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## UNIT ONE: AN INTRODUCTION TO THE EMPLOYMENT STANDARDS LEGISLATION

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**Materials needed:**

- Student pages 1 - 9
- Pages I - II of the Teacher Resource Section, photocopied on coloured paper and cut up
- A map of the downtown area. On page 5 there is a map using Google Maps.
- Listening CD: Track one for the listening activity “Laws to protect young workers”

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

- activate prior knowledge of Employment Standards.
- identify, describe and classify which employees are covered or not covered by the Employment Standards legislation (page 1 and page 2).
- understand and record the various ways in which Employment Standards can be contacted; by telephone, website, and by visiting the office (page 3).
- use the map (page 5) and the key (page 4) to navigate how to get from Employment Standards to various nearby locations.
- understand how employment standards protects young workers of different ages by listening to a dialogue between an Employment Standards officer and a mother of three children of different ages (pages 6 - 9).

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### 1. WHO IS COVERED BY EMPLOYMENT STANDARDS

**Activation activity:** THINK PAIR SHARE. The teacher writes the following question on the board: “*What laws do we have in Manitoba to protect employees?*” Students discuss in partners first, and then, after the students have had a chance to discuss with each other, the teacher asks the class to volunteer their ideas, and writes their ideas on the board.

Following this, the teacher states that the class will begin to study “Employment Standards”, which are the laws about how employees should be paid, their hours of work, holidays, and other entitlements and responsibilities.

The teacher explains that *The Employment Standards Code* is provincial legislation that applies to most employees working in Manitoba. Only certain parts of *The Employment Standards Code* apply to professional jobs, like accountants and lawyers. Other jobs, like long haul truck drivers or pilots, are federally regulated. The teacher reviews the vocabulary on [page 1](#) and [page 2](#) to make sure that the students understand the meanings of each occupation.

**Activity:** Students play “Who am I?” To prepare for this activity, the teacher should have photocopied the teacher activity pages for page 1 and page 2, found on [page I](#) and [page II](#) of the Teacher Resource Section, and cut them up. The activity can be made simpler by photocopying page I (employees who are covered) on green paper, and page II (employees who are not covered) on red paper. The teacher can laminate the pictures, and put a safety pin on it so that they can be used again.

Each student receives one of the 20 occupation papers, which can be safety pinned or taped to their back. The teacher should model the activity before the students begin. Students walk around the room and find an available partner. They then ask that person “Yes/no” questions to try to guess the occupation on their back.

The first question that students need to ask is “Am I covered by the Manitoba Employment Standards legislation?” Their partner should look at the paper on the student’s back, then look at [page 1](#) and [page 2](#), and answer “yes” or “no”. After this, the partner can limit their guesses to either the “covered” or “not covered” occupations, and ask their partner additional “yes” or “no” questions beginning with “Do I...”

Before the activity, the teacher could brainstorm “yes/no” questions that could be used for the occupations. The teacher may need to spend time explaining the occupations or the vocabulary used on the student pages.

For example:

Do I work with people?  
Do I work with money?  
Do I work with adults?  
Do I work for the government?  
Do I drive a vehicle?  
Do I work during an election?

Do I sell things?  
Do I work with food?  
Do I work with children?  
Do I clean things?  
Do I work in a factory?  
Do I work at a hotel?

**Adapting the activity:** Teachers can add other occupations in which their students are currently working, or have worked previously, basing their decision on the information provided on the website.

## 2. HOW TO GET INFORMATION ABOUT EMPLOYMENT STANDARDS

The teacher should review the three ways that the students can get information.

The teacher can write the following information on the board, and the students can copy the information onto their student paper ([page 3](#)).

### ANSWERS FOR PAGE 3

The Winnipeg phone number is: **(204) 945-3352.**

The web site is [www.manitoba.ca/labour/standards](http://www.manitoba.ca/labour/standards)

The email address is [employmentstandards@gov.mb.ca](mailto:employmentstandards@gov.mb.ca)

The Employment Standards office is located at: **604 - 401 York Avenue, Winnipeg, MB.**

If students feel their employer is not following *The Employment Standards Code*, they should first talk to their employer. If the employer still does not follow the legislation, they can contact Employment Standards for more information, or to file a claim. Tell the students that they may bring a translator with them and that Employment Standards offers services in many languages over the phone.

