she needs the money and wants to work. Rick says he doesn't need her anymore.

1. Is this a case of discrimination? Why or why not?
2. What characteristic (race, religion, etc.) is protected in this situation?
3. Now complete steps 1-5 for Lu Mu:

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Mohammed is Muslim and works at a grocery store. His co-workers are very nice but his manager, Bob, is not nice. Every time Mohammed wants to pray, Bob says Mohammed can't. When Bob orders food for the employees, he always orders pork. Mohammed can't eat pork because of his religion. At the beginning of September, Mohammed tells Bob that he needs the last Monday off from work because it is *Eid al-Fitri*. *Eid* is a very special holiday to Muslims. Bob says it is impossible to take that day off from work. He says that only Christmas Day is an important holiday.

1. Is this a case of discrimination? Why or why not?
2. What characteristic (race, religion, etc.) is protected in this situation?
3. Now complete steps 1-5 for Mohammed:

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

# File the Complaint

**Customer Service:** Hello, MN Department of Human Rights.

Caller: Hi, my name is \_\_\_\_\_. I would like to file a complaint.

**Customer Service:** Ok, what date did the incident happen?

Caller: (State the date)

**Customer Service:** Good, I'm glad you are reporting this right away. We can't process a complaint if it has been more than a year since the incident occurred. Now, please tell me what happened.

Caller: (State what happened)

**Customer Service:** I'm so sorry. Who did this involve?

Caller: (State the names and job titles)

**Customer Service:** Where did this happen?

Caller: (State the location)

**Customer Service:** Ok, this is definitely a case of discrimination. I will draft a charge of discrimination and mail it to you. When you receive it, you will need to sign it and return it to us immediately. Do you have any questions?

Caller: (Repeat what was said, OR ask for clarification)

## Worker's Rights Unit: Week 2, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Report a possible case of discrimination.</p> <p><b>Literacy/Grammar:</b> Write can and can't statements about what workers can do in their home countries.</p> <p><b>Listening/speaking:</b> Have a spoken dialogue reporting a potential case of workplace discrimination.</p> <p><b>Transitions:</b> Navigate the MN Department of Human Rights website for information.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Reviewing the Terms, Student Copy</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <b>Reviewing the Terms, Teacher Copy</b></li> <li>• <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46</li> <li>• File the Complaint</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• Laptop &amp; LCD projector</li> </ul>

### Lesson Plan

**Review: Literacy/Grammar (25mins)**

Description: Ss will review MN Human Rights Act terms and write unique sentences describing what men and women can/can't do in the workplace in their home countries.

Materials: make copies of **Reviewing the Terms, Student copy** and one copy of the corresponding **Teacher Copy; Volunteer Manual, 2012: Ball Toss, p. 46; ELMO or overhead projector**

**Activity 1: Life Skill/Listening/Speaking/Transitions (60mins)**

Description: Ss will practice filling out a complaint inquiry online and filing a complaint over the phone.

Materials/Prep: make one copy of **File the Complaint; laptop & LCD projector; ELMO or overhead projector.**

**Wrap-up (15-20mins)**

Play hang-man with the vocab words learned in the Review section of today's lesson. Once your Ss guess the correct word, have them tell you what the definition is. Consider having them write the definition down in their notebooks. Do as many vocab words as you can before class is over.

## Teacher Directions: Review: Literacy/Grammar

- **Materials: *Reviewing the Terms, Teacher and Student copies; Volunteer Manual, 2012: Ball Toss, p. 46; ELMO or overhead projector***

### Step 1: Introduce the activity

Pass out the **Reviewing the Terms, Student Copy** as Ss come in to class. Explain what they need to do and that the handout is double-sided. Allow your Ss 10 minutes to work on this independently. This will give you a buffer for the late Ss.

