



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

CAREER DEVELOPMENT

COURSE: Career Management

UNIT 3: Child Labor Laws – Work Ethics

INTRODUCTION

Annotation:

In this unit students will learn about career opportunities that are available and become familiar with child labor laws in order to assist with this process.

Grade(s):

<input type="checkbox"/>	6 th
<input type="checkbox"/>	7 th
<input checked="" type="checkbox"/>	8 th

Time:

Eight 50 minute periods

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

MSCM8-3- Students will examine and demonstrate an understanding of employability skills to enhance career success.

- a) Explain and summarize the state and federal child labor laws.
- b) Recognize the importance of and demonstrate the following employability/soft skills, such as, but not limited to: honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving.
- c) Demonstrate the importance of positive work ethics in relation to educational and career success (appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork).

GPS Academic Standards:

M6P4 The students will make connections among mathematical ideas and to other disciplines.

M6N1 Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems. Element g

M7D1c Analyze data using measures of central tendency (mean, median, and mode), including outliers.

ELA8LSV1 The student participates in student-to-teacher, student-to-student, and group interactions.

ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

National / Local Standards / Industry / ISTE:

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS1.R3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.

PS1.R4 Assess how your work values/needs are reflected in your career goals.

PS2.A1 Demonstrate effective communication skills.

PS2.R2 Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.K5 Describe conflict resolution skills.

PS2.R6 Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.

CM4.R4 Analyze the impact of your transferable skills on your career options.

CM4.R1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Education is a lifelong process for a person to be successful in the work force. As students move through their middle and high school years they need to determine their options and make decisions that ensure them success in the future.
- Student behavior and work ethics will impact and/or limit their future choices.

- Students will have to work in the future to provide for their basic needs; therefore, they must have the appropriate work ethics in order to be successful.
- Students will develop an understanding of the importance of appropriate work ethics in the future when searching for their first job.
- Students will develop a basic understanding of the resources, finances, time, energy, and personal sacrifices involved in managing their behavior and work ethics in the future.
- This unit is to increase the student's understanding of themselves as potential workers; to broaden their knowledge of career opportunities based on the Federal Child Labor Laws, and to encourage the development of job-seeking and job-keeping skills.

Essential Questions:

- What are the Federal Child Labor Laws?
- How do Federal Child Labor Laws apply to students now?
- Where can students legally work at ages 14, 15 and 16?
- What are child labor laws?
- Why are there child labor laws?
- What are the working trends in America?
- Who were the first workers in textile mills?
- When did child labor become a problem?
- How did the Industrial Revolution change our world?
- What are the different types of decisions?
- What are some future decisions that I might have to make?
- When can I work?
- Where can I work?
- How do my decisions affect my future?
- What are soft skills?
- What is the importance of soft skills?
- What are transferable skills?
- What is the importance of having transferable skills?
- What job seeking skills will I need?
- How can I find out about job positions?
- How can I find employment leads?
- What are employers looking for in employees?
- What is the purpose of Shadow Day?
- How can I pursue employment leads?
- What are work ethics?
- Why are work ethics important?
- What types of behavior are appropriate in different settings?
- What soft skills are necessary?
- How are work ethics and soft skills related?

Knowledge from this Unit:

Students will be able to:

- Explain the Federal Child Labor Laws.
- Discuss work ethics required to be successful in the future.
- Explain the importance of work ethics in today's world.
- Discuss the world of work.

Skills from this Unit:

Students will be able to:

- Demonstrate positive work ethics on a daily basis at school.
- Demonstrate the correct behaviors for the classroom and at home.