For the map activity, the teacher can either have the students use the internet to get the map or print and hand it out, or use the photocopied map on student [page 5](#). The various newcomer agencies numbered on the map can be explained, so that the students understand how the key ([page 4](#)) to the map works, and what the agencies can do for them.

### 3. HOW TO GIVE DIRECTIONS IN THE DOWNTOWN AREA NEAR EMPLOYMENT STANDARDS

**Before the Activity:** The teacher should review or teach the following vocabulary:

North, South, East, West, left, right  
Intersection, corner, street, block  
Close to, near, beside, across from, between

**Activity: “Where am I?”** For this activity, the students will practice finding addresses in either the phone book or the internet and giving directions from the Employment Standards office to another place downtown. The teacher should explain the activity, and model how the activity/dialogue works, using the example as a guide, before the students start. The students can switch roles and do the activity with as many cards as time allows.

Students work in partners. Students start off at the Employment Standards office. One partner (“the leader”) picks a destination and, without sharing the destination with the other student (“the follower”), explains how to get to the destination on the card. Here is an example dialogue.

UNIT ONE: INTRODUCTION

Teacher notes for Benchmark 3 - 4

#### SAMPLE DIALOGUE FOR PAGE 5

**Leader:** From the Employment Standards office, cross the street to the Law Courts building, then walk 4 ½ blocks, past the Winnipeg Convention Centre.

**Follower:** (tracing the route with his/her finger) Okay... Which direction do I walk?

**Leader:** East.

**Follower:** (Still tracing the route with his/her finger.) Okay, York Ave, walking East... until the corner of York and Donald...

**Leader:** Yes. Then you will see the City Place shopping mall.

**Follower:** Is that where we are going?

**Leader:** No. Go to Portage Ave, turn right for two blocks.

**Follower:** I’m across the street from the Vital Statistics Agency.

**Leader:** Yes. Do you see where we’re going now?

**Follower:** Oh, we’re at the Entry Program, 259 Portage!

**Leader:** That’s right!

While the students are doing the activity, the teacher should walk around and listen to see if the students are using the correct direction words, or if they need any help with the activity.

**Optional activity:** Students can ask for and give directions for how to get from their house to the Employment Standards office. (You will need to use a map of Winnipeg or a Winnipeg Transit map for this activity, as the student may not be able to find their house on the downtown map on the photocopy.)

**NOTE:** There are three Employment Standards offices in Manitoba. If your classroom is outside of Winnipeg, you may decide to adapt the activity to focus on Brandon or Thompson instead.

#### 4. LAWS TO PROTECT YOUNG WORKERS LISTENING ACTIVITY

The teacher can introduce the listening activity by asking the students how many of them have young children, and whether their children were allowed to have a job in their home country. The teacher can then explain that the class will listen to a dialogue between a mother and an Employment Standards officer, and that they are to circle which child (Jose, Alicia, or Martin) the legislation refers to on their listening paper, which is on page 6.

A transcript of the dialogue is included in the student section (pages 7 & 8), but the teacher can choose whether or not he/she wants the students to have the transcript while listening. One suggestion is to give the students page 6 for doing the listening activity, and then pages 7 & 8 to check their answers. This will reinforce the listening, and provide extra reading practice, and a chance for them to ask any questions about vocabulary or parts of the dialogue that they would like to hear again. Students can listen once for the general idea, and then a second time to circle the answers.

#### ANSWERS FOR PAGE 6

8 (Jose)	cannot work in Canada.
14 (Alicia)	can work, but only with a permit.
8 (Jose) & 14 (Alicia)	cannot work between 11 p.m. and 6 a.m.
14 (Alicia)	cannot work more than 20 hours a week during the school year.
17 (Martin)	can work without a permit.
17 (Martin)	can work between 11 p.m. and 6 p.m., but not alone.
14 (Alicia), 17 (Martin)	have the same rights as an adult when they are working.



**Activity:** Students listen to the dialogue, and circle the names of the children which match the Employment Standards legislation. Following this, students work in pairs, looking at the transcript, to check their answers. To wrap up the activity, the teacher should go over the answers and clarify as necessary. If the questions asked are beyond the teacher's knowledge, he/she should recommend that an Employment Standards officer be called to get the correct answer.