Reviewing the Terms	New! Think of an adjective and substitute it in your home county, with the sentence about what men and women can do in the workplace.
<p>Student Copy</p> <p>M/Human Rights Act protected characteristics religion education public accommodations illegal discrimination race age sex protected areas housing</p> <p>Use the terms above to complete the sentences below.</p> <p>1. The _____ protects everyone in Minnesota from illegal discrimination.</p> <p>2. _____ is other terms that are different because of your race, age, or some other protected characteristics.</p> <p>3. Race, age, religion, and sex are examples of _____.</p> <p>4. Being _____ or being an example of _____, some people are treated as being to more than one race.</p> <p>5. _____ is how old you are.</p> <p>6. _____ is a set of beliefs and practices based on the teachings of a spiritual leader.</p> <p>7. Being male or female is someone's _____ or gender.</p> <p>8. _____ are places where it is legal to discriminate a person.</p> <p>9. Where you work or a job you are applying for is called _____.</p> <p>10. _____ is any public or private school, college, or university.</p> <p>11. Having an apartment or living in a house is called housing.</p> <p>12. Restaurants and grocery stores are examples of _____.</p>	<p>Example</p> <p>In my county, women continue to be treated as being to more than one race.</p> <p>Men can only do what men can do in the workplace.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>

### Step 2: Checking Comprehension

Project a copy of the handout on the board using the **ELMO or overhead projector**. Ask individual Ss to come up to the board and write in their answers and read the completed sentence. Have the rest of the class check for accuracy. Do this for all 12 sentences. Use the **Teacher Copy** to help you.

Reviewing the Terms
<p>M/Human Rights Act protected characteristics religion education public accommodations illegal discrimination race age sex protected areas housing</p> <p>Use the terms above to complete the sentences below.</p> <p>1. The M/Human Rights Act protects everyone in Minnesota from illegal discrimination.</p> <p>2. Illegal discrimination is when someone treats you differently because of your race, age, or some other protected characteristics.</p> <p>3. Race, age, religion, and sex are examples of Protected Characteristics.</p> <p>4. Being _____ or being an example of _____, some people are treated as being to more than one race.</p> <p>5. Age is how old you are.</p> <p>6. Religion is a set of beliefs and practices based on the teachings of a spiritual leader.</p> <p>7. Being male or female is someone's sex or gender.</p> <p>8. Protected areas are places where it is legal to discriminate a person.</p> <p>9. Where you work or a job you are applying for is called employment.</p> <p>10. Education is any public or private school, college, or university.</p> <p>11. Having an apartment or living in a house is called housing.</p> <p>12. Restaurants and grocery stores are examples of public accommodations.</p>

When you get to the back side, do the **ball toss** game to have Ss share their sentences: have one student say one of their sentences and then toss the ball to another student who will then say one of their sentences, and so on. Reference the **Volunteer Manual, 2012: Ball Toss, p. 46** if necessary.

## Teacher Directions: Activity 1: Listening/Speaking/Transitions

- **Materials: *File the Complaint; laptop & LCD projector; ELMO or overhead projector***

### Step 1: Prep

Turn on the **laptop** and hook it up to the **LCD projector**. Open up the internet browser and type in the following website: <http://mn.gov/mdhr/>. Familiarize yourself with the site. You will be “filing a complaint” with your class today so familiarize yourself with that section of the website.

## Step 2: Setting the Context

Read the following scenario SLOWLY to your Ss, then discuss:

*Wanda loves children. She is a grandmother to four granddaughters and spends every weekend with them. She recently quit her job. She is now bored and wants to find a part-time job to keep her busy. On Monday September 29<sup>th</sup> she applies for a job at a local daycare. She talks with the manager, Ellen. Ellen tells Wanda that she can't interview her because she is too old. What should Wanda do?*

**NOTE:** You are looking for your Ss to say that Wanda should report this as a case of discrimination. If they don't say something along these lines, try to elicit this information from them.

## Step 3: Review Steps to reporting discrimination

Once your class has established that Wanda should report this incident, ask them what STEPS she should take, or what information she should write down about the incident before reporting it. Here are the steps they have learned this week:

- Step 1: write down what happened.
- Step 2: write down the dates it happened.
- Step 3: write down each person who was there.
- Step 4: write down what the people said.
- Step 5: call the MN Department of Human Rights at 651-539-1100.