Note: *The intended emphasis on work ethics at this early state is for students to be aware of acceptable behaviors and attitudes at school and at work in the future and to know when they can legally apply for jobs.*

ASSESSMENTS

Assessment Method Type:

- ☒ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☒ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☒ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☒ Observe students role playing - debate
- ☐ Peer-assessment
 - ☐ Peer editing and commentary of products/projects/presentations using rubrics
 - ☒ Peer editing and/or critiquing - debate
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☒ Whole group discussions
 - ☒ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☒ Post-test

Assessment(s) Title:

CM 8-3 Alternative Views in Child Labor Laws
CM 8-3 Discussion Web
CM 8-3 Jobs for 14-15
CM 8-3 Child Labor Law Quiz
CM 8-3 Work Ethics Quiz
CM 8-3 Improvement Plan
CM 8-3 Work Ethics Assessment

Assessment(s) Description/Directions:

Descriptions are found in the lessons and on the attachments.

Attachments for Assessment(s):

CM 8-3 Alternative Views in Child Labor Laws
CM 8-3 Discussion Web
CM 8-3 Jobs for 14-15
CM 8-3 Child Labor Law Quiz with Answers
CM 8-3 Child Labor Law Quiz
CM 8-3 Work Ethics Quiz
CM 8-3 Work Ethics Quiz with Answers
CM 8-3 Work Ethics Assessment
CM 8-3 Work Ethics 0,1,2,3
CM 8-3 Improvement Plan
CM 8-3 Shadow Day Form
CM 8-3 Shadow Day Journal
CM 8-3 Shadow Day Check Sheet
CM 8-3 Shadow Lesson Handout
CM 8-3 Shadow Lesson Handout with Answers



LESSON PLANS

• LESSON 1: INTRODUCTION

1. Identify the Standards.

MSCM8-3 Students will examine and demonstrate an understanding of employability skills to enhance career success.

- a) Explain and summarize the state and federal child labor laws.
- b) Recognize the importance of and demonstrate the following employability/soft skills, such as, but not limited to: honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving.
- c) Demonstrate the importance of positive work ethics in relation to educational and career success (appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork).

2. Review Essential Questions.

- What are the Federal Child Labor Laws?
- How do they apply to students?
- Where can students legally work at ages 14, 15 and 16?
- What are soft skills?
- What is the importance of soft skills?
- What are transferable skills?
- What is the importance of having transferable skills?
- What are learning styles?

- What is my individual learning style?
- What job seeking skills will I need?
- How can I find out about job positions?
- How can I find employment leads?
- What are employers looking for in employees?
- How can I pursue employment leads?

3. Identify and review the unit vocabulary.

Child Labor Laws	Industrial Revolution	Minimum wage	Fair Labor Standards Act (FLSA)	Mill Girls	Assembly Lines
Production	Shadow Day	Transferable Skills	Work Ethics	Initiative	Interpersonal skills
Work ethics	Attendance	Teamwork	Attitude	Organizational Skills	Cooperation
Character	Appearance	Productivity	Communication	Respect	

4. Assessment Activity.

[Discussion Web](#)

[Alternative Views](#)

[Task for 14 and 15 year olds](#)

[Child Labor Law Quiz](#)

[Vocabulary Quiz](#)

• LESSON 2: CHILD LABOR LAWS, PAST AND PRESENT

1. Identify the Standards.

MSCM8-3: Students will examine and demonstrate an understanding of employability skills to enhance career success.

a) Explain and summarize the state and federal child labor laws.

2. Day one - Teacher must pass out and explain the Shadow Day forms (attachment provided).

CM 8-3 Shadow Day-Purpose; CM 8-3 Shadow Day Form

3. Review Essential Questions:

- What are child labor laws?
- Why are there child labor laws?
- What are the working trends in America?
- Who were the first workers in textile mills?
- When did child labor become a problem?
- How did the Industrial Revolution change our world?
- What are the different types of decisions?
- What are some future decisions that I might have to make?
- What is time management?
- When can I work?
- Where can I work?
- How do my decisions affect my future?
- What are the Federal Child Labor Laws?

- How do Federal Child Labor Laws apply to students?
- Where can students legally work at ages 14, 15 and 16?
- How can I pursue employment leads?

