

FACILITATORS INTRODUCTION

Workers Rights Curriculum

GENERAL DESCRIPTION OF CURRICULUM

- This curriculum has been designed to be used either as a 2 day complete training, as a series over a number of weeks, or as stand alone modules on each topic.
- If more than one module is being done, a preferred order of topics is suggested below.

LEARNERS

The curriculum is appropriate for all workers unfamiliar with their workplace rights, especially:

- New entrants to the workforce, or re-joining the workforce
- Young workers
- Immigrant workers – both documented and undocumented

If doing the curriculum for union members, point out that their union contract may provide them with more rights than the laws.

IMMIGRANT WORKERS

Each module makes a reference to the rights of immigrant workers, both documented and undocumented. Included in the *Appendix* are two handouts - *Partial List of Advocacy Organizations* [please add resources in your region as appropriate] and *Safe and Unsafe Agencies for Immigrant Workers*. These handouts are part of Module 1. If you do not do Module 1, give these handouts to participants at the end of the first module you do. Refer to these handouts in subsequent modules. A list of government agencies is also included in appendix.

LITERACY LEVEL OF PARTICIPANTS

- Some level of literacy in English is necessary to participate in the curriculum.
- Pictures have been included for use as complements to or in place of certain written scenarios/case studies.
- Some tips for participants with lower literacy levels:
 - 1) Use pictures as much as possible
 - 2) Ask for volunteers to read case studies, handouts & flip charts aloud

PREPARATION

- Follow the preparation instructions at the beginning of every module, including preparing flip charts and copying handouts. Sample flipcharts and handouts are at the end of each module outline. The pictures and “In a Nutshell” sections, which are used in many modules, can be found in the appendix.
- Read the resource materials to familiarize yourself with the topic. Each module relies upon the facilitator having read the appropriate chapter and “in a nutshell” section of *Your Rights on the Job*, by Bob Schwartz. This book can be ordered from The Labor Guild at 617/786-1822.
- Familiarize yourself with information provided in the “mini-raps”. We have suggested wording for both the “mini-raps” and the summary. You may use your own words, but please include all the information provided. It can be helpful to list key points on a flipchart.
- Go over the curriculum with your participants in mind and prepare necessary adaptations prior to the training session. Like any workshop, this one will work best if it is modified to fit the needs and experience of participants. You may choose to substitute examples from the group for the provided case studies.

INTRODUCTIONS AND ICEBREAKERS

- If participants don't already know each other, start the first session with introductions, asking participants to give their name, school, union, organization and/or workplace. Repeat the introductions at the beginning of subsequent sessions if the participants have not all learned each other's names.
- Each module begins with an interactive activity. If doing a full day session, a suggested warm-up to open the session is included in the appendix.
- We suggest that you post an "in other words" or "jargon buster" flipchart and encourage participants to ask if they do not know the meaning of a word or expression.

FORMAT & MATERIALS

- Facilitators Outline provides a Module outline on the left side of each page, with title of activity, times, handouts and flipcharts needed for each activity. The right side of page provides detailed instructions for each activity.
- White copies of participants outline, all handouts and evaluation forms are included in curriculum for copying purposes
- Copy each of the following in different colors:
 - Participants outline
 - Handouts
 - Evaluation forms

PARTICIPATION EVALUATION

- Oral and written evaluation by participants should be done at the end of each session, which may include more than one module. Please allow an extra 10 minutes to complete the evaluations. Sample of evaluation format included in appendix.

YOUR FEEDBACK

This is a pilot curriculum. Your feedback will be very important to us in designing a "final" version. Please fill out Facilitator Feedback form for each module you do, and send them back to us. You can either copy the forms included in this packet and mail them to: Tess Ewing, UMass Boston Labor Resource Center, CPCS, 100 Morrissey Blvd. Boston, MA 02125 or fill out the forms online at <http://cpcs.umb.edu/lep>

SUGGESTED ORDER OF MODULES AND TIME REQUIRED FOR EACH:

Add 10 mins for evaluation at end of each session and break time for multi-module sessions.

MODULE 1: Introduction to Workers Basic Legal Protections on the Job – 75-90 minutes

MODULE 2: Beginning Employment: Your Wage and Your Paycheck – 90 minutes

MODULE 3: Rights of Workers Under 18 – 45 minutes

MODULE 4: Overtime – 60 minutes

MODULE 5: Protection from Discrimination – 90 minutes

MODULE 6: Health and Safety Protection and Workers' Compensation – 90 minutes

MODULE 7: Family and Medical Leave – 60 minutes

MODULE 8: Unemployment Insurance – 45 minutes

MODULE 9: Unions and the Right to Organize – 120 minutes