Write down the steps on the board. Then read the scenario again, but this time have your Ss listen for the information needed to complete Steps 1-4. After you have read the scenario once, have them complete the steps with as much information as they can in their notebooks. Then read the scenario again if necessary. Afterwards, review the information.

## Step 4: Reporting a case of Discrimination

Turn on the **LCD projector** to reveal the MN Department of Human Resources homepage. Ask your class questions like, *What website is this? What is the organization's name? etc.* Then ask your class where you would CLICK if you wanted to FILE A COMPLAINT. Click on that section.

Now ask your class questions about what they see on that page: *What is the phone number for filing a complaint? When is the staff available to take your call? What is the time limit for filing a complaint? Where are their offices located? Can you file a complaint online? Etc.*

Next, fill out a COMPLAINT INQUIRY FORM online. Ask your class where you would CLICK in order to do that. Then fill out the form together as if you were WANDA.

Finally, put your Ss into pairs and tell them that they are going to pretend they are Wanda and file a complaint on the phone. Project the **File the Complaint** handout on the board. (This is review from yesterday.) Go over it briefly with your class; then have them practice the conversation together as if they were Wanda. Make sure each partner practices both roles. Walk around the room and assist where necessary. Afterwards, have a couple of pairs share their conversations with the class.



# Reviewing the Terms

MN Human rights Act   protected characteristics   religion   education   public accommodations  
Illegal discrimination   race   age   sex   protected areas   housing

## Use the terms above to complete the sentences below.

1. The **MN Human Rights Act** protects everyone in Minnesota from illegal discrimination.
2. **Illegal discrimination** is when someone treats you differently because of your race, age, or some other protected characteristic.
3. Race, age, religion, and sex are examples of **Protected Characteristics**.
4. Being Caucasian or Asian are examples of **race**. Some people see themselves as belonging to more than one race.
5. **Age** is how old you are.
6. **Religion** is a set of beliefs and practices based on the teachings of a spiritual leader.
7. Being male or female is someone's **sex** or gender.
8. **Protected areas** are places where it is illegal to discriminate a person.
9. Where you work or a job you are applying for is called **employment**.
10. **Education** is any public or private school college, or university.
11. Renting an apartment or buying a house is called **housing**.
12. Restaurants and grocery stores are examples of **public accommodations**.

# Reviewing the Terms

## Student Copy

MN Human rights Act   protected characteristics   religion   education   public accommodations  
Illegal discrimination   race   age   sex   protected areas   housing   employment

### Use the terms above to complete the sentences below.

1. The \_\_\_\_\_ protects everyone in Minnesota from illegal discrimination.
2. \_\_\_\_\_ is when someone treats you differently because of your race, age, or some other protected characteristic.
3. Race, age, religion, and sex are examples of \_\_\_\_\_.
4. Being Caucasian or Asian are examples of \_\_\_\_\_. Some people see themselves as belonging to more than one race.
5. \_\_\_\_\_ is how old you are.
6. \_\_\_\_\_ is a set of beliefs and practices based on the teachings of a spiritual leader.
7. Being male or female is someone's \_\_\_\_\_ or gender.
8. \_\_\_\_\_ are places where it is illegal to discriminate a person.
9. Where you work or a job you are applying for is called \_\_\_\_\_.
10. \_\_\_\_\_ is any public or private school college, or university.
11. Renting an apartment or buying a house is called \_\_\_\_\_.
12. Restaurants and grocery stores are examples of \_\_\_\_\_.

Now think of what jobs men and women do in your home country. Write five sentences about what men and women can or can't do in the workplace.

Example:

*In my country, women can't drive, so women can't work outside the home.*

*Men can drive, so they can work outside the home.*

1.

2.

3.

4.

5.