4. Review Vocabulary

Child Labor Laws	Industrial Revolution	Minimum Wage
Fair Labor Standards Act (FLSA)	Mill Girls	Assembly Lines
Production	Shadow Day	Transferable Skills

5. The teacher will present the PowerPoint on Child Labor Laws in step 3 below. (This may take two class periods with the discussions and reviews build into the PowerPoint)

- Pretest is on PowerPoint. The students will not know the answer prior to this unit.
 1. Ask if the students have heard of the Industrial Revolution
 2. Ask "How does the Industrial Revolution affect our world today?"
 3. Teacher starts PowerPoint – Opening slide – pretest **CM 8-3 Child Labor Laws**
 4. Discuss Cottage system and Assembly line production
 5. Discuss History of the workforce
 6. Discuss Mill-girls and strikes
 7. Ask question again how did the Industrial Revolution affect our world today?
 8. Discuss Children in the workforce in the 1800's and in the workforce today
- Start whole class discussion on Child Labor Laws. What are child labor laws?
- Why have child labor laws? What are the working trends in America? What are the steps to decision making? Who were the first workers in textile mills? When did child labor become a problem? How did the Industrial Revolution change our world?
- What are the different types of decisions? What are some future decisions that I might have to make? What is time management? When can I work? Where can I work? How do my decisions affect my future?
- 9. Students are to list child labor laws for 14 and 15 year olds into their career notebooks.
- 10. Discuss the differences of child labor laws for 16 year olds.
- 11. Orally give the class the jobs that a child under 18 cannot work at.
- 12. Pass a work permit around the room for the students to see an example (view sample from Internet)
- 13. Discuss federal and state laws (**CM 8-3 Child Labor Laws web sites**)
- 14. Discuss minimum wage, overtime pay, and the FLSA
- 15. Discuss Georgia Labor Trends
- 16. Give them the address for the Labor Commissioner
- 17. Read and discuss parts from child labor articles from newspapers (teacher needs to collect articles or download articles prior to class for their local area).

• **LESSON 3: JOBS FOR 14 AND 15 YEAR OLDS**

1. Identify the Standard.

MSCM8-3: Students will examine and demonstrate an understanding of employability skills to enhance career success.

- a) Explain and summarize the state and federal child labor laws.

2. Review Essential Questions:

- What are child labor laws?
- Why have child labor laws?
- When did child labor become a problem?
- How did the Industrial Revolution change our world?
- What are some future decisions that I might have to make?
- What is time management?
- When can I work?
- Where can I work?
- How do my decisions affect my future?
- What are the Federal Child Labor Laws?
- How do Federal Child Labor Laws apply to students?
- Where can students legally work at ages 14, 15 and 16?
- How can I pursue employment leads?

3. Review Vocabulary

Child Labor Laws	Industrial Revolution
Minimum wage	Fair Labor Standards Act (FLSA)

4. The teacher will divide the class into random pairs. Teacher needs to provide each group with a handout that includes the hours and times that a 14 and 15 year old can legally work along with the tasks that they can not perform legally. These can be taken from the slides from the PowerPoint presentation. Each group will then create a list of jobs/tasks that they think a 14 or 15 could legally do for employment.
- Each group will be allowed 15 minutes to complete this task.
 - The groups will then present their list to the class with a student recorder/teacher listing the jobs on the board or listing them on an overhead transparency.
 - The class will then have a complete list when every group has presented. The teacher already has his/her completed list to show the class after all presentations. This list is found in the attachments. **CM 8-3 jobs for 14-15**
 - Review the list jobs that a 14 & 15 year old student could obtain. Explain why some places will not hire a 14 year old. Example: Transportation problems, integrity, limited hours, limited job etc.

• **LESSON 4: ALTERNATIVE VIEWS**

1. Identify the Standard.

MSCM8-3: Students will examine and demonstrate an understanding of employability skills to enhance career success.

- a) Explain and summarize the state and federal child labor laws.

2. Review Essential Questions:

- What are child labor laws?
- Why have child labor laws?
- When did child labor become a problem?
- When can I work?
- Where can I work?
- What are the Federal Child Labor Laws?
- How do Federal Child Labor Laws apply to students?

- Where can students legally work at ages 14, 15 and 16?

