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## UNIT FOUR: UNPAID LEAVES

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**Materials needed:**

- Student pages 36 to 44.
- Page XVI of the Teacher Resource Section for Benchmark 3 - 4. Photocopy one page for each student in the class, and cut along the lines, so that you are prepared for the activity “Family Member X and O game” that appears on student page 40. Use 2 colours of paper.
- Listening CD Track 4: “An Introduction to Unpaid Leaves”.

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

- Activate their previous knowledge about the different kinds of leaves.
  - Listen to a dialogue with information about unpaid leave options. (Pages 36 to 38)
  - Apply their knowledge about family member vocabulary in a game. (Pages 39 & 40)
  - Read and discuss issues related to Maternity Leave, Family Leave, Parental Leave, Compassionate Care Leave, and Bereavement Leave. (Pages 41 to 44)
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**1. AN INTRODUCTION TO UNPAID LEAVES**

**Activation activity:** Hand out student [page 36](#) to the students. Students do the “pre-listening activity”. With a partner, or in a small group, they look at the pictures and predict what they think each one means and how much time they think that the employee would need to be away from work.

**Activity:** Listen to CD: Track 4 “An introduction to unpaid leave options”. For lower levels, you can pause the CD after the answers, or replay it more than once, or allow them to check the transcript for the answers. Students do student [page 37](#), and match the leaves to the definitions, and circle the correct answers. If necessary, give them student photocopies [pages 38](#) to check their answers.

**ANSWERS FOR PAGE 37**

1. Why is each Leave taken? Match the Leave to the definition.

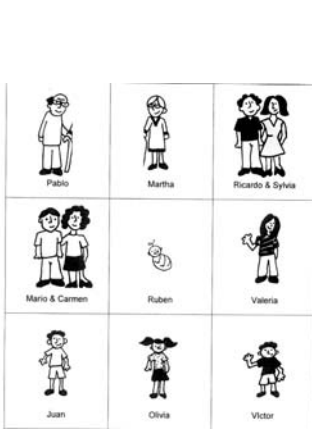
- 4 – Maternity Leave
- 3 – Parental Leave
- 5 – Family Leave
- 1 – Compassionate Care Leave
- 6 – Bereavement Leave
- 2 – Reservist Leave

ANSWERS FOR PAGE 37 (Continued)	
2. How many days long is each leave?	
Maternity Leave	- 17 weeks
Parental Leave	- 37 weeks
Family Leave	- 3 days
Compassionate Care Leave	- 8 weeks

**2. GENERAL INFORMATION ABOUT LEAVES: WHO IS A FAMILY MEMBER?**

**Activation activity:** Hand out student [page 39](#), and go over the information on the page. You can ask students to take turn reading the sentences if you want.

**Activity:** The teacher should have prepared [page XVI](#) of the Teacher Resource Section for Benchmark 3 - 4. The teacher explains how to play the “Family Member ‘X’ and ‘O’ game” on student [page 40](#). Instead of writing “X” and “O”, the students will use different colours of paper to show their moves. Students work in partners, with one game board ([page 40](#)) between the two of them. They should each have their own stack of the 9 family member cards on the side of the game board, but in different colours.



The student then picks one of the cards from his stack of 9 cards. For example, he might pick “Pablo”. He can then put this card, face down, on any square of the game board EXCEPT the one labeled “Pablo”. For example, he might choose to put the “Pablo” card face down on the centre square, with the baby “Ruben” on it.

In order to put the card on this square, the student has to state the relationship between the two. For example, “Pablo and Ruben are related. Pablo is Ruben’s grandfather, and Ruben is Pablo’s grandchild.”

Then the other student would pick a different card from his own stack (which is a different colour of paper), and also state the relation between the person on the card and the person on the game board in order to put down the card. She might also pick up the “Pablo” card for example, but choose to put it in a different spot. For example, on the “Mario & Carmen” spot. She would then say “Pablo and Mario & Carmen are related. Pablo is Mario & Carmen’s father, and Mario & Carmen are Pablo’s children”. (It’s up to you if you want to teach the vocabulary for “in-law”.)

Continue playing until one colour of paper has “three in a row”. It is important to explain and model this game clearly, as the students will automatically think that they are to match the card they pick up to the grid.

### 3. MATERNITY & PARENTAL LEAVE

**Activation activity:** The teacher should explain or review how maternity leave and parental leave are different. Only the mother can take Maternity Leave, but either the mother and/or the father can take Parental Leave. Remind them that the legislation just refers to an employee's rights to take the time off. Employment Insurance decides if they will be paid.

**Activity:** Students work in partners or alone to read the page and answer the questions.

#### ANSWERS FOR PAGE 41

1. The total number of weeks is 17 weeks plus 37 weeks.
2. Carmen takes 27 weeks in total
3. Employment Insurance may decide to pay the parents for their unpaid leave.

### 4. FAMILY LEAVE , COMPASSIONATE CARE LEAVE, & BEREAVEMENT LEAVE

The activities (pages 42 to 44) for Family Leave, Compassionate Leave, and Bereavement Leave involve reading the information and discussing the issues raised by the reading. This can be done several ways.

- (a) The student can work in partners, and do all three sheets (reading and discussing) one by one.
- (b) The students can do the readings as a co-operative learning jigsaw method. I'll explain this using a class of 12 students. First of all, the class would be divided into three groups. One group would do family leave (students AAAA), the other compassionate care (students BBBB), and the last bereavement leave (students CCCC). They would work in their group to answer and discuss the questions. Then the students would be re-grouped into FOUR groups, with each group containing a student who did a different paper. So the four groups would each have students ABC in them. Then, each group representative would report to their new group about their reading. So student A would report about Family Leaves, student B about Compassionate Care, and student C about Bereavement Leave.



END OF UNIT FOUR