END OF UNIT ONE

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**UNIT TWO: WAGES**

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**Materials needed:**

- Student pages 10 to 20
- Pages III and IV 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 Employment Standards protects employees' wages
- understand minimum wage, and what a pay cheque looks like for employees who work at minimum wage (pages 10 and 11)
- understand and apply their knowledge of pay cheque deductions (pages 12 to 14)
- differentiate between uniforms and dress codes, and the laws that apply to each (pages 15 to 18)
- understand the importance of keeping employment records (pages 19)
- read a calendar (pages 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 explain that it is the lowest possible wage per hour of work that an employee can be paid. The teacher will tell the students the current minimum wage in Manitoba. (If you are unsure, please check the website, as this kind of information is likely to change regularly.).

Following this, the students work in partners or table groups to read Student page 10, and answer the questions on the Student page 11, regarding minimum wage. The teacher corrects and discusses the answers with the class after they are done.

**ANSWERS FOR PAGE 11**

1. Susan works at George's restaurant.
2. She works 40 hours in one week.
3. She gets paid every 2 weeks.
4. Check with Employment Standards for the current minimum wage ([www.manitoba.ca/labour/standards](http://www.manitoba.ca/labour/standards)).
5. The government decides when minimum wage will increase.
6. The minimum wage laws also apply to people who are paid by commission or piece work.

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 12](#)), and explains the deductions that have been made on the cheque (C.P.P., E.I., Income Tax, Union fees).

**ACTIVITY:** The teacher or the students can read and answer the questions "questions about Susan's pay cheque" on [page 12](#). The teacher corrects and discusses the answers with the class after they are done.

### ANSWERS FOR PAGE 12

1. Susan paid \$300.99 in income tax.
2. She paid \$31.28 in Employment Insurance.
3. She paid \$75.70 for C.P.P.
4. She paid \$6.50 for the union.
5. She didn't pay for any health insurance.

After this, the students read [page 13](#) ("understanding pay cheque deductions") and answer the questions on [page 14](#) ("Can the employer deduct this money?")

### ANSWERS FOR PAGE 14

- YES - health insurance for new glasses can be deducted.
- YES - Canada Pension money can be deducted.
- NO - money that was stolen from the employer cannot be deducted.
- NO - damaged goods cannot 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 15](#) while listening to the recording that accompanies Unit 2. The teacher then reviews and corrects the answers with the class.

## ANSWERS FOR PAGE 15 &amp; 16

Employers **cannot 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 III and IV, and cut the pictures into activity cards. If the teacher is using the student handouts on page 17 and page 18, these can be handed out.

Students will work in groups, and receive the 18 pictures of depicting jobs that usually have uniforms, and jobs that usually don't have uniforms. They should mix the cards together and spread the cards 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 employees’ personal information (i.e. full name, telephone number, address, date of birth), and details relating to their employment, such as start date, dates of annual vacations, hours of work, wage rates , etc.).

**ACTIVITY:** Half of the students will need the student [page 19](#), and the other half will need [page 20](#). 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 27).

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.
4. Ahmed made \$936.00 in the two weeks, before deductions

END OF UNIT TWO

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## UNIT THREE: HOURS & DAYS WORKED

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**Materials needed:**

- Student pages 21 to 35.
- Pages V to XI of the Teacher Resource Section for Benchmark 3 - 4. Photocopy one set of each page for every four to five students in the class, and cut along the lines, so that you are prepared for the activity “Name that Holiday” that accompanies student pages 25 - 31.
- Listening CD Track 3: “Hours of Work & Breaks Reading Listening Transcript”

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

- Listen to a CD reading about hours of work and answer the multiple choice comprehension questions. (Pages 21 to 24)
  - List the holidays that are celebrated in each month, and tell the difference between general holidays and days that are not general holidays. (Pages 25 to 31)
  - Use mathematical skills to calculate general holiday pay and vacation time pay. (Pages 32 to 35)
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**1. HOURS OF WORK & BREAKS**

**Activation activity:** THINK PAIR SHARE. Before the activity begins, the teacher can write the following questions on the board: “How many hours do you usually work for your employer in a week?” and “How many hours of overtime do you usually work in a week?”. Students can discuss their answer with a partner or small group, and then the teacher can collect the answers from the class. If the students are not employed now, they can talk about a time when they were employed in the past, either in Canada or in their home country.