3. Review Vocabulary

Child Labor Laws

- Review the history of child labor laws and what the laws are today using the Child Labor Law Fact sheet. After the review and discussion, the students are to be asked if they would make changes in the current law if they could.
 - Review Child Labor laws from the PowerPoint - **Alternate Views** – Students will write their individual view as to should the child labor laws stay the same, increase beyond 14, decrease or less than 14 or some other answer. The teacher needs to have handouts of the slides about 14 and 15 year olds along with the slides of tasks that a under 16, 16 and 17 and can not do at work. These handouts need to be provided to each group.
 - Teacher has made name cards with the following items on card stock paper to put on the board. The teacher now asks the students to make a choice as to what they think the Child Labor Laws should be based on all of our previous lessons. Tell the students that they must write the reasons why they selected their particular choice.
 - They must be able to defend their answers orally to the class.

Alternative View

Leave as it at age 14

Decrease the age

Increase the age

Left up the maturity of the individual

- Teacher is to write/tally the information on the board. The teacher will assign each corner of the room to one of the above items. All students who selected leave it at fourteen moves to one corner. All students who selected decrease the age moves to another corner. All students who selected increase the age move to another corner and the last corner is for left to the maturity level.
- The students will now have a very informal debate. The teacher will have to walk them through the first few responses to show the student how to rebuttal and defend their answer in an orderly fashion. Once they realize that they are really competing and defending what they think, they usually get very involved in this activity.
- The teacher needs to keep score by giving points for good responses and good rebuttals. This activity requires the students to use their prior knowledge and their new knowledge and apply higher order thinking skills in the debate.
- Students will present views to the class
- Teacher will tabulate class views, present other class's poll and reasons why and then discuss - this can be done with the attachment - **Alternative Views**
- Class discussion on how laws can be changed over time.

CM 8-3 Child Labor Laws Alternative Views

- Assessment: **Child Labor Law Quiz**

• **LESSON 5: WORK ETHICS**

- Standard:

MSCM8-3: Students will examine and demonstrate an understanding of employability skills to enhance career success.

- b) Recognize the importance of and demonstrate the following employability/soft skills, such as, but not limited to: honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving.
- c) Demonstrate the importance of positive work ethics in relation to educational and career success (appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork).

2. Review Essential Questions:

- How do work ethics apply to students?
- What are soft skills?
- What is the importance of soft skills?
- What are transferable skills?
- What is the importance of having transferable skills??
- What job seeking skills will I need??
- How can I find out about job positions?
- How can I find employment leads?
- What are employers looking for in employees?
- How can I pursue employment leads?
- What are work ethics?
- Why are work ethics important?

3. Review Vocabulary:

Work ethics	Attendance	Teamwork
Attitude	Organizational Skills	Cooperation
Character	Appearance	Productivity
Communication	Respect	

4. The students will complete a work ethics assessment. The teacher must first make sure that they understand the grading system for that work ethics assessment. The 0,1,2,and 3 are explained with different situations in an attachment.

- According to Georgia Technical Colleges, business and industry leaders have identified essential work ethics that should be taught and practiced in order to develop a viable and effective workforce.
 - **Attendance**
 - **Teamwork**
 - **Attitude**
 - **Organizational Skills**
 - **Cooperation**
 - **Character**
 - **Appearance**
 - **Productivity**
 - **Communication**
 - **Respect**

The work ethics assessment is in an attachment. The teacher needs to explain that each of the items on the work ethics assessment are also soft skills or transferable skills. They are taken from job to job and are required at most all jobs in the future. The teacher needs to provide it as a handout to all students. Some

students will need a dictionary since they may have limited vocabulary and not understand all words on the assessment.

After the assessment the teacher needs to discuss the importance of positive work ethics along with a good set of soft/transferable skills. As homework the students need to complete an improvement for their individual work ethics. A sample improvement plan is provided as an attachment to this unit.

• LESSON 6: WORK ETHICS IN THE REAL WORLD

1. Identify the Standard.

MSCM8-3: Students will examine and demonstrate an understanding of employability skills to enhance career success.