# File the Complaint

**Customer Service:** Hello, MN Department of Human Rights.

Caller: Hi, my name is \_\_\_\_\_. I would like to file a complaint.

**Customer Service:** Ok, what date did the incident happen?

Caller: (State the date)

**Customer Service:** Good, I'm glad you are reporting this right away. We can't process a complaint if it has been more than a year since the incident occurred. Now, please tell me what happened.

Caller: (State what happened)

**Customer Service:** I'm so sorry. Who did this involve?

Caller: (State the names and job titles)

**Customer Service:** Where did this happen?

Caller: (State the location)

**Customer Service:** Ok, this is definitely a case of discrimination. I will draft a charge of discrimination and mail it to you. When you receive it, you will need to sign it and return it to us immediately. Do you have any questions?

Caller: (Repeat what was said, OR ask for clarification)

## Worker's Rights Unit: Week 2, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Read an informational paragraph about overtime.</p> <p><b>Literacy:</b> Respond to written comprehension questions.</p> <p><b>Listening/speaking:</b> Have a spoken dialogue reporting a case of discrimination or unfair pay.</p> <p><b>Transitions:</b> Use simple multiplication to determine overtime pay based on hourly pay (time and a half) and hours worked per week; Identify cases as either discrimination or unfair pay.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Reading Test Practice</b></li> <li>• Handout: <b>Overtime Pay</b></li> <li>• Handout: <b>Make the Call</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Volunteer Manual, 2012</u>: Letter/Sound Drill, p. 113</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• Calculators</li> </ul>

### Lesson Plan

#### Warm up (15mins)

Description: Ss will take a practice CASAS Reading Test.

Materials/Prep: copies of **Reading Test Practice**; **ELMO or overhead projector**.

#### Activity 1: Life Skill/Literacy/Transitions (50-60mins)

Description: Ss will read an informational paragraph about the Fair Labor Standards Act and calculate overtime pay.

Materials/Prep: make copies of **Overtime Pay**; **calculators**; **ELMO or overhead projector**.

#### Activity 2: Listening/Speaking/Transitions (40mins)

Description: Ss will read different scenarios and determine if they're examples discrimination or unfair pay. They will then practice reporting the incident.

Materials/Prep: make copies of **Make the Call**; **Volunteer Manual, 2012: Letter/Sound Drill, p. 113**.

#### Wrap up

Time permitting, put your Ss into pairs and have them write definitions for 2-3 terms they learned throughout the last two weeks. Afterward, have pairs share their definitions for the rest of the class so they can guess what word the definition is for.

## Teacher Directions: Warm up

- **Materials:** *Reading Test Practice*; ELMO or overhead projector

### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other Ss' papers.

Pass out the **Reading Test Practice** handout.

Give everyone 5 minutes to complete questions 1-4. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice	
Wanda is grandmother to four grandchildren. She spends a lot of time with them. She mostly quit her job but wants to find a part-time job to keep her busy. On Monday September 18 <sup>th</sup> she decided to apply for a job at local diner. She talks with the manager. Ellen often tells Wanda that she can't cook then because she doesn't like people who are older than her.	
1. What does Wanda want? A. A full-time job B. A part-time job C. To be a manager D. To be a grandmother	2. What happened on September 29 <sup>th</sup> ? A. Wanda applied for a job. B. Wanda took care of her grandkids. C. Wanda had lunch with Ellen. D. Wanda quit her job.
3. Why did Wanda not get the job? A. Because she is a woman. B. Because she wasn't employed. C. Because she's too young. D. Because she's too old.	4. What protected characteristic is being discriminated against? A. Race B. Religion C. Age D. Sex

### Step 2: Reviewing Answers

Use the ELMO or overhead projector to review the questions. Invite a student to come up and circle the correct answer. They should also circle the information in the question that helped them find the correct answer.

## Teacher Directions: Activity 1: Life Skill/Literacy/Transitions

- **Materials:** *Overtime Pay*; calculators; ELMO or overhead projector

### Step 1: Setting the Context

Ask your class what “part-time work” means and discuss. Then ask them what “full-time work” means and discuss. Finally, ask them what “overtime” means and discuss. Come up with a class definition of “overtime” and write it on the board.

Next, ask your class if anyone has ever worked overtime. If so, ask them if they were paid differently for those hours. If not, have them explain why. (Maybe they were working for a friend or family member.) Then talk about whether they think people *should* get paid more for overtime.

Finally, explain that just like with the MN Human Rights Act (where people are protected from discrimination) the Fair Labor Standards Act protects workers from unfair pay for overtime: *the Act requires employers to pay “time and a half” for overtime.*

## Step 2: Reading

Pass out the **Overtime Pay** handout and have them work on it independently for 15 minutes. If Ss finish quickly, pair them together and have them practice reading the paragraph together out loud before checking their answers.

After about 15 minutes, regroup and go over the reading together as a class. Project the paragraph on the board and read it out loud for your class. Then have individual Ss answer the questions. Where applicable, have Ss come up to the board and circle where they found the answer in the paragraph.

The handout is titled "Overtime Pay" and is divided into two columns. The left column contains a paragraph about overtime pay and five comprehension questions. The right column contains a second paragraph about overtime pay and five comprehension questions. The text is small and difficult to read, but it appears to be a reading comprehension exercise.

## Step 3: Calculating Overtime

Pass out the **calculators** and have your Ss turn over their handouts. Explain that they are going to practice calculating the overtime pay for each situation. Do the first one together as a class. Put the calculator on the **ELMO** if possible so Ss who aren't as familiar with using one can see what you're doing.

Next, put Ss in pairs and have them work on the other problems. Walk around the room and assist where necessary.

After about 15 minutes, regroup and go over the answers together as a class.

## Teacher Directions: Activity 2: Listening/Speaking

- **Materials: *Make the Call; Volunteer Manual, 2012: Letter/Sound Drill, p. 113***

### Step 1: Setting the Context

Ask your class what they would do if someone discriminated against them at work → *call the MN Department of Human Rights*. Then ask if anyone knows what the number is → *651-539-1100*. Write the number on the board. Next, ask your class what they would do if someone paid them unfairly for working overtime. Review the number and write it on the board.

## Step 2: Listening

Tell your Ss that you are going to read them 4 scenarios and that they have to decide if the situation is one of *discrimination* or *unfair pay*. Read the scenarios on the **Make the Call** handout at least twice, and discuss after each one.



## Step 3: Speaking

Now tell your Ss that they are going to practice calling and reporting the situations. Draft an example conversation together on the board and practice it first. (This is review.) Put Ss in pairs and give them a **Make the Call** handout and have them practice reporting what happened for each incident. Walk around the room and assist where necessary.

Afterwards, have different pairs stand up to demonstrate calling for each scenario.

## Step 4: Phonics EXTENSION

Time permitting, do the Letter/Sound Drill. Reference the **Volunteer Manual, 2012: Letter/Sound Drill, p. 113** for how to execute this activity. Use one of the scenarios from the **Make the Call** handout for Step 7 in the Volunteer Manual, and choose a sound (/p/, /b/, /d/, etc.) that you think your class would benefit from practicing.

# Reading Test Practice

Wanda is grandmother to four granddaughters. She spends a lot of time with them. She recently quit her job but wants to find a part-time job to keep her busy. On Monday September 29<sup>th</sup> she decides to apply to a job at a local daycare. She talks with the manager, Ellen. Ellen tells Wanda that she can't work there because she doesn't hire people who are older than 40.

1. What does Wanda want?

- A. A full-time job
- B. A part-time job
- C. To be a manager
- D. To be a grandmother

2. What happened on September 29<sup>th</sup>?

- A. Wanda applied for a job.
- B. Wanda took care of her grandkids.
- C. Wanda had lunch with Ellen.
- D. Wanda quit her job.

