

I Am a
#YOUNG WORKER

YOUNG WORKERS ANIMATED FOR CHANGE
WORKSHOP AND CLASSROOM GUIDE



UCLA Labor Center

About the UCLA Labor Center

Since 1964, the UCLA Labor Center has created innovative programs that offer a range of educational, research, and public service activities within the university and in the broader community, especially among low-wage and immigrant workers. The Labor Center is a vital resource for research, education, and policy development to help create jobs that are good for workers and their communities to improve the quality of existing jobs in the low-wage economy, and to strengthen the process of immigrant integration, especially among students and youth.

About the Animation

The I am a #youngworker animation highlights the conditions of work for young people in Los Angeles and is based on a UCLA Labor Center student-led research project.

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SPECIAL THANKS

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Restaurant Opportunities Center of LA
United Food and Commercial Workers 770
The Fast Food Workers Campaign SEIU 721
Garment Worker Center
The Los Angeles Black Worker Center
Our Walmart Campaign

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Pilipino Workers Center (PwC)
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Introduction

THE I AM A #YOUNGWORKER MULTI-MEDIA PROJECT

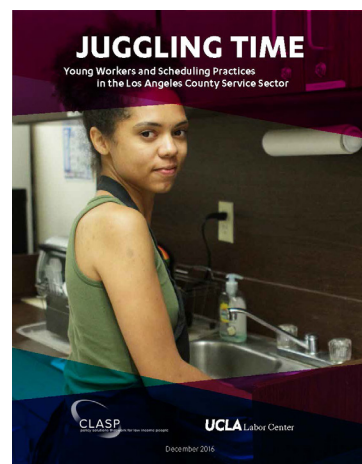
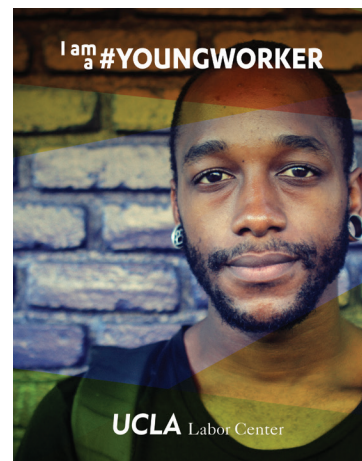
Young workers are an integral part of the U.S. economy, with one third of the national workforce between the ages of 18-34. In Los Angeles County, one in four workers is a young person. They are concentrated in the service sector and are the faces that greet us in coffee shops, retail stores, restaurants, and grocery markets. Despite their visibility, there is a lack of understanding about who working youth really are.

This curriculum serves as a guide for the UCLA Labor Center's animated short film, I am a #YoungWorker. The animated short film is a part of a larger multi-media project (<http://bit.ly/aboutyoungworkerproject>) by the same name that uses data, stories, and images, including documentary filmmaking, a photograph gallery, and online stories.

Specifically, the animated short film complements and stems from the 2015 groundbreaking I am a #YoungWorker report (<http://www.labor.ucla.edu/youngworker-opening/>). The student-led study draws from over 550 surveys and 30 in-depth interviews about young workers' experiences between the ages of 18-29 in the Los Angeles' low-wage retail and restaurant industries.

SUMMARY OF FILM

Based on young worker interviews and survey findings in the report, the film depicts the characters' everyday struggles and hopes. The film starts with Diana, a student researcher, who explains the study research process and the broader Los Angeles county context. Next, Paola opens with her own story of starting work in fast food as a teenager and staying on longer than she had imagined.



¹Fry, Richard. 2015. "Millennials surpass Gen Xers as the largest generation in U.S. labor force. Pew Research Center, May 11, 2015 <http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force>

²U.S. Census Bureau, American Community Survey 5-year estimate 2012-2017.

Then, while working at a mall retail store, Mathew gets disappointed by both his low-wage paycheck and his lack of weekly hours. Following, Paola returns in a fast food restaurant and asks her boss about changes in her schedule. Worse, after clocking out, she gets asked to do one more small task. Last, Marissa appears at the restaurant, serving a regular customer his food; she experiences verbal harassment and reports it to her manager for help. The manager dismisses her complaint.



Diana
STUDENT RESEARCHER



Paola
FAST FOOD CASHIER



Matthew
RETAIL STAFF



Marissa
RESTAURANT WORKER

The film then transitions to examine young worker organizing from the early 1900s to the 2010s, through archival images of past young worker-led actions in their workplaces and communities. The film closes asking what young workers can do today, with direct quotes from interviews about changes they would like to see now. Overall, the film aims to contextualize today's low-wage retail and restaurant conditions. We draw from key findings of the report:

- 1 Young people work to live, not to play.**
The vast majority of youth people work out of economic need, supporting their families, school, and basic needs, rather than leisure activities.
- 2 Young workers juggle out of control schedules.**
Retail and restaurant industries schedule week-by-week and hour-by-hour to match customer flows, which results in erratic schedules and earnings for young workers.
- 3 Young workers face difficult workplaces conditions.**
Young workers commonly experience workplace violations like wage theft, verbal harassment, withholding of benefits, and career immobility.

How to Use This Guide


This curriculum is intended to facilitate interactive activities and group discussions in order to unpack the different themes within the I am a #YoungWorker animated short film. The curriculum is intended for teachers, organizers, trainers, and educators alike. Each activity walks you through goals, materials needed, an agenda, the activity steps, and relevant times of the animated short. At the end of the activity, you will find corresponding statistics and recommendations for reading from the I am a #YoungWorker Report.

While you can facilitate the entire set of activities for a half-day, each activity can be a stand-alone workshop, ranging from 30 to 60 minutes. We start with an opening icebreaker and end with a closing reflection. The six activities focus on an individual character/industry, an issue, or the historical context and rights. We also provide guidelines for a short 90 minute workshop that combines three activities, should you prefer our recommendations for a short, yet comprehensive version of the curriculum.

Stay in dialogue with us about this project through <http://bit.ly/aboutyoungworkerproject> and follow #youngworker.

LEGEND

Look for these icons throughout the guide to understand goals, facilitation instructions, and suggested materials.

AGENDA 	GOALS 	MATERIALS 	CHART 
AUDIO CLIP 	DISCUSS 	INSTRUCTION 	FACILITATOR 

SUGGESTED READINGS

For more context on Young Workers in Retail and Restaurant, we suggest the following:

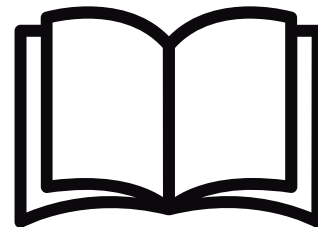
BOOKS

Benson, S. P. (1986). *Counter Cultures: Saleswomen, Managers and Customers in American Department Stores, 1890-1940*. Urbana: University of Illinois Press.

