
UNIT TWO: AN INTRODUCTION TO EMPLOYMENT STANDARDS

Materials needed:

- Student pages 9 to 20.
- Listening CD Track 7: "Uniforms"

Objectives: Students will be able to..

- Understand how to read a pay stub to make sure that the money received is correct. (Pages 9 & 10)
 - Understand the deductions that employers can and can not make from an employee's pay cheque. (Pages 11 & 12)
 - Identify which articles of clothing are uniforms and which are part of a dress code. (Pages 13 & 14)
 - Understand how to check one's pay cheque to make sure that it is correct. (Pages 15 & 16)
 - Read a calendar and understand the importance of recording their hours worked on a calendar. (Pages 17 & 18)
 - Understand information regarding overtime wage legislation. (Pages 19 & 20)
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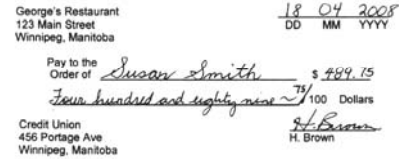
1. MINIMUM WAGE

Activation activity: The teacher introduces the activity by saying that they are going to be discussing wages in Manitoba. He/she hands out student page 9, "Pay cheque of a full time employee working at minimum wage" and asks the students to work in partners to try to figure out the vocabulary definitions (matching) by using the pay cheque example.

ANSWERS:

- 4 Rate of pay:** how much you earn each hour
- 12 Pay period:** you get paid from the date of your last cheque to date shown
- 7 C.P.P:** you get this money when you turn 65
- 10 Union dues:** a regular amount you pay to your union
- 9 Income tax:** this pays for government services in Canada
- 2 Deductions:** the money subtracted from your cheque
- 11 Net pay:** the amount of money you receive after deductions
- 3 Hours worked:** the number of hours you worked since your last pay cheque
- 5 Gross pay:** the total amount you earn before deductions
- 8 Employment Insurance:** if you lose your job you can apply to get this money back
- 1 Social Insurance Number:** you need this number to work
- 6 Vacation pay:** part-time employees get an extra 4% added to their cheque instead of vacation time

Activity: The teacher reviews and checks the answers for the vocabulary definitions with the class. She then shows them how the pay cheque on page 9 would be filled in. In this example, the pay cheque is to a hypothetical “Susan Smith”. The teacher should explain how to fill in the date, “pay to the order of” line, the numerical dollar amount, the written numerical amount, and the signature of the boss (H. Brown) at the bottom. After this, as an optional activity, the teacher can ask the students to practice writing cheques to each other, by picking an amount out of a “hat” to write.



Students then again work in partners to answer the questions at the bottom of page 10, which are based on Susan Smith's pay cheque.

ANSWERS FOR PAGE 10

1. She works 40 hours in a week.
2. Susan's rate of pay is \$8.50 an hour.
3. Her gross pay is \$707.20
4. Her SIN is 617 854 926
5. She has four deductions.
6. She pays \$10.76 in C.P.P.
7. She pays \$15.97 in E.I.
8. She pays \$175.86 in income tax.
9. Her union dues are \$5.86
10. The pay period is from April 4 to April 18, 2008.
11. Her net pay is \$489.75

2. DEDUCTIONS

Activation activity: The teacher passes out the student page 11, “Deductions” and explains the vocabulary (e.g. “dine and dash”) at the top of the page. He/she then explains that some deductions from a pay cheque are allowed and others are not. The deductions need to have a direct benefit to the employees.

Activity: Students work in partners or small groups to read the scenarios on student page 12 in order to decide if the deductions are possible. They can also discuss other deductions and ask related questions.

ANSWERS FOR PAGE 12

NO. The employer cannot deduct money from the pay cheque for dine and dash. Legally, however, the server's tips belong to the employer, so the employer can take money from the server's tips.

YES. The employer can deduct for payroll errors.

NO. The employer cannot deduct for cash shortages.

NO. The employer cannot deduct for uniforms.

3. UNIFORMS

Activation activity: The teacher can bring an article of clothing that is part of a uniform (e.g. a shirt with a logo of a company on it) and a non uniform item of clothing (e.g. a pair of white socks), and ask the question: “What is the difference between a uniform and a dress code?” Student’s answers can be briefly recorded on the board, or just acknowledged.

Activity: Students listen to the recorded reading which accompanies student [page 13](#), “Listening exercise: uniforms”, and fill in the blanks. After the answers have been discussed, they can work in partners to answer the true and false questions.

ANSWERS FOR PAGE 13

Uniforms are not a direct benefit to employees. Employers cannot make employees buy uniforms.