- b) Recognize the importance of and demonstrate the following employability/soft skills, such as, but not limited to: honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving.
- c) Demonstrate the importance of positive work ethics in relation to educational and career success (appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork).

2. Review Essential Questions:

- How do work ethics apply to students?
- What are soft skills?
- What is the importance of soft skills?
- What are transferable skills?
- What is the importance of having transferable skills??
- What job seeking skills will I need??
- How can I find out about job positions?
- How can I find employment leads?
- What are employers looking for in employees?
- How can I pursue employment leads?
- What are work ethics?
- Why are work ethics important?

3. Review Vocabulary:

Work ethics	Attendance	Teamwork
Attitude	Organizational Skills	Cooperation
Character	Appearance	Productivity
Communication	Respect	

4. The teacher will present the PowerPoint **Work Ethics with Quotes**. These pictures were taken in factories and offices from around the state of Georgia. They show real application of work ethics and soft/transferable. Some have manager's quotes included and pertaining to work ethics and soft/transferable skills.

• ATTACHMENTS FOR LESSON PLANS

CM 8-3 Shadow Day Form

CM 8-3 Shadow Day Journal

CM 8-3 Shadow Day Check Sheet

CM 8-3 Shadow Lesson Handout

CM 8-3 Shadow Lesson Handout with Answers

[CM 8-3 Alternative Views in Child Labor Laws](#)

[CM 8-3 Discussion Web for Part Time Job](#)

[CM 8-3 Jobs for 14-15](#)

[CM 8-3 Child Labor Law Quiz with Answers](#)

[CM 8-3 Child Labor Law Quiz](#)

[CM 8-3 Work Ethics Assessment](#)

[CM 8-3 Improvement Plan](#)

[CM 8-3 Work Ethics 0,1,2,3](#)

[CM 8-3 Word Walls](#)

• **NOTES & REFLECTION:**

This unit will need to be broken into two different time segments. The date for the actual Shadow Day needs to be set well in advance and given to the faculty and lunch room staff at the school. The Shadow Day forms need to go home on the first day of this unit. The teacher needs to give the students two weeks to bring the forms back to class with all the signatures. A list of the Shadow Day students needs to be given to the faculty and to the lunch room staff at least a week prior to the actual Shadow Day. The teacher should not accept Shadow Day forms after the two week deadline since we are to be teaching responsibility too.

The teacher needs to replace the school name with their school's name on the Shadow Day form before they make copies of the handout for the student.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

- Actual Shadow Day - one day; presentations & handout day two; discussion web day three
- Shadow Day form had to be turned in prior to the deadline earlier in the nine weeks.
- Journals presented and Shadow Day Handout completed the next day in class. Handout is to be turned in for a grade.
- Journal questions turned in for a grade.
- Shadow Day Essays turned in for a grade.
- Shadow Day Check sheet to be turned in for attendance.
- Students are to participate in the work experience with an adult as much as possible based on the company's insurance policies and safety regulations.

Culminating Unit Performance Task Directions:

- The date of the Shadow Day must be put on the school calendar in advance.
- Career Development encourages and needs parent/guardian and employer support and involvement to make career exploration important to students. One way to encourage this involvement is through a shadow day program. The program is for a student to go to work with one of his/her parents/guardians for one full shift and participate:
 - a) In work activities as much as possible based on safety and insurance.
 - b) By observing working conditions, job responsibilities, and employee interactions with other personnel.
 - c) By discussing with parents/guardians and employers, if possible their experience.
- The main goals of this activity are 1) to increase the student's understanding of themselves as potential workers, 2) to broaden their knowledge of career and educational opportunities, and 3) to encourage the development of job-seeking and job-keeping skills.