Cobble, D. S. (1991). *Dishing it Out: Waitresses and their Unions in the Twentieth Century*. Chicago: University of Illinois Press.

Sukarieh, M., & Tannock, S. (2014). *Youth Rising?: The Politics of Youth in the Global Economy*. New York: Routledge.

Tannock, S. (2002). *Why Do Working Youth Work Where They Do?* UC Berkeley Labor Center.



ACADEMIC JOURNAL IN LIBRARY DATABASE

Swanberg, J. E., McKechnie, S. P., Ojha, M. U., & James, J. B. (2011). "Schedule Control, Supervisor Support and Work Engagement: A Winning Combination for Workers in Hourly Jobs". *Journal of Vocational Behavior*, 79(3), 613-624.

Yagil, D. (2008). "When the Customer is wrong: A Review of Research on Aggression and Sexual Harassment in Service Encounters." *Aggression and Violent Behavior*. Vol 13(2), Mar 2008, 141-152.

RESEARCH BRIEF

Lambert, S.J, Fugiel, P. J., and Henly, J. R. (2014). *Precarious Work Schedules among Early-career Employees in the U.S.: A National Snapshot*. University of Chicago: Research brief issued by EINet (Employment Instability, Family Well-being, and Social Policy Network) at the University of Chicago. <http://ssascholars.uchicago.edu/einet>.

AVAILABLE ONLINE

Blossfeld, H., Buchholz, S., Bukodi, E. & Kurz, K. Lambert, S., Fugiel, P.J, and Henley, J.R. (2014). Schedule Unpredictability Among Early Career Workers in the US Labor Market: A National Snapshot. Research brief issued by EINet (Employment Instability, Family Well-being, and Social Policy Network) at the University of Chicago. https://ssa.uchicago.edu/sites/default/files/uploads/lambert.fugiel.henly_executive_summary.b_0.pdf.



Carnevale, A., Smith, N., Melton, M., Price, E. (2015). Learning While Earning: The New Normal. Georgetown University Center on Education and the Workforce. <https://cew.georgetown.edu/cew-reports/workinglearners/>

Golden, L. (2015, April). Irregular Work Scheduling and Its Consequences. Economic Policy Institute. <https://www.epi.org/publication/irregular-work-scheduling-and-its-consequences/>

In the Shadow of the Great Recession: Experiences and Perspectives of Young Worker. (2014) Board of Governors and the Federal Reserve.

Johnson, H. , Cuellar Mejia, M., Ezekiel, D. Zeiger, B. (2013, June). Student Debt and the Value of a College Degree. Public Policy Institute of California. https://www.ppic.org/content/pubs/report/R_613HJR.pdf

Tackling Unstable and Unpredictable Work Schedules: A Policy Brief on Guaranteed Minimum Hours and Reporting Pay Policies. (2014). Center For Law and Social Policy, Retail Action Project, and Women Employed. 1-28. <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Tackling-Unstable-and-Unpredictable-Work-Schedules-3-7-2014-FINAL-1.pdf>

“Summary: The San Francisco Predictable Scheduling and Fair Treatment for Formula Retail Employees Ordinance.” (2014, November) Next Generation. http://thenextgeneration.org/files/SF_Predictable_Scheduling_One_Pager_1.pdf

Waheed, S., Herrera, L., Shadduck-Hernandez, J., & Valenta, B. (2015). Young Workers in Los Angeles: A Snapshot. UCLA Labor Center. <https://www.labor.ucla.edu/young-worker-snapshot/>

ADDITIONAL RESOURCES

AFL-CIO: Your Rights at Work

www.aflcio.org/Issues/Civil-and-Workplace-Rights/Your-Rights-at-Work

CA Labor Commissioner's Office: How to File a Wage Claim

www.dir.ca.gov/dlse/HowToFileWageClaim.htm

Department of Labor: Summary of the Major Laws of the Department of Labor

www.dol.gov/general/aboutdol/majorlaws

Los Angeles County Federation of Labor, AFL-CIO

www.thelafed.org

Youth Rules: Know Your Rights by Age

www.youthrules.gov

US Equal Employment Opportunity Commission: Youth @ Work

www.eeoc.gov/youth

OVERVIEW OF ACTIVITIES 4 Hours Total

Opening 5 minutes

Use this short script to open up any activity.

Icebreakers: Work and Me 15 minutes

Option of two opening activities to warm up to participants to each other and to share reflections on work and their first jobs. This can be used before any activity below.

Activity One: Young Worker Vs. Millennial 45 minutes

Watch the full 4 minute and 20 second video, unpack what a millennial represents, listen to a relevant 1 minute audio story, and discuss major themes about young workers from the film.

Activity Two: Scheduling Hot Potato 30 minutes

Watch a 30-second clip from the video on scheduling in the service jobs. Play a full group game to map out a typical day for a young worker and the challenges of balancing it all.

Activity Three: It's Pay Day! 30 minutes

Watch a 45-second clip on young people's earnings in service work. Work in small groups to assess income, needs, and expenses.

Activity Four: Wage What? Wage Theft! 30 minutes

Watch a 15-second clip on wage and hour concerns. Play a two-team game to guess whether a task is or is not wage theft. Reflect on workplace conditions, worker-manager dynamics, and workers' rights.

Activity Five: The Customer is Always Right?! 30 minutes

Watch a 30-second clip on workplace harassment. Reflect on the common worker situation through a two-team movement-based activity; create a human sculpture to depict the workplace as is and to contrast it with an alternate vision human sculpture.

Activity Six: Know Your Young Worker History 45 minutes

Watch a 1 minute and 20 second clip on young worker history. Create your own story of young worker history using archival organizing images. Then, compare your story with the events on the screen.

Closing: Head, Heart, Hands 15 minutes

End either a short or long workshop with a closing reflection on what you learned, feel, and want to do to enact change. This can be used to close any activity.

WORKSHOP TYPES AND FACILITATOR SUGGESTIONS

We suggest pairing each activity with the Icebreaker and/or the Closing. Below are some curated suggestions based on 30, 45, 60, or 120 minute workshops. You can also run the full curriculum over a half day for 4 hours.

Explore One Specific Theme Only: Scheduling, Pay, Wage Theft or Harassment

Option 1:

- Activity 2, 3, 4, or 5
- 30 minutes*

This workshop allows a facilitator to focus on one specific young worker issue at a time: scheduling, pay, wage theft, or harassment through a curated video clip, a team, or full group game.