A **uniform** is a form of dress that is unique to a business. Uniforms are identified with the company’s logo or symbol, name or colours; making it of no practical use outside of the workplace. Employees often have no choice in style, colour or supplier. Employers can require items of clothing, in specific colours be worn, as long as employees can reasonably use them elsewhere.

Employers can establish a **dress code**, which requires certain types of clothing and establishes standards for the look of employees while they are working. For example, a restaurant can require all serving employees to wear a clean pressed white shirt and black pants while working.

The clothing required by a **dress code** cannot be specific to an employer. When deciding whose responsibility the cost of clothing is (employee’s or employers’), the main issue is the amount of choice employees have in choosing where and what to buy. The more choice, the more likely it is part of a dress code and not a uniform. Clothing with a logo, or a certain design or style normally identified with a company, or that must be bought from employers, are likely uniforms and must be paid for by employers.

Employers can reasonably expect employees to provide some **special clothing** that is common in the industry. Similar to tools, special clothing must be useful with other employers. It may be specific to the job, but not to the employer. As with tools, employees must have choices about where and what to buy. The clothing cannot have a logo or other markings that make it useful only for one employer, and the clothing must remain the property of the employee.

For example, nurses may wear a certain type of loose fitting clothing. It identifies them as nurses, and is usually required for the job. Employers can expect these employees to have this outfit, and would not have to provide or pay for it unless they require a logo or emblem that identifies the company.

FALSE If a company provides a uniform, they are required to provide all the pieces of clothing needed to wear with it. For example, they should provide socks and underwear as well.

TRUE A waiter who has to wear a white shirt and black pants has to buy them himself.

TRUE A server who is working for a restaurant does not have to pay for the uniform if the workplace decides the exact colour, style, and where it will be obtained from.

FALSE The employer pays for all nursing uniforms.

TRUE Employers can have a dress code which states that the employees cannot wear earrings or have nose piercings.

FALSE Employers can deduct the price of the uniform from the employee’s first pay cheque.

TRUE An employer at a clothing store can have a dress code which requires the employee to only wear their clothing store’s clothes to work.

TRUE A plumber will have to pay for plumbing tools that he can use for any employer.

TRUE If the employer says that the employee **MUST** wear the clothes that the store sells, then the employer must pay for the clothes.

4. RECORD KEEPING, PAY STUBS & PAYING WAGES

Activation activity: Before the teacher hands out student page 15, he/she can ask the students to work in pairs to brainstorm all of the possible pieces of data that they think an employer will have to keep track of. (The teacher can start it off by saying something like “Of course, your employer needs to know your full name and address while you are working for them, and they should keep track of the hours you work. What else should they keep track of?”)

The students can then answer the four questions at the bottom of the page.

ANSWERS FOR PAGE 15

1. Abraham's net pay is \$943.67
2. The money withheld was \$187.83
3. Abraham's money in 2008 so far: GROSS: \$20 306.00 NET: \$16 439.89
4. No, Abraham was paid vacation pay on each of his cheques, if he takes time off he won't get paid.

The teacher should hand out student page 16, and ask the students to sort the information into the six categories.

ANSWERS FOR PAGE 16

- 3 Time taken off start dates of annual vacations
- 3 Time taken off dates of time off taken instead of overtime wages
- 2 Hours worked regular hours of work and overtime (recorded separately and daily)
- 4 Wages amount of vacation allowance paid
- 2 Hours worked date of termination of the employment.
- 6 Information about leaves copies of documents related to compassionate care leave
- 1 Personal information the employees name, address, date of birth, and occupation.
- 4 Wages regular wage and the overtime wage when employment starts
- 4 Wages dates and wages paid for hours worked on a general holiday
- 5 Deductions deductions from wages (dates and reasons for each deduction)
- 3 Time taken off dates each general holiday is taken
- 4 Wages the dates of changes to the wage and the new wage
- 2 Hours worked the date the employee starts work
- 6 Information about leaves taken copies of documents related to maternity leave
- 2 Hours worked date work resumes after a vacation
- 4 Wages dates wages are paid and the amount paid on each date

Activity: Student pages 17 and 18. 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”. (NOTE: Omit this activity if your class has more students at a higher benchmark level.)

“Partner B” 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), and “partner A” 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 15th?” “From what time to what time?” and then writing the answer on their calendar.

Optional activity: Ask the students to figure out how many hours were worked in each pay period. Then ask the student, “If his wage is \$10 an hour, what is his gross pay?”

5. OVERTIME

Activation activity: Ask the students to talk in partners about any job that they had, either in their home country or in Canada, in which they received overtime pay. How much did they receive? After how many hours of work?

Activity: Students receive student pages 19 and 20. Working in partners or small groups, they fold the paper in half and read the multiple choice questions together, predicting and discussing the correct answers before they check by unfolding the paper.



END OF UNIT TWO