3. Why did Wanda not get the job?

- A. Because she is a woman.
- B. Because she wasn't employed.
- C. Because she's too young.
- D. Because she's too old.

4. What protected characteristic is being discriminated against?

- A. Race
- B. Religion
- C. Age
- D. Sex

# Overtime Pay

Adapted from the MN Department of Human Rights web page: [www.dli.mn.gov/ls/Overtime.asp](http://www.dli.mn.gov/ls/Overtime.asp)

The **Federal Fair Labor Standards Act** is a law. It makes employers pay overtime. Overtime means one and a half times normal pay. You should get overtime pay if you work more than 40 hours in a week. If you work twelve hours a day for three days, you should not get overtime. If you work ten hours a day for five days, you should get overtime.

If you work more than 40 hours in a week but don't get paid, you can file a complaint. To file a complaint, contact the Minnesota Department of Labor. Call (651) 284-5070 or 1-800-342-5354. You can also look for free or low cost legal help in your city.

## Questions

1. What does overtime mean?
2. How many hours do you need to work in order to get overtime pay?
3. If someone works five hours for five days, is that overtime?
4. If someone works ten hours for five days is that overtime?
5. What should you do if you work more than 40 hours and don't get paid for it?
6. What does the Fair Labor Standards Act protect you from?

**Read each situation and calculate the overtime pay.**

**EXAMPLE:**

Roberto makes \$12 per hour working construction. He worked 48 hours last week.

*How much does he make in overtime per hour? \$18 per hour*

*How many hours of overtime did he work? 8 hours*

*How much does Roberto make in overtime this week? \$18 per hour x 8 hours = \$144*

*How much does Roberto make for a 40 hour work week? \$12 per hour x 40 hours = \$480*

*What was his total check with overtime pay? \$144 + \$480 = \$624*

Julia makes \$8 per hour working retail. She worked 62 hours last week during the holiday season.

*How much does she make in overtime per hour?*

*How many hours of overtime did she work?*

*How much does Julia make in overtime this week?*

*How much does Julia make for a 40 hour work week?*

*What was her total check with overtime pay?*

Marta makes \$18 per hour as a lead teacher. She worked 42 hours last week.

*How much does she make in overtime per hour?*

*How many hours of overtime did she work?*

*How much does Marta make in overtime this week?*

*How much does Marta make for a 40 hour work week?*

*What was her total check with overtime pay?*

Peter makes \$8 per hour as a teacher's aide. He worked 38 hours last week.

*How much does he make in overtime per hour?*

*How many hours of overtime did she work?*

*How much does Peter make in overtime this week?*

*How much does Peter make for a 40 hour work week?*

*What was his total check with overtime pay?*

# Make the Call

**Fatima is from Somalia.** She is Muslim and lives with her husband and three children. She loves working with kids. She wants to get a job in a daycare. She applies for a job but doesn't get it. She asks the manager why. He says that he can't hire Muslim people.

Is this a case of discrimination or unfair pay?  
What number should she call?

**Jose is Hispanic.** He moved to Minnesota twelve years ago with his family. He works hard and saves his money. Recently he got a job with a painting company. He paints the outside of homes. Last week he worked 60 hours, but his pay check did not have any overtime pay.

Is this a case of discrimination or unfair pay?  
What number can he call?

**Lu Pao is sixty-two and from Cambodia.** She made clothes in Cambodia. She is very fast with a sewing machine. She wants to get a job at a tailor shop. She goes in to apply, but the manager turns her away. He says she is too old.

Is this a case of discrimination or unfair pay?  
What number can she call?

**Hadley is 16 years old and wants to get a job.** She wants to save money for new clothes. She applies for a job at Macy's. She works one day after school and on the weekends. Usually she works 15 hours a week. During her winter break, her manager asks her if she can work overtime. She says that would be okay. When her paycheck came, however, she didn't get paid for the overtime hours. She asked her manager about it. He said 16-year-olds don't get paid for overtime.

Is this a case of discrimination or unfair pay?  
What number can she call?