Option 2:

- Icebreaker
 - Activity 2, 3, 4 or 5
 - Closing
- 60 minutes*

This workshop allows you to spend more time with an opening, a young worker issue of your choice, and a closing activity.

General Themes on Young Worker Context

Option 1:

- Activity 1
- 45 minutes*

This workshop explores current media representation of young people and counters those representations with an examination of the young worker.

Option 2:

- Icebreaker
 - Activity 6
- 60 minutes*

This workshop focuses on historical events and themes of organizing: who, what, and why!

Multi-themed Workshop

- Icebreaker
 - Activity 2, 4, and 5
 - Closing
- 120 minutes*

This workshop provides an in-depth look at three themes in progression to explore “what” is the issue, “so what”—why is this important?, and “now what” with young worker issues and a vision for change.

Opening

Time: 5 min
Facilitated by:

Use this short script to help frame the start of each workshop.



GOALS

- Set up your chosen workshop(s) with background information
- Review workshop goals and agenda



MATERIALS

- Chart paper
- Markers



AGENDA

1. Introduce facilitators and background information on the "I am a #Youngworker project"
2. Review workshop agenda and share any goals

Facilitator:



Today we will be watching clips from an animated video on young workers in the retail, restaurants, fast food, and grocery in Los Angeles County. These are the industries where young people are generally concentrated across the U.S.

This workshop is based on the video I am a #Youngworker and a UCLA Labor Center participatory research project of the same name. The study, conducted by students, relies on 559 surveys and 30 interviews with young workers.

Through the film clip, we will explore specific themes about young workers and the current issues they face at the workplace, we learn about their struggles and the support they need. The themes include:

**1****Young people work to live, not to play**

The vast majority of youth people work out of economic need, supporting their families, school, and basic needs, rather than leisure activities;

2**Young workers juggle out of control schedules**

Retail and restaurant industries schedule week-by-week and hour-by-hour to match customer flows, which results in erratic schedules and earnings for young workers;

3**Young workers face difficult workplaces conditions**

Young workers commonly experience workplace violations like wage theft, verbal harassment, withholding of benefits, and career immobility.

Icebreaker Option 1

Work and Me: Reflecting on the Workplace

Time: 15 min

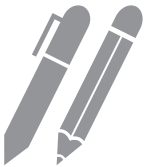
Facilitated by:

This icebreaker can be used to help participants get acquainted and reflect on workplace experiences.



GOALS

- Participants introduce themselves to each other
- Participants warm up to their own stories about work



MATERIALS

- Package of Post-It Notes
- Miscellaneous Pens/Markers
- Butcher Paper (Optional)



AGENDA

1. Introduction
2. Individual Post-It Reflection
3. Gallery Review
4. Group Reflection

Instructions:

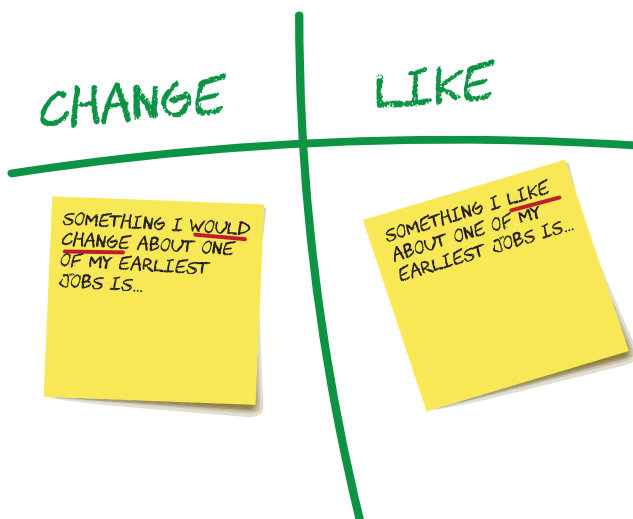


Ask all participants to sit in a circle. Each person takes two Post-It notes. On the first Post-It, write one aspect of one of your earliest jobs that you want to change. On a second Post-It, write one aspect of one of your earliest jobs that you like. Use about two to three minutes for this personal reflection.

2–3 min

When participants are finished, have them place the respective Post-It's on a butcher paper designated as "change" or "like." Afterwards, everyone walks up to the papers and reviews them. Use about two to three minutes to review silently as a group.

2–3 min



TIP

Instead of a butcher paper, you can use a chalkboard or wall.

Discussion:

If a small group, ask everyone to share their name and one comment from the participants on any patterns, surprises, or overall thoughts on what the group has posted. If it is a large group, take a few comments.

8 min

- **What are themes or patterns within the “likes”?**
- **What are themes or patterns within the “changes”?**
- **What does the activity reveal about the workplace and dynamics of work?**

Say:

There’s a lot we like about our jobs. These jobs are important to our growth, careers, and development. Early job experiences impact the rest of your work life. We heard from each other what we would like to see improved in the workplace.

These jobs could and should be better. Let’s learn about what those issues are now!

1 min



Icebreaker Option 2

Workplace Rights and Violations

Time: 15 min

Facilitated by:

This icebreaker can be used to help participants get acquainted and reflect on labor rights violations.



GOALS

- Participants introduce themselves to each other
- Participants warm up to their own stories about work



MATERIALS

- Digital Device
- Projector



AGENDA

1. Introduction
2. Mentimeter Responses
3. Group Reflection

Set Up:

1. Go to www.mentimeter.com sign up for an account.
2. Click on “new presentation,” input a title, and click “word cloud.”
3. Input the following questions, one question per slide (feel free to use all three, a pair, or only one question):

- What is the minimum wage in California?
- In one word, how would you describe young workers?
- Which, if any, labor violations have you experienced?

When ready, choose “present.”

Instructions:



1. Ask all participants to pull out a digital device and have them individually go to www.menti.com. Ask participants to input the code specific to your presentation.

Ask them to then respond to each question, and give about 1-2 minutes per question for participants to type out their responses.

2–4 min

OPTIONS

Alternatively, you may use PollEverywhere and connect it to Google Slides via a Google Chrome extension. PollEverywhere has the option of texting answers in addition to going to a website.

Discussion:



If a small group, ask everyone to share their name and one comment from the participants on any patterns, surprises, or overall thoughts on what the group has posted. If it is a large group, take a few comments. Guiding questions can include:

8 min

- What do you know the California minimum wage?
- What are some stereotypes about young workers?
- What patterns of violations do people experience at work?
- Overall, what did you learn about young workers' rights and the violation of those rights?

Say:



Early job experiences impact the rest of your work life. We heard from each other about what we think of young workers and any workers rights that may or may not have been respected! These jobs could and should be better. Let's learn about what those issues are now!

1 min

 **Mentimeter**

What is the minimum wage in California?

8 12 15 dollars
9 dollars
12 dollars

 **Poll Everywhere**

In one word, how would you describe young workers?

hardworking responsible
experienced leaders mature hustlers
dedicated time managers

Activity 1

Young Worker vs Millennial

Time: 45 min

Facilitated by:

This activity examines the "millennial" against research on the young workers' actual experiences.



GOALS

- Deconstruct the stereotypes and images of a young worker
- Compare and contrast "the millennial" portrayal of a young worker



MATERIALS

- Butcher paper
- Markers
- Video Clip
- A/V equipment: speakers, screen, projector, laptop



AGENDA

1. Introduction
2. Popcorn
3. Small groups
4. Watch full animated film
5. Discussion

Say:



Today's mass media often shows the millennial as the only representation of the current generation of young people. From style and habits to interests and technology, the millennial is a common descriptor to refer to all young people now.

1 min

Instructions:



With one butcher paper, have participants "popcorn" out responses that pop into their head to the following questions. Jot down participant responses on the butcher paper:

- When I say "millennial" what images pop up?
- Are there stereotypical phrases, ideas, or images associated with millennial young person?

4 min

Video Clip:

Watch full animated Young Worker film:  bit.ly/youngworkervideo



5 min

Audio Clip:

1. Divide into small groups of four people. Ask the group to select one report back person and one visual notetaker person.



2. Hand each group a sheet of butcher paper and markers.

3. Ask each group to listen to the representation of the millennial in this 50 second audio clip:  bit.ly/millennialshort

4. Ask each participant to draw out images on a large piece of butcher paper. The images can address 1 or all of the following question prompts (post these questions on butcher paper for the group to see):



- Draw how the **young worker** presented in the video.
- Draw how the **millennial** presented in the audio clip.
- What are the similarities between them? Differences?

20 min

Discussion: **OPTION 1:** If time permits and if the number of groups is reasonable (5–6), you may ask the group reporter to share the drawing with the large group and give a one sentence summary.



OPTION 2: Alternatively, you can have the groups tape the posters on the walls and spend 4–5 minutes doing a gallery walk (circulating to see each group's artwork).

5 min

After showcasing the artwork, choose any of the following questions to discuss as a large group. Visually display the chosen questions on a poster or a slideshow.

8 min

- How did the groups represent a millennial?
- How does the film represent young workers? Is it different than your understanding of millenials?
- What is missing in the media's representation of the millennial population?
- When all young people are represented as millenials, who is advantaged or disadvantaged? Why?
- If you were crafting a story, how would describe and depict young people and young workers?

TIP

If the group is large, you may assign 1–2 questions to each small group to foster deeper conversations before asking for volunteers to share with the large group. Alternatively, you may use a strategy called Think-Pair-Share and ask them to share with a partner.

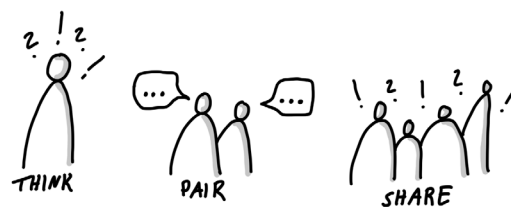


Image from www.ideenwolke.wordpress.com/tag/think-pair-share



Say: • Young Workers are important. Their earliest jobs are often seen as “rites of passage.” The culture of asking young people to deal with whatever happens often excuses and dismisses the ongoing workplace issues that occur in these jobs.

2 min

- The millennial narrative collapses young people as opinionated young workers who can work whenever they want and are in control of their workplaces. This erases the experiences of young workers in service work who experience different realities.
- The term millennial reduces the issues young people face to a generation. But many of the challenges we learned about in the study have existed before and will continue to after. These are structural issues that affect all workers, including young workers.
- Seeing the spending habits of young people as leisure oriented makes it easy for employers and policymakers to justify their low wages—as is already the case in retail and restaurant (p. 14).
- The *I am a #YoungWorker* Report shares that “young people work to live, not to play.” Not only would young workers would like to work more hours, but they also have issues with scheduling all while contributing to their family expenses. This is considering the fact that wages have dropped (p. 3).

**For more
information**

Report Young People Work to Live, not to Play (pps. 12-13)

- Stats**
- Less than 1% of young workers spend solely on leisure activities (p. 9)
 - Nearly half of young workers contribute their income to family expenses (p. 13)
 - 72% of young workers would like to work more hours (p. 23)
 - Nearly a quarter of young workers have educational debt (p. 16)
 - The average time a young worker has been in a service industry is 3 ½ years (p. 30)

Alternate Resources Time article: “Millennials vs Baby Boomers: Who Would You Rather Hire?”
Link: bit.ly/businessmillennials
URL: <https://business.time.com/2012/03/29/millennials-vs-baby-boomers-who-would-you-rather-hire/>

Activity 2

Scheduling Hot Potato: Interactive Game

Time: 30 min

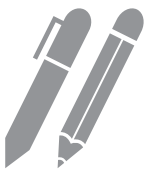
Facilitated by:

This activity addresses the challenges of scheduling in the retail and restaurant industry.



GOALS

- To question young worker's work/life balance and scheduling practices



MATERIALS

- 10-15 Markers/Pens
- Video clip
- A/V equipment: Speakers, Screen, Projector, Laptop



AGENDA

1. Introduction (if you have not presented the workshop previously)
2. Hot Potato Game and reflection
3. Watch Clip
4. Discussion

Instructions:



Ask participants to make a circle. Gather 10–15 markers and share that the markers represent different daily responsibilities related to work, school, family, and miscellaneous needs and tasks.

Share that you will read a statement about a task, like “Have to register for a class,” and pass out a marker to the first person. Then, you will read another statement, like “Have to pick up a parent for their appointment,” and the first person will pass their original marker to the person to the right of them, and take another marker at the same time.

The facilitator will continue to read statements and distribute markers. The facilitator can control the speed to go faster.

The first person that ends up with two markers in hand at once, must drop their markers, raise their hands, and yell “ahhh!”. They are out.

The facilitator can continue reading the statements until a few more participants are out, or until there is one person left.

15 min

“YOU HAVE TO...”

TO DO LIST

- | | |
|--|--|
| <input type="checkbox"/> REGISTER FOR A CLASS | <input type="checkbox"/> DO YOUR LAUNDRY |
| <input type="checkbox"/> BE HOME FOR THE PLUMBER | <input type="checkbox"/> MEET A NEW DEADLINE |
| <input type="checkbox"/> CATCH A LATE BUS | <input type="checkbox"/> GO TO AN UNEXPECTED MEETING |
| <input type="checkbox"/> COOK A MEAL | <input type="checkbox"/> FIX A FLAT TIRE |
| <input type="checkbox"/> GO TO A DENTIST APPOINTMENT | <input type="checkbox"/> GO TO WORK |
| <input type="checkbox"/> TAKE YOUR EXAM IS ON MONDAY | <input type="checkbox"/> PICK UP YOUR PARENT FOR |
| <input type="checkbox"/> PICK UP GROCERIES FOR THE WEEK | THEIR NEXT APPOINTMENT |
| <input type="checkbox"/> GO TO A TEAM MEETING FOR WORK | |
| <input type="checkbox"/> PRACTICE SOCCER WITH YOUR FRIENDS | |
| <input type="checkbox"/> READ AN ARTICLE FOR YOUR CLASS | |
| <input type="checkbox"/> HELP YOUR SIBLING OUT WITH AN ERRAND | |
| <input type="checkbox"/> STUDY WITH YOUR STUDY GROUP IN THE MORNING | |
| <input type="checkbox"/> COME INTO WORK EARLY FOR THE MORNING SHIFT | |
| <input type="checkbox"/> TAKE CARE OF A CHILD AND PET ISSUE | |
| <input type="checkbox"/> PICK UP MEDICINE FOR A FAMILY MEMBER | |
| <input type="checkbox"/> SWITCH SCHEDULES WITH A CO-WORKER | |
| <input type="checkbox"/> RUN ERRANDS AT THE SUPPLY STORE | |
| <input type="checkbox"/> PICK UP SOME LUNCH DURING YOUR LUNCH BREAK | |
| <input type="checkbox"/> GO IN TO WORK FOR A NEW TIME SHIFT FOR TOMORROW | |

TIP

You can use all these statements or cut it short depending on how long you want to play the game. And remember, you can ask participants to add their own statements in as well!



Say: This activity is to show how hard it is to juggle daily responsibilities, especially when working at a place where your schedule is constantly changing. Let's talk about it!

Discussion: • What thoughts came up for you playing this game?



- How do schedules impact you as a worker, parent, partner, family member, and/or young person?

5 min

TIP

It helps to give people 30 seconds to 1 minute to reflect silently before asking for volunteers to share. People need time to think before answering!

Video Clip:



Watch 1:17–1:57 of the full animated Young Worker film:

▶ <http://bit.ly/youngworkervideo>

1 min



Discussion: • When a worker juggles their schedule on a weekly or bi-weekly basis, what challenges do they face?



- How do young workers work around their daily obligations? Do you think balance is possible?
- Who has the power when it comes to making schedules at work?
- Why does irregular scheduling happen in retail and/or restaurant work, especially for young people?

8 min

Say: • In the *I am a #YoungWorker* study, scheduling was a major issue. While retail and restaurant jobs are the two highest jobs available for young workers, their scheduling tends to be quite erratic. In fact, service work depends on staggered scheduling, lean staffing, and predicting customer flows that results in erratic scheduling and pay for young workers (p. 19).



- On-call or “Just-in-time” scheduling practices require a worker to be flexible, on standby, and cover shifts last minute (p. 20). Many managers set the schedule without the input of the employee.
- Currently, there are little to no laws supporting the rights of workers around scheduling.

1 min

Report Unfair Scheduling (pps. 19-22)
Young People Work to Live, not to Play (p. 13)
Over ⅓ of young workers attend school (p. 15)
Young workers are also parents (p. 9)

- Stats**
- 9 out of 10 workers don’t have a set schedule (p. 19)
 - 72% of workers would like to make more hours (p. 23)
 - 82% of schedules changed per week.
 - Over half of young workers were on-call at their workplace in the past year (p. 21)
 - 1 in 5 young workers had their shift canceled the day they were suppose to work (p. 20)
 - 82% of managers set their workers schedules.
 - About ⅓ of young workers said they sometimes have input over their schedules (p. 22)

**For more
information**

Activity 3

It's Pay Day!

Time: 30 min

Facilitated by:

This workshop explores young people's pay and wages in service work. What do they spend their income on?



GOALS

- Debunk the idea that young people spend only on themselves
- Become aware of how young people work to live not to play
- Consider what it would take to make enough income



MATERIALS

- Blue and red dots or stickers
- Video clip
- A/V equipment: Speakers, Screen, Projector, Laptop
- Butcher paper (optional)
- Markers (optional)



AGENDA

1. Introduction (if you have not presented the workshop previously)
2. Group game
3. Watch and discuss clip

Instructions: Instruct participants to break into groups of three.

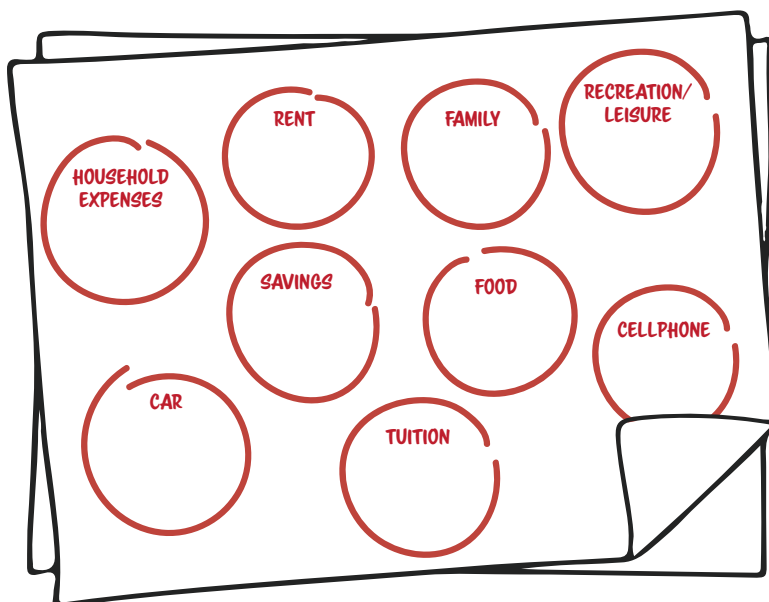


Pass out a sheet of butcher paper and markers to each group.

The groups will brainstorm 5-10 categories of what a young worker would regularly spend their money on.

Draw and label circles representing these categories on the paper.

5 min



TIP

To save time:

1. Count them off into groups.
2. Use these examples as preset categories. List these visibly on a board or poster.



Say: Welcome to Payday! I will pass out **10 blue stickers** and **5 red stickers** to each group. Each blue sticker represents \$50 and each red sticker represents \$100.

 = \$50

 = \$100

7 min

This game assumes that a young worker makes approximately \$1000 of income a month, with an hourly wage of \$10.50 an hour, at 30 hours a week, with basic deductions.

Place your stickers in the corresponding circles based on how you think a young worker would spend their monthly income.

Discussion:



Lastly, in groups, answer the following, and report back a few comments (Have the questions already written out on butcher paper):

- What did your group spend their income on?
- Was your group able to balance and/or spend money to meet all your needs?
- Do you see any patterns?

4 min

Video Clip:



Watch 0:27 to 1:42 of the full animated Young Worker film:

 tinyurl.com/y78xt8ye

2 min



Discussion:



Choose a couple questions to focus on for large group discussion.

10 min

- What was challenging about budgeting your expenses on pay day?
- What expense categories did you create and what did you feel was left out?
- How are young people depicted when it comes to money? What about young workers? Millennials?
- What external societal factors make it challenging for young people to live off of what they earn (rising cost of education, housing costs)?
- Unpack this statement: “Young workers only spend on their leisure activities.” Who is advantaged or disadvantaged by this statement and why?
- How do young workers in the film deal with money and expenses?
- What do you think about the role of tips as a source of income in restaurant and other service work?



Say: • The *I am a #YoungWorker* study found that **less than 1%** of young workers spend solely on leisure activities. In fact, **almost half** of all young workers contribute to their families.

1 min

- The retail and restaurant industries are the highest employers of young people, but they also pay one of the lowest wages.
- The high cost of living in cities, including soaring cost of living makes making ends meet difficult (p. 6). Young workers balance cell phone, household expenses, recreation, rent, car costs, family expenses, and savings (p. 13). In addition, young workers going to school often deal with student debt from loans. The combination of rising costs and low-wages makes it difficult to complete education and move up a career ladder (p. 16).

**For more
information**

Report Income and Expenses (pps. 12-13)
Low wages (p. 14)
Student debt (p. 16)

- Stats**
- Less than 1% of young workers spend solely on leisure activities (p. 13)
 - 48% of young workers contribute to their families (p. 13)
 - Young workers in retail and restaurant have seen their wages drop by 15.8% since 2000 (p. 14)
 - As wages have dropped, school has become more expensive (pps. 14, 16)

Activity 4

Wage what? Wage theft!

Time: 30 min

Facilitated by:

This group game breaks down wage theft—the frequent stealing of a worker’s pay.



GOALS

- Learn about wage theft and the various forms of wage theft that young workers experience.



MATERIALS

- Video clip
- A/V equipment: Speakers, Screen, Projector, Laptop
- Optional: print statements into index cards
- Optional: a buzzer



AGENDA

1. Introduction (if you have not presented the workshop previously)
2. Group activity
3. Watch and discuss clip



Say:

Wage theft is rampant in low-wage restaurant and retail industries. So many workplace tasks (practices) are viewed as just part of the job but are actually illegal and considered wage theft. Can you tell what is wage theft and what is not? Let’s play a game!

Instructions:

Split participants into two lines to make two separate teams. The facilitator will read a statement presenting different tasks at the workplace.



The two people at the front of the line have to decide whether that statement is wage theft or not. The person who raises their hands first answers “wage theft” or “not wage theft.”

15 min

“ WAGE THEFT! ”

“ NOT WAGE THEFT! ”

In order for their answer to count, the facilitator has to finish reading the statement (and not before!) or their response will be disqualified. If correct, the participant goes to the back of the line when done and the next two participants will respond to the next statement.

“IS IT WAGE THEFT IF YOUR MANAGER ASKS YOU TO...”

These are the statements to read for the Wage Theft game. We have included a notation afterwards to help you determine whether something is wage theft (WT) or not wage theft (NWT).

- Throw out the trash on your way out (WT)
- Change your schedule on the day off (NWT)
- Tell them your schedule for the rest of the month (NWT)
- Lump your break and your lunch together (WT)
- Split your day shift so that 9 hours of work looks like 2 hour and then 7 hours. This is form of splitting a shift to avoid paying overtime (WT)
- Get paid for most of your paycheck one day and the rest tomorrow (WT)
- Receive pay half in cash and half in check with pay stubs for both (NWT)
- Clean the bathroom when the cash register is slow (NWT)
- Stay inside the break room during your meal break (WT)*
- Help your friend serve someone before you clock in (WT)
- Finish your dinner quickly to unpack those boxes (WT)
- Watch a training video during your lunch break (WT)
- Work on holidays without being paid overtime (NWT)
- Split your tips with the back of the house (NWT)
- Stop studying when there are no customers (NWT)
- Go home for the rest of the day (WT)
- Give your manager your tips (WT)
- Stay off your phone (NWT)
- Pay for your uniform (WT)
- Pick up extra tomatoes for the burgers while depositing a check for your boss on the clock (NWT)

UNDER THE REPORTING TIME PAY REQUIREMENTS, WHEN AN EMPLOYEE REPORTS TO WORK AS SCHEDULED AND IS GIVEN LESS THAN HALF OF THE USUAL OR SCHEDULED DAY'S WORK, THE EMPLOYEE MUST BE PAID FOR HALF OF THAT USUAL OR SCHEDULED DAY'S WORK.

*It is considered wage theft if employers don't allow employees to leave the premises. In addition, if employers ask you to carry a pager or cell phone to be available during lunch, that is not a lunch break and is considered wage theft.

TIP

It might help to write these out or print and tape them on index cards, so that you can read and flip through them while playing.

Video Clip:



Watch 1:58 to 2:12 of the full animated Young Worker film:

<http://bit.ly/youngworkervideo>

1 min



Discussion:



Choose a couple questions to focus on for large group discussion.

- Based on this game, what is wage theft? Were you surprised by the tasks that were considered wage theft? Were you surprised that a task was not wage theft?
- What were some of the manager tasks that you thought were wage theft but were actually legal?
- What about some of the tasks that you thought were standard practices but were wage theft?
- What does this reveal about workplaces conditions and workers' rights for young workers?
- Who knew about any of these rights already? Does anyone here know anyone who has made a wage claim?

12 min



- Say:**
- Wage theft is when your paycheck is less than what you have earned. From unpaid overtime and breaks to not getting paid for hours worked, young workers often experience wage theft (p. 26).
 - Wage theft is so regular of a practice, that it is hard to tell when it is happening. Being exposed to wage theft early on, normalizes it for future jobs as well (p. 26).
 - The United States Department of Labor (DOL) recognizes off-the-clock labor as one of the most common violations of the Fair Labor Standards Act (p. 26).
 - Overall, wage theft is a way for employers to control young workers and take their wages.

1 min

**For more
information**

Report Wage theft violations (pps. 26-27)
On-call scheduling violations (pps. 20-21)

- Stats**
- 1 in 3 young workers worked off the clock (p. 27)
 - 22% of young workers did not get paid for all hours worked (p. 27)
 - 32% of young workers sometimes or never get paid for overtime (p. 27)
 - Over half of young workers were on-call in the past year, but workers usually do not get compensated for wait-time (pps. 20-21)

Resources "Teen Workers: What are Some of My Rights on the Job"
<http://youngworkers.org/rights/teenworkers/>
State of California-Department of Industrial Relations

**Wage
claims** <https://www.dir.ca.gov/dlse/HowToFileWageClaim.htm>

**Labor
violations** <https://www.dir.ca.gov/dlse/HowToReportViolationtoBOFE.htm>

Activity 5

The Customer is Always Right?!

Time: 30 min

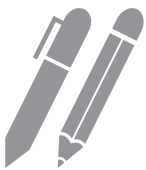
Facilitated by:

This workshop covers the issue of harassment at the workplace through a role play activity.



GOALS

- Learn about the forms of verbal harassment that young workers experience from customers, co-workers, and managers/supervisors
- Develop collective strategies and share personal experiences to address verbal harassment in the workplace



MATERIALS

- Video Clip
- A/V equipment: Speakers, Screen, Projector, Laptop



AGENDA

1. Introduction (if you have not presented the workshop previously)
2. Sculptures Role Play
3. Watch and Discuss Clip



Say: Unfortunately, workplace harassment happens to workers of all ages. Young workers are vulnerable to this as well. Today we will be exploring this topic through a roleplaying activity. Before we start, please get into groups of three.

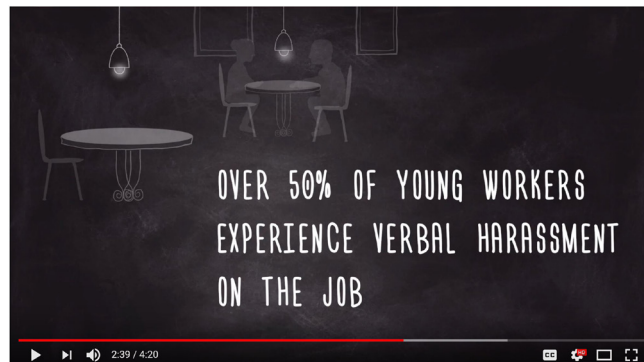
Video Clip:



Watch **2:13 to 2:40** of the full animated Young Worker film:

 <http://bit.ly/youngworkervideo>

1 min



Instructions:



1. After watching the first clip, each team will take 3 minutes to brainstorm a sculpture that represents the current situations for workers. All the teams will take 5 minutes to form their sculptures.

2. The facilitator will ask the room to freeze. For 1 minute, half the room will unfreeze and look at the sculptures around them. Then for the 1 minute, the first half will reform their sculptures and freeze, while the other half of the room will unfreeze and look at those sculptures.

10 min



TIP

Remind participants that they know their body; they can sit, stand, etc. as it works for them.

When giving instructions, direct audience attention to a poster or slide with the following questions. Instruct them to ponder these questions while observing the statues.

SCULPTURE QUESTIONS

- WHAT DO YOU SEE?
- HOW DID THE GROUP FORM THEIR SCULPTURE?
- WHAT DOES THE SCULPTURE DEMONSTRATE ABOUT CURRENT WORKPLACE CONDITIONS?

Video Clip: Watch 3:20 to 4:00 of the full animated Young Worker film:



<http://bit.ly/youngworkervideo>

1 min



Instructions:



1. After watching the second clip, each team will take another 3 minutes to brainstorm a new sculpture that represents a vision for workers in the future. All the teams will take 5 minutes to form their sculptures.

10 min

2. The facilitator will ask the room to freeze. For 1 minute, half the room will unfreeze and look at the sculptures around them. Then for the 1 minute, the first half will reform their sculptures and freeze, while the other half of the room will unfreeze and look at those sculptures.



Once again direct audience attention to a poster or slide with the following questions. Instruct them to ponder these questions while observing the sculptures.

SCULPTURE QUESTIONS

- WHAT DO YOU SEE?
- HOW DID THE GROUP FORM THEIR SCULPTURE?
- WHAT DOES THE SCULPTURE SUGGEST ABOUT A VISION FOR THE FUTURE?

Discussion:

Choose a couple questions to focus on for large group discussion.



- How does placing the customer first in situations of harassment hurt a worker's well-being?
- Why might young workers avoid sharing experiences of verbal harassment used against them?
- Does everyone experience harassment in the same way? How could different identity markers affect a young worker? (Race, gender, sexuality, ability, etc.)
- What are some ways that young workers can address verbal harassment on the job?

6 min



Say: • Service work relies on the idea that the “customer is always right;” this leads to workplaces accommodating the poor behavior of customers. It also creates an unequal and at times abusive relationship between a customer and a worker, and may even encourage customer misbehavior (p. 27).

- Managers may also at times verbally harass their employees. Though verbal abuse is illegal in California if it involves race, religion, gender, sexual orientation, national origin, age, and/or disability, interviewees in the study shared stories about being called racial slurs or for being an immigrant (p. 28).
- Your ideas on how to change work culture is important!

1 min

**For more
information**

Report Verbal Harassment (pps. 27-29)

Stats

- Over half of young workers some form of verbal abuse on the job (p. 28)
- 81% of verbal abuse is from customers (p. 28)
- 37% of verbal abuse is from an employer (p. 28).
- Nearly a quarter of verbal abuse is from co-workers (p. 28)

ACTIVITY 6

KNOW YOUR WORKER HISTORY

Time: 30 min

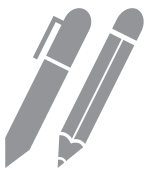
Facilitated by:

This workshop explores young worker organizing history through a timeline activity.



GOALS

- Learn about how young workers have organized for labor rights
- Discuss some current forms of protest used today
- Unpack why is unionship low, but the positive sentiment towards unions and worker centers high?



MATERIALS

- Tape, Scissors
- Printouts of Timeline, cut up
- Wall to tape the timeline up
- Video clip
- A/V equipment: Speakers, Screen, Projector, Laptop



AGENDA

1. Introduction (if you have not presented the workshop previously)
2. Timeline Activity
3. View Clip
4. Discussion

- Set Up:**
1. Make copies and print [Worksheet A: Images](#) and [Worksheet B: Dates with Descriptions](#) (see next page).
 2. Cut each image and description out beforehand.

Instructions:



1. Ask participants to split up into of six groups (one group per image).
2. Hand a different image to each group
3. Instruct the groups to take 10 minutes to a construct background story for the image to the best of your ability (no smart phones, tablets, computers!)

10 min

Have the groups assign a notetaker for the following **guiding questions**:

- **Who is in the image?**
- **Is there something about the workers' identity that makes the struggle in the image unique?**
- **What do you think they are fighting for?**

Video Clip:

Watch **2:40 to 4:00** of the full animated Young Worker film:

 <http://bit.ly/youngworkervideo>

2 min

**Instructions:**

1. Keeping the same small groups, ask each group to assign someone to report back in addition to a notetaker person.
2. The facilitator will hand each group its corresponding Dates with Descriptions cut out. Ask each group to read their Dates with Description.

10 min

Have the notetaker jot notes as the group explores these questions:

- What event(s) did you find compelling in your own image story in comparison to the film and the Dates with Description?
- What event(s) did you find surprising in the film?
- How were young workers' organizing efforts different then and now?
- What would you want to see in restaurant and retail organizing now?

Discussion:

Each group will take approximately two minutes to share their image story and their answers and reactions to the guiding questions.

15 min



Say: • Protective labor practices today are a result of organizing work done by young workers in the early 1900s.

1 min

- Industrial restructuring from manufacturing to service has resulted in a decline in union membership as well as the representation of young people (p. 32). This low membership is a challenge and an opportunity for unions and educational outreach (p. 32). Also, some employers retaliate for the effort of young people's organizing by denying promotions or reducing hours (p. 33).
- The *I am a #YoungWorker* report documents current issues for workers as it talks about work-life balance and scheduling, difficult workplaces, and what young workers really do. Overall, young workers want higher wages and improved work conditions (p. 33). It is important to support young workers' efforts to change their workplaces for the better.

For more information

Report Young workers and unions (pps. 32-33)
Young Worker Bill of Rights and recommendations (pps. 34-35)

- Stats**
- Only 8.7% of young workers are in a union in California (p. 32)
 - Over half of young workers would join a union or worker center (p. 33)
 - 55% of young workers have a somewhat or very positive view of unions (p. 33)

References Woolworth's Sit-down Strike in 1937
www.talkingunion.wordpress.com/2013/12/18/woolworths-sit-down-strike-in-1937-detroit-lessons-for-todays-low-wage-workers/

Frank, Dana, *Women Strikers Occupy Chain Stores, Win Big*, Chicago, Haymarket Books, May 2012

Striking farm workers at the King Farm, Morrisville, Bucks County, PA, August, 1938.
www.explorepahistory.com/displayimage.php?imgId=1-2-11A7

GROUP 1



GROUP 2



GROUP 3



GROUP 4



GROUP 5



GROUP 6



GROUP 1

November 1909–February 1910 (Garment)

A workforce of mostly immigrant women in their teens and 20s organized a strike of garment factories in New York in November 1909. 15,000–20,000 people walked out of their sweatshop factories and continued to strike for two months through February. The International Ladies' Garment Workers' Union helped arbitrate a settlement then. Seven days later, the company agreed to a 5-cent increase per hour, time and a half for overtime, uniforms would be provided and laundered for free, and future workers would be hired by union offices. The agreement covered all 40 stores in the city.



GROUP 2

February 1937 (Retail)

An organizer walked to the center of Detroit's Woolworth's store and yelled, "Strike." One hundred and eight young women on all three floors stopped what they were doing and folded arms and held a sit-in. Woolworths' was one of the largest and most iconic companies in the United States at that time. Workers received an increase in pay, better hours, and improved working conditions. Though not all the companies signed the agreement, the strikes brought attention to the conditions in the factories and encouraged workers' collective organizing and actions.

GROUP 3

August 1938 (Farmworkers)

Farmworkers at Kings Farm in Morrisville, Pennsylvania, like farmworkers across the country were seasonally employed. This kept farmworkers jobs irregular and undervalued. Farmworkers were paid little with a poor quality of life based off that income. At Kings Farm, farmworkers asked for a pay increase of \$0.17 to \$0.20 per hour, and when Kings Farm refused, they went on strike. This particular union defied segregated organizing practices.



GROUP 4

February 1960 (Sit In's)

After attending nonviolence workshops on strategizing how to deal with segregation, Nashville students from various colleges and Nashville community members organized a series of sit-ins across lunch counters in Downtown Nashville. Sit in participants entered Woolworths, S.H. Kress, McClellan, Grants, and Walgreens and such sit ins continued in Nashville for a few months. Over 150 participants were arrested during that time. A few months later, lunch counters were desegregated in Nashville, fueling continued desegregation efforts that led to the Freedom Rides and the formation of the Student Nonviolent Coordinating Committee.

GROUP 5

March 1968 (Education Walkouts)

15,000 students walked out of their classrooms in Woodrow Wilson, Garfield, Abraham Lincoln, Theodore Roosevelt, Belmont, Venice, and Jefferson High Schools in response to the high number of dropouts. Students met with the board of education with demands for quality education including: culturally relevant curriculum, to end prejudice against Mexican Americans, and to establish a Citizens Review Board, to name a few.



GROUP 6

May 2006 (Immigration May Day)

May Day comes out of Haymarket Affair in 1886, when workers were violently beaten for demanding better pay. It grew to be a global holiday based on May 1st. Today immigrant rights movements uses this as a day for international solidarity for U.S. workers. In 2006, one million immigrant workers stood up and marched in Los Angeles challenging a proposed federal anti-immigrant act.

Closing

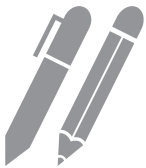
Time: 15 min
Facilitated by:

Close any workshop with a reflection on how participants think, feel, and how they want to act.



GOALS

- Participants share any reflections and takeaways from watching the videos and participating in the activities.



MATERIALS

- Butcher paper
- Markers/ Pens
- Post-It Notes

Instructions:

Using a chart paper outline of a body, ask participants to write out their thoughts corresponding to “Head,” “Heart,” and “Hand” on a separate post-it notes.



Head: What is something that the video or activity caused you to think about in regards to young workers?



Heart: How did you feel when learning about young workers?



Hands: What would you like to do with respect to young workers' conditions after watching the video or doing the activity?

10 min

Example:



