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**UNIT TWO: WAGES**

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**Materials needed:**

- Student pages 9 to 20
- Pages VII and VIII of the Teacher Resource Section, photocopied and cut up
- Listening CD Track two: "Uniforms"

**Objectives: Students will be able to...**

- activate prior knowledge of the topics in this unit (minimum wage, deductions, uniforms and dress codes, record keeping and pay stubs, and working overtime)
- understand how the Employment Standards protects employee's wages
- understand what minimum wage, and what a pay cheque for a full time worker working at minimum wage looks like (pages 9 and 10)
- understand and apply their knowledge of pay cheque deductions (pages 11 to 13)
- differentiate between uniforms and dress codes, and the laws that apply to each (pages 14 to 17)
- understand the importance of keeping employment records (pages 18 and 19)
- read a calendar (pages 18 and 19)
- solve mathematical problems based on pay cheques and work schedules (page 20)

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**1. MINIMUM WAGE**

**Activation activity:** Before beginning the unit, the teacher will ask the students what "minimum wage" means, and explaining that it is the lowest possible wage per hour that an employee can be paid for a job that is covered within the Employment Standards legislation. The teacher will tell the students the current minimum wage in Manitoba. (If you are unsure, please check the web site, as this kind of information is likely to change regularly. As of April 1, 2008, it was \$8.50.)

Following this, the students work in partners or table groups to read student [page 9](#), and answer the questions on the student [page 10](#), regarding minimum wage. The teacher corrects and discusses the answers with the class after they are done.

**ANSWERS FOR PAGE 10**

1. Susan works at George's restaurant.
2. She works 40 hours in one week.
3. She gets paid every 2 weeks.
4. Minimum wage is \$8.50 an hour.
5. The government decides when minimum wage will increase.
6. The minimum wage laws apply to people who work on commission.

The teacher can then explain the pay cheque to the students and show them how to fill in the date (DD/MM/YY), the "Pay to the order of..." line, and the lines about the money.

## 2. DEDUCTIONS

**ACTIVATION ACTIVITY:** The teacher passes out the photocopy titled "Understanding pay cheque deductions" ([page 11](#)), and explains the deductions that have been made on the cheque. (C.P.P., E.I., Income Tax, Other union).

**ACTIVITY:** The teacher or the students can read and answer the questions "questions about Susan's pay cheque", on [page 11](#). The teacher corrects and discusses the answers with the class after they are done.

### ANSWERS FOR PAGE 11

1. Susan paid \$175.86 in income tax.
2. She paid \$15.97 in Employment Insurance.
3. She paid \$10.76 for C.P.P.
4. She paid \$5.86 for the union.
5. She didn't pay for any health insurance.

After this, the students read [page 12](#) ("understanding pay cheque deductions") and answer the questions on [page 13](#) ("Can the employer deduct this money?")

### ANSWERS FOR PAGE 13

- YES - health insurance for new glasses can be deducted.
- YES - Canada Pension money can be deducted.
- NO - money that was stolen from the employer can not be deducted.
- NO - damaged goods can not be deducted.
- YES - money for income tax can be deducted.

## 3. UNIFORMS & DRESS CODES

**ACTIVATION ACTIVITY:** The teacher can activate the students prior knowledge by asking them, "What is a uniform?" and "which jobs have uniforms?"

The students can listen two or three times. The first time they should listen "with their pens down" in order to get the main idea of the listening passage.

**ACTIVITY:** The students fill in the blanks on student [page 14](#) while listening to the recording that accompanies Unit 2. The teacher then reviews and corrects the answers with the class.

## ANSWERS FOR PAGE 14 &amp; 15

Employers **can not make** an employee pay for a uniform.  
Employees **can choose** how they will clean their uniform.

Uniforms are only useful in the workplace. They **may have** the employer's name or colours. They may have the employer's **logo** or **symbol** on them. Employees **have no choice** in the style or colour. They only wear the uniform while working.

Employers can have a **dress code**. The employees need to buy the clothes, but they can choose where to buy them. They **can wear** the clothes at another place. For example, a common dress code for a restaurant is a white shirt and black pants.

The dress code can tell the employee how to dress. The dress code tells the employee what to wear or not wear.

The dress code **can tell** the employee what the clothes should look like:

How long the **sleeves** can be

What style the **collar** can be

What style and length and colour the **skirt** can be

What style and length and colour the **pants** can be

What style and length and colour the **socks** can be

**ACTIVITY: "Make a match"** The teacher will review the modals of certainty (could, might, will, may, etc) and the adverbs of frequency (usually, always, sometimes, etc) with the class.

To prepare for this activity, the teacher should photocopy the Teacher Resource Section [pages VII and VIII](#), and cut the pictures into activity cards. If the teacher is using the student handouts on [page 16](#) and [page 17](#), then these can be handed out.

Students will then work in groups, and receive the 18 pictures of depicting jobs that usually have, and jobs that usually don't have, uniforms. They should mix the cards together and spread the cards down face down in a grid on the table for a memory game. When a student turns over two cards, they must explain why the two jobs are the same (they both have uniforms) or different. If they can explain how they are the same, they can take the set.

For example, the student turns over one card with the picture of a "bell hop", and another with a picture of a "mechanic". They could answer: "Bell hops and flight mechanics always wear uniforms. The employer supplies their uniforms". They have proved that the cards are similar, so they can pick them up.

If they picked up "instructor" and "artist", they might answer "Teachers and artists usually don't wear uniforms. They can choose what they want to wear to work." Another student can add information about how the clothing for work is different. For example, another student might say, "Yes, but artists don't usually have a dress code. They can wear any clothes they want, but teachers have to follow a dress code." If another student adds facts about how the two types of clothing are still different under the legislation the pair gets turned over again and kept in the game.

The student with the most “sets” at the end wins.

#### 4. RECORD KEEPING AND PAY STUBS

**ACTIVATION ACTIVITY:** The teacher explains that it is the employer’s responsibility to keep track of their employee’s information of this kind of information, as well as many other pieces of information related to their life at work.

**ACTIVITY:** Half of the students will need the student page 18, and the other half will need page 19. This activity is an “information gap” activity. Half of the students should receive the photocopy with “partner A”, and the other half should receive the photocopy “partner B”.

“Partner A” has the answer to how many hours the employee, Ahmed Abdul, has worked on the even numbered days (December 14, 16, 18, 20, 22, 24, and 26). “Partner B” has the answer to how many hours the employee worked on the odd numbered days (December 15, 17, 19, 21, 23, 25, and 26).

The goal of the activity is for both partners to complete their calendar. They do so by asking their partner questions such as “How many hours did Ahmed work on December 15<sup>th</sup>?” and then writing the answer on their calendar. They will need the hours marked on their calendar for the follow up activity in the next topic on page 20, “Working Overtime”.

#### 5. OVERTIME

**ACTIVATION ACTIVITY:** The teacher explains the information at the top of page 20, “Working overtime”, making sure that the students understand how to read the chart which shows the days of the week, and the amount of regular hours and overtime hours worked.

**ACTIVITY:** The students now use their knowledge of overtime to answer the questions at the bottom of the page, using the calendar that they previously filled in.

#### ANSWERS FOR PAGE 20

1. Ahmed worked for 69 hours in total.
2. He worked 63 hours for regular pay.
3. He worked 6 hours for overtime pay.



END OF UNIT TWO