**Activity:** Depending on the level and preference of the class, the teacher can either do the activity as a listening activity, as a reading activity, or both. As a listening activity, students should just refer to pages 21 and 22 while the CD (Track 3: “Hours of Work & Breaks”) is playing and select the multiple choice answers. As a reading activity, the students can read pages 21 and 22 on their own or in a group, and answer the multiple choice questions. As a listening and reading activity, the students can follow the reading (pages 21 and 22) while the CD is playing and then answer the questions after by referring back to the reading.

ANSWERS FOR PAGES 23 & 24									
1(b)	2(b)	3(a)	4(a)	5(a)	6(a)	7(b)	8(a)	9(b)	10(b)

The teacher can go over the answers with the class after the activity and answer any questions.

**2. HOLIDAY WE CELEBRATE**

**Activation activity:** Before the activity, the teacher should divide the students into groups, and give each group a piece of paper (either loose leaf or poster paper) with some of the months written on them.

Here is one example of how the months could be divided among the groups:

## GROUP ONE

January	February	March	April

## GROUP TWO

May	June	July	August

## GROUP THREE

September	October	November	December

The students can then spend 5 to 10 minutes working in their group to brainstorm all of the holidays that they can think of, either secular or religious, from their home country or Canada, that they think might happen in those months.

**Activity:** The teacher should have prepared the cut out boxes with pictures of the holidays and the definitions of the holiday from pages V to XI of the Teacher Resource Section for Benchmark 3 - 4. The students now work in groups to read the definitions for each holiday and match it with the appropriate picture. The teacher could then walk around and see if the pictures had been matched correctly.



For lower level classes, the teacher could make the information self-checking by gluing the picture on coloured paper and cut out each strip to make matching puzzle pieces. The students would know if the answers were correct by checking to see if they fit together. While the students are working, they can discuss the holiday, and provide personal information on whether or not they celebrate that holiday.

Another option is to make one copy of the whole list and divide it among four groups of students. Each group can match their words and pictures, and the students can then walk from table to table and look at the holidays of the other groups. After the activity, the teacher can add any information necessary to explain the holidays further.

Here is the information about the holidays:

**NEW YEAR'S DAY** in Canada is on January 1. It is a general holiday, and it celebrates the beginning of a new year.

**LOUIS RIEL DAY** is a general holiday. It is celebrated on the third Monday of February. It honours the memory of Louis Riel. Louis Riel lived from 1844 to 1885. He was the founder of the province of Manitoba, and the leader of the Métis people.

**GOOD FRIDAY** is the Friday before Easter Sunday. This is a general holiday on which Christians remember the death of Jesus Christ.

**VICTORIA DAY** is celebrated on the third Monday in May. This general holiday honours the memory of Queen Victoria, who lived from 1819 to 1901.

**CANADA DAY** is on July 1. It is a general holiday to remember that Canada became a country on July 1, 1867. It is also called “Canada’s birthday”.

**LABOUR DAY** is a general holiday on the Monday after the first weekend in September. It is not on May 1, as it is in many other countries. It celebrates the rights of unions to improve the lives of workers. Many Canadians enjoy Labour Day as the last long weekend in the summer.

**THANKSGIVING DAY** is a general holiday on the second Monday of October. It reminds Canadians to be thankful. Many Canadians spend time with their families and eat turkey and pumpkin pie.

**CHRISTMAS DAY** is a general holiday on December 25. Christians celebrate the birth of Jesus Christ. Many Canadians give gifts, decorate their homes, and spend time with their family on Christmas.

#### NOT GENERAL HOLIDAYS

**ORTHODOX CHRISTMAS** is celebrated by some Eastern Orthodox churches on January 7. It is **not** a general holiday.

**ORTHODOX NEW YEAR’S DAY** is celebrated on January 14, because the Orthodox Church uses a different calendar. It is **not** a general holiday.

**CHINESE NEW YEAR** is an important traditional Chinese holiday. It begins on the first day of the first lunar month in the Chinese calendar. Many people who have immigrated to Canada from China celebrate it, but it is **not** a general holiday.

**ST. VALENTINE’S DAY** is on February 14. It is **not** a general holiday. On this day, people give love notes, flowers and chocolates to show their love.

**ASH WEDNESDAY** is the first day of Lent, 46 days before Easter. Lent is a time of waiting for Easter. On this day, in some churches, priests put ashes on the forehead of each person. It reminds them to be sorry for the things that they have done wrong. It is **not** a general holiday.

**ST. PATRICK’S DAY** is on March 17. It celebrates the life of Saint Patrick. Many people believe he died on March 17. It is the national holiday of the Irish people. In Canada, some people celebrate it, but it is **not** a general holiday.

**PALM SUNDAY** is on a different day every year. It is always on the Sunday before Easter. It celebrates the day Jesus came into Jerusalem riding on a donkey. It is **not** a general holiday.

**PASSOVER** is celebrated on the 14 day of the first month of the Jewish year. On this day, Jewish people remember how the Israelites, who were slaves in Egypt, became free. In Israel, Passover is a seven day holiday. In Canada, it is **not** a general holiday. Many Jewish people eat special foods and say special prayers on this day.

**EASTER SUNDAY** is an important religious day for Christians. It celebrates the resurrection of Jesus. Christians believe Jesus came to life after he died. The date of Easter is in March or

April. It is the Sunday following Good Friday. Orthodox Christians celebrate on a different day. It is **not** a general holiday, but most retail businesses are not allowed to be open on this day.

UNIT THREE: HOURS & DAYS WORKED

Teacher notes for Benchmark 3 - 4

**EASTER MONDAY** is the day after Easter Sunday. It may be a day off in some work places, but it is **not** a general holiday.

**CINCO DE MAYO** is celebrated on May 5 in Mexico and in parts of the United States with food, music and dancing. In Canada, some people celebrate this day, but it is **not** a general holiday.

**MOTHER'S DAY** is on the second Sunday in May. It is a day honouring mothers. Mothers often receive gifts on this day. It is **not** a general holiday.

**FATHER'S DAY** is celebrated on the third Sunday in June. It is a day honouring fathers. Fathers often receive gifts on this day. It is **not** a general holiday.

**TERRY FOX DAY** is always on the first Monday of August in Manitoba. In some workplaces, employees are given the day off, but this is not required because it is **not** a general holiday.

**RAMADAN** is the Islamic month of fasting. During this time, Muslims must not eat or drink when the sun is shining. They can eat or drink when the sun goes down. The fasting lasts for 29 or 30 days. The days in Ramadan are **not** general holidays.

**ROSH HASHANAH** is the beginning of the Jewish year. It is a serious day. Jewish people think about what they have done wrong in the past. There are special foods and prayers during this time. It is **not** a general holiday.

**YOM KIPPUR** is after Rosh Hashanah. Jewish people say sorry for what they have done wrong in the past. They may fast and pray. It is **not** a general holiday.

**HALLOWEEN** is on October 31. In Canada, child often dress in a costume and go from door to door. They ring each doorbell and say "Trick or treat!" and collect candy.

**ISLAMIC NEW YEAR** is based on the Islamic calendar, which has only 354 days. It is celebrated on Muharram 1, which is the first day of the Islamic calendar. It is **not** a general holiday.

**REMEMBRANCE DAY** is on November 11. It honours people who have served, and continue to serve, in war, military conflict, and international peacekeeping activities. It is not a general holiday in Manitoba, but most businesses are closed.

**HANUKKAH** is also called the Festival of Lights. It is an eight day Jewish festival. The Hebrew calendar is used to decide the date of the festival. Each night one candle is lit and a story of the Jewish people is remembered.

**BOXING DAY** is on December 26. On Boxing Day many retail stores have big sales. Some shoppers will wait outside for many hours at night waiting for the store to open. It is **not** a general holiday, but some employers give their employees a day off on this day.

**KWANZAA** is from December 26 to January 1. It celebrates African-American culture. It is not a religious holiday. It was created in 1966 to remember African culture. It is **not** a general holiday.

### 3. GENERAL HOLIDAY PAY

**Activation activity:** The teacher can now hand out Student Pages 25 to 31 to the students, and explain the difference between general holidays (also called “stat or statutory holidays”) and other days that are not general holidays in Manitoba. The difference is that employers have an obligation to pay their staff at least part of their wages for a general holiday, but they are under no obligation to pay anything for the other days if they do not work.

The teacher should explain to the students that there is now a formula for the minimum amount that the employer needs to pay an employee for a general holiday. If a person is working 8 hours a day, five days a week, the general holiday pay will be equal to exactly the same as a regular day of work. If their hours of work vary, general holiday pay is calculated at 5% of the employee’s gross wages earned in the 28 days before the general holiday (not including overtime).

**Activity:** Students receive Student Pages 32 and 33. They read the story about Tamaki on page 32, and look at the calendar on page 33 to answer the questions.

#### ANSWERS FOR PAGES 32

1. (a) November 27  
(b) \$1284  
(c)  $\$1284 \times 5\% = \$64.20$
2. (a) December 4  
(b)  $\$960 + \$64.20 = \$1024.20$   
(c)  $\$1024.20 \times 5\% = \$51.20$
3. Christmas Day.
4. Tamaki received more holiday pay for Christmas Day because she didn’t work between December 25<sup>th</sup> and January 1<sup>st</sup>, so her average pay per day was less.

### 4. VACATION TIME AND PAY

**Activation activity:** The teacher should explain that vacation pay is different than general holiday pay. Vacation pay is money set aside for employees to use while they are away from work on vacation.

**Activity:** Students read pages 34 and 35 and answer the questions. The teacher should go over the answers with the class after the students are done.

#### ANSWERS FOR PAGE 35

1. His vacation pay is based on his first year of work. He receives  $(\$20,000 \times 4\% = \$800)$  for his two week vacation.
2. He will receive  $\$30,000 \times 6\%$ , which is equal to \$1800 for his three week vacation.
3. She received  $\$1000 \times 4\%$ , or \$40 of vacation pay on that cheque.

END OF UNIT THREE



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## UNIT FOUR: UNPAID LEAVES

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**Materials needed:**

- Student pages 36 to 44.
- Page XII 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 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.

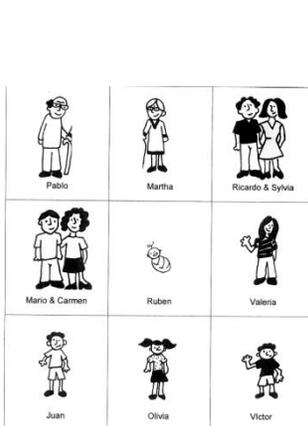
- 4 – Maternity Leave
- 3 – Parental Leave
- 5 – Family Leave
- 1 – Compassionate Care Leave
- 6 – Bereavement Leave
- 2 – Reservist Leave

<b>ANSWERS FOR PAGE 37 (Continued)</b>	
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.

**Activity:** The teacher should have prepared page XII 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 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. They should speak to Employment Insurance about getting paid while on leave.

**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 (54 weeks).
2. Carmen takes 27 weeks in total
3. Employment Insurance

### 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. For instance, using a class of 12 students, 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 work in their group to answer and discuss the questions. The students are then 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. 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

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## UNIT FIVE: TERMINATION OF EMPLOYMENT

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**Materials needed:**

- Student pages 45 to page 52.
- Page XIII: One copy, cut into squares, for each 2 students.
- Page XIV - XVII of the Teacher Resource Section for Benchmark 3 - 4. One copy, cut into squares, for each group that will be playing the game.
- Listening CD Track 5: "Termination of Employment"
- Enough dice to have one for each group and pieces to use for movers on the game board

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

- Understand, recognize (in both written and oral form) and use idioms related to termination of employment (Pages 45 & 47)
- Understand the concepts involved with "giving notice", including the amount of notice needed. (Pages 48 to 52)
- Reflect on what they have learned about Employment Standards through the lessons.

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### 1. TERMINATION OF EMPLOYMENT

**Activation activity:** The teacher should introduce the topic "Termination of Employment" by writing the question: "What are some ways a person can leave a job?" To get them started, an example could be given. For example, "a person can leave a job when they decide to quit." THINK PAIR SHARE. The students should discuss briefly with a partner, and then the teacher should collect the brainstormed answers on the board.

**Activity:** Hand out the student photocopy page 45. Explain that idioms are "word pictures" and that the idioms can often be figured out by understanding the picture, or metaphor. Tell the students to work in partners, and hand out the 12 cut up idiom answers. Students guess which picture belongs to which idiom by placing the idiom cards on top of the squares on student page 45. Go over the correct answers after they finish.

The idioms are all used in the listening activity on student page 46 and 47. Tell the students to listen to the reading and fill in the idioms that are used. They can refer to the idioms that they have just studied for help. Go over the answers afterwards.

ANSWERS FOR PAGE 46 and 47  
(Transcript for Track 5)

Employees can decide to leave a job. An employee usually tells the employer. They tell the employer that they want to leave. They need to **give** at least one week's **notice**. One week after they tell the employer, they can leave the job. When they **quit** or **resign**, they don't work for the employer anymore.

## ANSWERS FOR PAGE 46 and 47

Sometimes an employee doesn't tell the employer. They **leave without giving notice**. They might get angry at the employer and **quit on the spot**. This means they walk out of the building and never work for the employer again. Or, they might be a new employee. When they are a new employee they have 29 days to decide if the job is a good job for them. When they have worked less than 30 days they can tell the employer that they will not come to work the next day. They do not have to **give notice**.

The employer can decide that the employee is not a good worker for the company. When the employee has worked less than 30 days, the employer can tell the employee to go home and not come back. They might be angry. They can tell the employee "**You're fired!**", and the employee has to leave. The employer does not have to **give** the employee **notice**. There are other words which have the same meaning as "**You're fired.**" The employee could be **canned, sacked, given the boot, or given the heave ho**. The employer could also say "**There's the door.**" All of these mean the same thing. The job is over, and the employer is not happy with the employee.

When an employee says "I **was let go**", the listener doesn't know if the employee and employer left each other happily or not. The listener only knows that the employee is not working there anymore.

Sometimes the employee doesn't want to leave, and the employer doesn't want the employee to leave. But, there might not be enough money. The employee could be **laid off** because there is not enough work. This means that the employer might want to hire the employee again when the company has more money. But, if the employer doesn't think the employee will be hired again, the employee is **permanently laid off, or dismissed**

## 2. GIVING NOTICE

**Activation Activity:** The teacher should explain the key ideas in the student page 48 to the students.

**Activity:** Students work in partners to read and answer the questions on student pages 48 to 51.

## ANSWERS FOR PAGE 49

1. No. Rupinder did not need to receive two weeks' notice because she had only worked for two weeks. No notice is needed when the employee has worked less than 30 days.
2. Yes. David needs to be given six weeks of notice because he has worked for the company for at least five years and less than ten years.

REVIEW: to be let go, to be canned, to be given the boot, to be sacked, to be terminated, to be given the heave ho.

ANSWERS FOR PAGES 50 & 51

1. No. Olivero doesn't need to receive four weeks' notice because he was violent at work. If an employee is violent at work, the employee can be told that the job is over with no notice.
2. No, because she has decided to disobey her employer by talking on the phone and painting her finger nails during work hours.
3. Yes. Phuong should receive two weeks' notice if he is laid off permanently (terminated).

**REVIEW GAME**

**Activation activity:** Ask the students to work in groups to write down the most useful things that they have learned in the past five units on Employment Standards. Ask the students to report back to you, or have them record their answers on chart paper so that they can be posted in the front of the class.

**Activity:** Explain that this is the end of the units on Employment Standards. They will now work in groups to play the review game, found on student page 52. Give each group dice, movers, and a stack of the cut up question cards from pages XIV - XVII of the Teacher Resource Section for Benchmark 3 - 4.

Students take turns. For each turn, before they roll the dice, they must correctly answer a review question that another team member reads to them. If they answer it correctly, they roll the dice and move that number of spaces around the board. The pictures on the board are just for decoration and to remind the students of the topics and scenarios that they have studied. The first one to get to the "Finish" box wins!



END OF THE LESSONS FOR BENCHMARK 3 - 4

EMPLOYMENT STANDARDS CURRICULUM RESOURCE