- Every child is to be given a Shadow Day form and it is to be counted as a homework grade. If a child can not attend there is a space for the parents to check no and sign. All signed forms are to be counted as 100 points for a homework grade.
- From this experience the child will have a better understanding of work, some of the responsibilities, and some of the requirements that are part of work. Hopefully, the child will discuss his/her experience with the adult and the adult will be able to take the time to discuss the experience with your child.
- Actual Shadow Day - students take the shadow day check sheet to be completed by their adult supervisor that day. That sheet is returned so that the students can be marked present on a fieldtrip at school for shadow day. If the check sheet is not returned or faxed to the school then the students are marked absent from school. An alternative assignment must be made for students not going on shadow day. I suggest that you download some local job position/topics from the OOH. Have the students answer several questions about several different jobs found in your local area. That will replace the essay that the shadow day students are completing.
- Day after shadow day- Students go before the class to tell about their day. The classes have the Shadow Day handout and are completing the items as they hear that information in the student's presentation. All items will not be completed during the presentations but will require class discussion afterwards. This can be done in small groups and then presented to the larger group or as a total class. Either way would be fine.
- Math in Careers: Average drive time for students to shadow day.
- Teacher needs to keep a record of the drive times on the board as the students present their journal questions. The students will calculate their individual drive times by subtracting what time they left the house from what time they arrived at the work site. Those are two of their journal questions that must be answered on Shadow Day. At the end of the presentations the students will add all the drive times together and then calculate the average so that the class has an average drive time per person. This is to show them that as adults we have to use time management to organize their day (review from prior unit). Everyone must allow time to get to and from the worksite. Special education students will need to have calculator provided for them.

Discussion Web Activity.

- Using prior knowledge of child labor laws, work ethics, time management, and decision making the students are to complete the attached discussion web. The central question is "Should an average student get a part time job during high school."
- The teacher is to randomly divide the class into pairs. Each pair is to complete the discussion web. One student writes on the web the other student will explain their choices to the class.

Attachments for Culminating Performance Task:

CM 8-3 Shadow Day Form

CM 8-3 Shadow Day Journal

CM 8-3 Shadow Day Check Sheet

CM 8-3 Shadow Lesson Handout

CM 8-3 Shadow Lesson Handout with Answers

CM 8-3 Discussion Web for Part Time Job

UNIT RESOURCES

Web Resources:

http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/us_history.html

U.S. Department of Labor - Find It By Topic - Youth & Labor

- <http://www.youthrules.dol.gov/educators/default.htm>

- **YouthRules! Self Assessment Tools Web page.**
- Fair Labor Standards Act
U.S. Department of Labor's (USDOL) Wage and Hour Division
USDOL's Youth and Labor Page
Employer Pocket Guide on Youth and Employment
YouthRules! Employer Guides
Frequently Asked Questions (FAQs) for Employers
Frequently Asked Questions (FAQs) for Job Seekers

http://www.expertlaw.com/library/employment/child_labor.html

- Introduction to Child Labor Law
- What's a "Work Permit"?
- Restrictions on Older Teens (Ages 16 - 17)
- Restrictions on Teens (Aged 14-15)
- Restrictions on Younger Teens & Children (Aged 13 or younger)
- Special Rules for Agriculture
- Wages
- "Whose Earnings Are They?"
- Employers' Duties
- Parents' Rights

<http://www.ilsa.net/laws.htm>

- Child Labor Laws
- Traveling Youth Crews
- Prevailing Wage Laws
- Wage Collection Laws
- Minimum Wage, Overtime, Dismissal & Workplace Standards
- Contractor & Employer Registration
- Workplace Safety & Health
- Miscellaneous Labor Laws

<http://www.lib.unc.edu/stories/cotton/images/>

- www.wordle.net
- America's Career Resource Network (ACRN)
- GACollege411
- Georgia Department of Labor
- Occupation Supply and Demand
- Bureau of Statistics
- <http://www.bls.gov/oco/oco1002.htm>
- Ga Jobs and Growth Projections
- Georgia New Emerging Industries

Materials & Equipment:

Computer & Internet
Microsoft Office PowerPoint
Transparencies
Overhead projector
Card stock paper
Handouts already prepared for students
Calculators

21st Century Technology Used:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input checked="" type="checkbox"/>	Email/fax

<input type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker