
UNIT ONE: AN INTRODUCTION TO EMPLOYMENT STANDARDS

Materials needed:

- Student pages 1 to 8
- Track 6: “Laws to Protect Young Workers”

Objectives: Students will be able to...

- Know whether a job or occupation is covered by Employment Standards or not. (Pages 1 & 2)
 - Understand the information on an Employment Standards complaint form, and how to fill it out. (Pages 3 to 5)
 - Listen to a dialogue between a radio announcer and an Employment Standards Officer and record information regarding the legislation regarding young workers. (Pages 6 to 8)
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1. WHO IS COVERED BY THE EMPLOYMENT STANDARDS LEGISLATION?

Activation Activity: Before starting the unit, the teacher writes “What jobs do you think are covered by Employment Standards? What jobs do you think are not covered by Employment Standards?” THINK PAIR SHARE. Students work in partners or small groups to brainstorm the answers. After they are finished, the teacher asks them to report on their answers and writes their answers on the board. She then hands out the Student [page 1](#). The teacher then explains that most employees in Manitoba are covered by Employment Standards legislation. Federal and professional jobs (which have their own codes) are among the few kinds of jobs that are not covered by the Employment Standards legislation. The teacher should then go through the list and see which jobs were already predicted by the students, and explain the ones that weren’t mentioned.

Activity: The teacher hands out Student [page 2](#), and models how to do the activity. Students are going to role play the process of phoning Employment Standards. One student will be the Employee; the other will play the role of an Employment Standards Officer. This student will pick a job mentioned on [page 1](#) for the other student to guess. For example, the student might choose to be a child care worker in a daycare, which is covered by Employment Standards. The student will tell the Officer about the job, without saying the name of the job, according to the script on the worksheet. The Officer will then ask questions to find out what kind of job it is, and tell the caller whether it is covered by the Employment Standards legislation or not. After the students are finished, they switch roles and/or switch partners and practice again.

2. HOW TO GET INFORMATION ABOUT EMPLOYMENT STANDARDS

Activation activity: The teacher writes on the board, “Have you ever filed a complaint about something? If so, about what? If not, why not? Is it common in your culture to complain about a product or an employer?” THINK PAIR SHARE. Students work in partners or small groups to discuss the questions, and then the teacher discusses the answers with the whole class.

Activity: The teacher hands out student [pages 3, 4 and 5](#), and explains that the Employment Standards Officers are trained to answer questions regarding the minimum standards that employers need to use with their employees. When an employee explains a

problem that both the employee and the officer agree is potentially outside of the standards, a complaint form needs to be filled out so that the officers can look into the matter further. (The complaint form is also available on the Employment Standards website.) The complaint form is in both English and French, as Canada is a bilingual country. The students are to skim through the information on the complaint form and answer the questions. The teacher discusses the information after.

ANSWERS FOR PAGE 3

1. (a) Where is Employment Standards located? 401 YORK AVE
(b) Which floor is it on? SIXTH FLOOR
2. What will happen right after the complaint form is filled out? (see the “**”) AN EMPLOYMENT STANDARDS OFFICER WILL CONTACT YOU TO DISCUSS THE DETAILS.
3. How much time does the employee have to file the complaint? SIX MONTHS.
4. What happens after the complaint is filed? AN EMPLOYMENT STANDARDS OFFICER AT THE EMPLOYMENT STANDARDS OFFICE WILL SPEAK WITH BOTH THE EMPLOYER AND EMPLOYEE TO GATHER INFORMATION.
5. Who is the problem referred to if the Employment Standards Officer can't solve the problem? THE MANITOBA LABOUR BOARD
6. What happens if the matter goes to a hearing? THE EMPLOYERS AND EMPLOYEES MUST TESTIFY AND PRESENT EVIDENCE IN SUPPORT OF THEIR CASE TO THE MANITOBA LABOUR BOARD.
7. What is the address of the web site? www.manitoba.ca/labour/standards/
8. What is the phone number in Winnipeg? (204) 945-3352
9. What is the toll free number? 1 - 800 - 821 - 4307

3. LEGISLATION ABOUT YOUNG WORKERS

Activation Activity: The teacher writes on the board, “How young were you when you had your first job? What kind of laws are necessary to protect young workers?” THINK PAIR SHARE. Students discuss with partners or in a small group briefly, and then the teacher debriefs the results with the class.

Activity: The teacher hands out student [page 6](#), and the students listen to the recording found on Track 6: “Laws to Protect Young Workers”. While they are listening, they are to take notes on the questions found on [page 6](#). They can refer to the transcript on [page 7](#) and [page 8](#) if needed.

ANSWERS for page 6

1. How old must a person be to work?

CHILDREN HAVE TO BE AT LEAST 12 YEARS OLD TO WORK. HOWEVER, ANYONE UNDER THE AGE OF 16 NEEDS TO HAVE A CHILD EMPLOYMENT PERMIT.

2. Are there restrictions on when young people can work?

A CHILD UNDER THE AGE OF 16 CANNOT WORK BETWEEN 11 PM – 6 AM.

3. How often can young people work?

THEY ARE ONLY ALLOWED TO WORK 20 HOURS PER WEEK DURING THE SCHOOL YEAR, SO THAT THEIR WORK DOESN'T INTERFERE WITH THEIR studies.

4. Can young people work alone?

YOUNG PEOPLE under 16 years of age MUST HAVE ADULT SUPERVISION AT ALL TIMES. Young people under 18 years old cannot work alone between the hours of 11PM and 6AM

5. Do young people have the same rights as other employees?

YES, THEY DO, JUST LIKE REGARDLESS OF AGE, ALL EMPLOYEES HAVE THE SAME RIGHTS.



END OF UNIT ONE

UNIT TWO: AN INTRODUCTION TO EMPLOYMENT STANDARDS

Materials needed:

- Student pages 9 to 19.
- 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 cannot 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)
 - Understand information regarding overtime wage legislation. (Pages 18 & 19)
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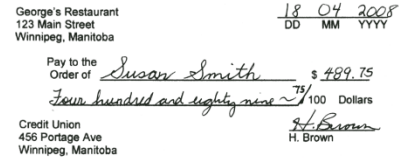
4. MINIMUM WAGE

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 retire
- 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:** employees get an extra 4% added to their cheque

Activity: The teacher reviews and checks the answers for the vocabulary definitions with the class. The teacher 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 \$20.00 an hour.
3. Her gross pay is \$1,664.00
4. Her SIN is 617 854 926
5. She has four deductions.
6. She pays \$75.70 in C.P.P.
7. She pays \$31.28 in E.I.
8. She pays \$300.99 in income tax.
9. Her union dues are \$6.50
10. The pay period is from July 12 to July 25, 2015.
11. Her net pay is \$1,249.53

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. Then explains that some deductions from a pay cheque are allowed and others are not. The deductions need to be of 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 allowed under the legislation. 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?” Students’ 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, they can ask the students to work in pairs to brainstorm all of what 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 \$943.69
2. The money withheld was \$187.83
3. Abraham’s money in the year 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 any additional vacation pay.

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 27).

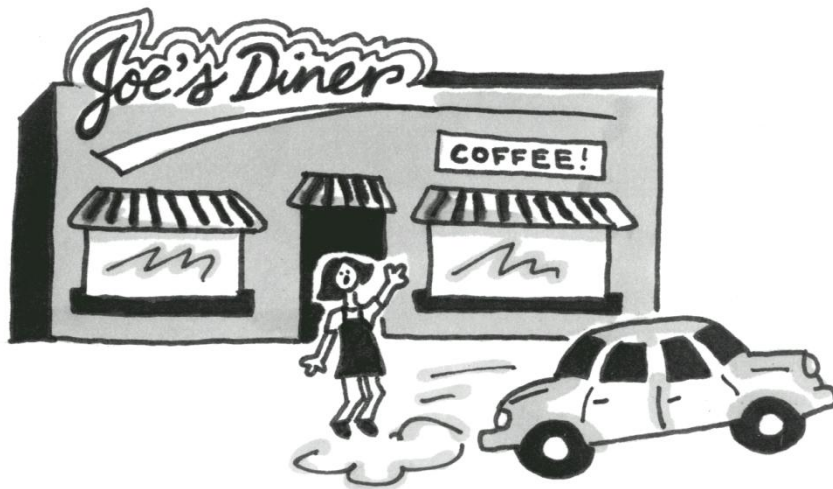
The goal of the activity is for both partners to complete their calendar. They do so by asking their partner questions such as “How many hours did Ahmed work on December 15?” “From what time to what time?” and then writing the answer on their calendar.

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 \$15 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

UNIT THREE: HOURS & DAYS WORKED

Materials needed:

- Student pages 20 to 44.
- Track 8: “Hours and days worked”

Objectives: Students will be able to..

- Demonstrate comprehension of the gist, factual details and some inferred meanings by listening to a dialogue. (Pages 20 to 25)
 - Classify holidays into either general holidays (stats) or not, according to the Manitoba Employment Standards legislation. (Pages 26 to 41)
 - Demonstrate comprehension of short paragraphs of text about legislation about how general holiday pay and vacation pay is calculated. (Pages 42 to 44)
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5. HOURS & DAYS WORKED

Activation Activity: The teacher hands out student [page 20](#), “Hours & Days Worked”. Ask the students to read the scenario about Maria. After reading the scenario, either in writing or with a partner, they are to discuss the following:

What are the questions that you think Maria will have for Employment Standards?

BRAINSTORMING ANSWERS TO GO WITH PAGE 20

Answers may vary. Possible ideas...

“Can the employer send her home early?”

“Can the employer change the hours of the business?”

“Does the employer have to pay her if she is sent home early?”

“What are the rules for overtime?”

“Does she get paid when she ‘punches in’ early?”

Activity: The teacher hands out student [page 21](#), and tells the students that they will now be listening to a dialogue of Maria talking to an Employment Standards Officer about her questions. They are to listen to the dialogue, and to answer the questions on student [page 21](#).

Following the listening, students can work with a partner to check their answers by looking at the transcript on [pages 22 to 24](#). Or the teacher can debrief the answers with the class.

ANSWERS FOR PAGE 22

1. The employers control the schedules. They can involve the employees, but they don't have to.
2. Employers can change the schedules. They can decide to close the business early if they want to.
3. It is possible for employees to change their schedules by switching shifts, if they talk to their employer first. Employers may have their own rules about this. Again, ultimately employers control the schedules.
4. If the employer allows the employee to change their shift, and there is overtime as a result, they have to pay overtime for any hours over eight hours in one day.
5. Employers can change the schedule, even after a shift has already started. However, they would have to pay the employee for a minimum of three hours.
6. If an employee is working more than five hours, he/she is entitled to a half hour, unpaid break.
7. A break is considered a time where the employee could sit down and relax, and be free from all work duties. It's a time to rest.
8. Breaks are unpaid, but the employer can choose to pay the employee.
9. Even though both her shifts were 6 hours long, she had a half hour unpaid break in each, so her total hours are 5 ½ hours plus 5 ½ hours. She worked 11 hours and should be paid for 3 hours of overtime.
10. Breaks are not included when calculating overtime.

6. GENERAL HOLIDAYS

Activation activity: The teacher begins by explaining that there is legislation regarding holidays. Before the class learns about the general holidays outlined in the legislation, the teacher should find out what the students already know. The teacher hands out student [page 27 and 28](#), and students work in groups or partners to answer the questions. The teacher can choose to hand out student [pages 29 to page 34](#) for the students to refer to, if they forget what a holiday means. The teacher should circulate around the room and see what the students' understanding of the holidays is. Or, if the students are unfamiliar with the holidays, the teacher can assign different holidays to each student or group of students to "present". The teacher can also use the readings to lead a discussion comparing holidays and cultures.

When the students are finished answering the questions, they are to use [page 34](#) to sort the holiday into categories. The categories in the chart are: secular holidays, Christian holidays, Jewish holidays, Muslim holidays, and other holidays.

ANSWERS FOR PAGE 26

1. Four out of the eight general holidays always occur on a Monday.
2. Good Friday is never on a Monday.
3. Two general holidays are based on religious holidays: Good Friday and Christmas day.
4. (Depends on the students)
5. (Depends on the students)
6. (Depends on the students)

ANSWERS FOR PAGE 33 (students may sort them differently)

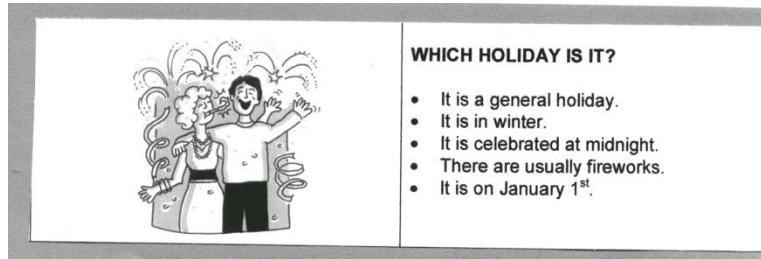
Secular/other (Canadian or political): New Years day, Louis Riel day, Victoria day, Canada day, Labour day, Thanksgiving day, St. Valentine’s day, St. Patrick’s day, Mother’s day, Father’s day, Civic Holiday, Halloween, Remembrance day, Boxing day, Chinese New Year, Cinco de Mayo, Kwanzaa

Christian: Good Friday, Christmas day, Ash Wednesday, Palm Sunday, Easter Sunday/Monday

Jewish: Passover, Rosh Hashanah, Yom Kippur, Hannukkah

Muslim: Ramadan, Islamic New Year,

Activity: Students can play the game “Which holiday is it?”. The teacher can choose to give the students the student pages 35 to 41, and use them to play the game, or can prepare the game by cutting up the pictures and definitions into cards like this:



How to play the game: Students can play the games in groups of 2, 3, or 4. They can set up a simple score sheet like this:

Student A	Student B	Student C	Student D

Student A starts, and takes a card from the stack. Student A then starts reading the clues to Student B, one at a time. After each clue, Student B can make a guess. For example, Student A asks student B, “It is a general holiday. Which holiday is it?” Student B can then look through the student page with the eight general holidays and make a guess. If Student B is lucky, and guesses correctly “New Year’s day”, then Student B gets 5 points. If Student B gets it wrong, Student A says the next clue, “It is in winter. Which holiday is it?”. If Student B gets it right this time, they receive 4 points. If it takes three clues, 3 points.... four clues, 2 points, all five clues (“It is on January 1st. Which holiday is it?”), 1 point.

Then Student B takes a card to ask Student C, in the same manner. Students may choose to show the picture if they want to make the clues easier. Or, they can refer to the readings to check their answers if the game is too difficult.

Optional activity: The teacher can divide the class into two teams and read the questions (like “Jeopardy”). The first team to guess correctly gets the point.

Follow up activity: Now that the students are familiar with the holidays, and which holidays are general holidays, the teacher can hand out student page 42 to discuss how the general holidays are to be paid.

The teacher should review the information at the top of student [page 42](#). General Holiday pay is 5% of the employee's total wages in the 28 days before the holiday, not including overtime. Students can use the calendar to figure out the four questions at the bottom of the page.

ANSWERS FOR PAGE 41

1. November 27th is 28 days before December 25th. The total income earned is \$1284
Multiplied by 0.05 = \$64.20
2. December 4th is 28 days before January 1st. The total income earned is \$1024.20
Multiplied by 0.05 = \$51.21
3. Christmas Day received more holiday pay.
4. Tamaki received more for Christmas because she did not work between Christmas and New Year's Day.

7. VACATION TIME & PAY

Activation activity: The teacher should explain that vacation pay is different than General Holiday pay. Vacation pay is the money all employees receive for the time they choose to take off during the year. It does not have to be taken on a particular day, like the General Holiday pay does. Employers can pay the vacation pay on every cheque, or save the vacation pay for the employee and pay them when they actually take their holiday.

Activity: Students can read and answer the questions on student [page 43 to 45](#).

ANSWERS FOR PAGE 42

1. She is entitled to \$400 of vacation pay.
2. Christmas day and New Year's Day.
3. Tamaki will not get more vacation pay when she goes on vacation with her employer at The Fashion Emporium.
4. She receives \$4.00 of vacation pay on her \$100.00 pay cheque.

ANSWERS FOR PAGE 43

5. He is entitled to \$2400 in vacation pay during his three week vacation.
6. No. An employer cannot divide the vacation into periods shorter than one week.
7. No. The employer has to give the full three week vacation time.
8. No. When Volodymyr finishes work he is entitled to receive 6% of all the money he has earned in the current year, as during his previous vacations he was receiving his vacation pay based on the year before.

END OF UNIT THREE

UNIT FOUR: OVERVIEW OF UNPAID LEAVE OPTIONS

Materials needed:

- Student pages 45 to 56.
- Listening CD Track 9 : “Unpaid Leaves”

Objectives: Students will be able to..

- Activate their prior knowledge through brainstorming and prediction exercises related to the listening activity. (Page 45)
 - Listen and take notes about the six types of leaves. (Pages 46 to 51)
 - Read and discuss the six types of leaves. (Pages 52 to 56)
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1. OVERVIEW OF UNPAID LEAVE OPTIONS

Activation activities: The teacher can do the pre-listening activity on student page 46 to introduce the topic. Introduce the topic by reading or paraphrasing the opening topic, “The Employment Standards Code provides a variety of options to allow employees time to deal with the demands of modern families without the risk of losing their job because of the leave.”

Put the students into groups and ask them to discuss and take notes for the four questions listed on the pre-listening activities. (Answers will vary depending on the student’s prior knowledge.)

Activity: Students listen to track 9, “Unpaid Leaves”, and take notes on student page 46.

ANSWERS

Unpaid leave	Meaning	Length of time for the leave	Time needed to qualify for the leave
Maternity Leave	- only for a woman - allows her to take time off while she is pregnant, and/or to look after the baby	- 17 weeks	- 7 months
Parental Leave	- for new parents - to take care of the young baby or the new child	- 37 weeks	- 7 months
Family Leave	- for time off if the employee is sick - for the employee to take their child to the doctor	- 3 days	- 30 days

Unpaid leave	Meaning	Length of time for the leave	Time needed to qualify for the leave
Compassionate Care Leave	- for an employee to take care of a family member that's very, very sick, and has a good chance of dying within the next 26 weeks.	- a maximum of 8 weeks	- 30 days
Bereavement Leave	- for the employee if a family member of theirs dies.	- a maximum of 3 days	- 30 days
Reservist Leave	- for anyone who is serving in the army.	- a maximum of 3 days	- 7 months
Leave for Organ Donation	- for employees who are donating an organ or tissue to another individual	- up to 13 weeks	- 30 days
Leave for Citizenship Ceremony	- for new Canadians to attend a citizenship ceremony to receive a certificate of citizenship	- up to four hours	- 30 days

1. Family is defined broadly. It includes mother, father, brother, sister, cousins, aunts, uncles, nieces, nephews, step children... but not animals/pets.
2. The government of Canada has programs available through Employment Insurance.

2. READING ABOUT UNPAID LEAVES

Activation activity: The teacher can choose to do this activity instead of the listening activity, or do it in addition to the listening activity, if the students wanted more repetition. It may be too repetitive to do both the listening and the reading activity. The reading activity can be done through a co-operative learning "jigsaw" activity. He/she divides the class into 5 groups, and gives one group (Students 1 to 4) Reading A, the next group Reading B, the next Reading C, etc. They are to read and answer/discuss the questions, and record the answers.

For example, the class of 20 students might look like this:

Reading A	Reading B	Reading C	Reading D	Reading E
Student 1	Student 5	Student 9	Student 13	Student 17
Student 2	Student 6	Student 10	Student 14	Student 18
Student 3	Student 7	Student 11	Student 15	Student 19
Student 4	Student 8	Student 12	Student 16	Student 20

After each group finished their reading and discussion, the teacher regroups the students so that the following students are together:

Group 1: Student 1, 5, 9, 13, and 17

Group 2: Student 2, 6, 10, 14 and 18

Group 3: Student 7, 11, 15, and 19

Group 4: Student 8, 12, 16, and 20

Each group has a student who has done a different reading. Each student in the group now explains the reading that he/she learned about.

The teacher debriefs the activity at the end, and clarifies any confusion.

ANSWERS FOR PAGES 52 to 54

READING A:

1. To qualify for maternity leave, employees must have worked with the same employer for at least seven consecutive months and must be expecting to give birth to a child.
2. The leave is 17 weeks long.
3. Employers are not required to pay employees during the leave.
4. Yes. Employment Insurance may cover this type of leave.
5. An employee can start her maternity leave up to 17 weeks before the expected date of birth of the child.
6. Maternity leave ends 17 weeks after it began, and the latest that a maternity leave can last is 17 weeks after the birth.

READING B:

1. Employees must give their employer at least four weeks' written notice before going on maternity or parental leave. They must also provide a medical certificate indicating the estimated date of delivery.
2. If a pregnant employee does not give the required notice, she is still entitled to maternity leave. Within two weeks of stopping work, the employee must give a medical certificate to their employer stating the expected date of delivery.
3. At the end of maternity leave, employees may take parental leave.
4. Mothers must take their maternity and parental leave one after another.
5. If employees want to end the leave early, they must give their employers notice, in writing, at least one pay period before returning to work.
6. If the employee's job is not available, a comparable position with the same pay and benefits must be offered.
7. Employers refusing to bring an employee back to work may be ordered by Employment Standards to pay compensation, and in some cases reinstate them their jobs.

READING C:

1. Maternity leave is only for mothers, but parental leave can be taken by the mother, the father, or by both of them.
2. Many couples don't each claim the full 37 week parental unpaid leave because Employment Insurance only provides income insurance for one 37 week period, and, in reality, many fathers and mothers choose to share one 37 week parental leave, so that they will both receive some unemployment income.
3. Employees who have worked with the same employer for at least seven consecutive months and have become a parent by birth or adoption are entitled to the leave.
4. Parental leave is 37 weeks long, and must be taken in one continuous period.
5. The employer is not required to pay for the leave.
6. Family leave allows employees unpaid time off, to deal with family responsibilities or personal illness, without fear of job loss.
7. Family leave is three unpaid days.

ANSWERS FOR PAGES 55 & 56

READING D:

1. All employees employed for at least 30 days with the same employer are entitled to family leave.
2. Employers are not required to pay for the family leave days.
3. Family is defined very broadly. The definition also includes those who are not related, but are considered family members.
4. Employees can take family leave to deal with personal illness or the needs of their family.
5. Reasonable verification means that the employee must tell the employer as soon as is reasonable and practical.
6. No, Family leave does not carry over to the future years.
7. Yes, but a partial day counts as a full Family Leave Day.

READING E:Compassionate Care leave only:

- Compassionate Care leave is for assisting a family member who is critically ill and requires care and support for several weeks.
- Compassionate Care leave is up to eight weeks

Bereavement leave only:

- Employees are allowed up to three unpaid days

True for both:

- Employees who have worked for an employer for 30 days qualify
- Employees must provide proof (medical certificate or obituary)
- Employees do not need to fear job loss.
- Employees do not need permission from their employer
- Employees must provide their employer with as much notice as possible



END OF UNIT FOUR

UNIT FIVE: TERMINATION OF EMPLOYMENT

Materials needed:

- Student pages 57 to 70.
- Listening Track 10 : “Termination of Employment”










Objectives: Students will be able to...

- Recognize and understand idioms related to the termination of employment (Pages 57 & 58)
- Read and answer comprehension questions relating to the termination of employment (Pages 59 & 60)
- Apply their knowledge to Employment Standards legislation scenarios (Pages 60 to 70)

3. TERMINATION OF EMPLOYMENT

Activation activity: The teacher introduces the final topic in the unit, “Termination of Employment”, by doing the pre-listening activity explained on student page 57. THINK PAIR SHARE. Students brainstorm the following with their partner: “What common words are used when an employee decides to leave the employer, or when the employer decides that the employee has to leave?” The teacher then writes all the ideas on the board, and then hints if there may be other words that they haven’t thought of. After this, students use the pictures below as clues to give them some ideas of the expressions or idioms related to termination of employment. For example, the picture of "Arnold Schwarzenegger" in “Terminator” might remind the students of the word “to terminate”. The teacher debriefs and explains the idioms after. (If this is difficult for the students, the teacher can give a “word bank” of answers, and the students can simply match the expressions with the pictures.)

ANSWERS FOR PAGE 56

 to give notice	 to quit on the spot	 “You’re fired” (to be fired)
 to be canned	 to get the boot to be given the boot	 to be let go
 to be laid off	 to be dismissed “There’s the door”	 to be sacked

 <p>to quit, to resign</p>	 <p>to be given the heave ho</p>	 <p>to be terminated</p>
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to be dismissed	("He was dismissed".)	to be asked to leave
to lay someone off	("He laid off his employee.")	no work is available
to sack someone	("She sacked her employee.")	abruptly dismissed
to be fired	("You're fired!")	angrily dismissed
to give notice	("She gave notice")	to tell your employer
to let someone go	("He let her go.")	to have to part ways
to quit on the spot	("He quit on the spot")	to quit with no notice
to can someone	(He canned his secretary")	dismissed with finality
to give someone the boot	(She gave him the boot.)	eager to get rid of the employee
to resign	("He resigned from his job.")	the employee decides
to give someone the heave ho	("She gave him the heave ho.")	abruptly dismissed
to terminate	("He terminated his employee.")	unpleasantly dismissed

NOTE: to explain "to be given the heave ho", you can tell the students that the word "heave" means to pull, and that English speakers say "heave ho" when they are struggling with a heavy rope. In this metaphor, the employer and employee are in a conflict situation, and the employer "pulls" harder and the employee crosses the line from where he is safely "staying" in the company to where he is asked to "leave".

Activity: Students listen to Listening track 10, "Termination of employment", and fill in the missing idioms in the blanks.

ANSWERS FOR PAGE 58

It is often difficult to leave a job. Jobs can end for four main reasons. It can be the employee's decision, an employer's decision, a decision that they make together, or a decision that the company needs to make.

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.

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**.

ANSWERS FOR PAGE 58 continued

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 BEFORE TERMINATION (15 minutes)

Activation activity: The teacher discusses what giving notices means, and asks students if they have given notice in their previous jobs, and if so, how much notice they gave.

Activity: The whole class is divided into two groups. One group does Reading A ([Page 58](#)), and the other group does Reading B ([Page 59](#)). After each group is finished, the teacher pairs up one person who read Reading A with one person who read Reading B, for them to discuss the answers together. Following this, the teacher debriefs with the whole class.

ANSWERS

READING A

1. Lay off is not the same as termination. A lay off is a temporary break in employment, whereas termination is permanent end in the employment relationship.
2. Employees need to give notice when they want to terminate their employment. The length of time for the notice depends on how long they have worked for the employer. Employees who have worked for an employer more than 30 days but less than one year, must give at least one week’s notice before the last day they plan to work. After employees have completed one full year with the same employer, at least two weeks notice is required.
3. When employers wish to terminate employees they must give notice of termination or pay wages equal to what would normally be earned during the notice.
4. The amount of notice employers must provide employees depends on the length of time that employee has worked for them.
5. When employers wish to terminate employees they must give notice of termination or pay wages equal to what would normally be earned during the notice. This is often called wages in lieu of notice.
6. Employers cannot keep wages from employees who quit without notice. Employers must pay employees all earned wages within 10 days of the last day of work.

READING B

1. In the first 29 days of employment, the legislation states that employers and employees have the right to end the working relationship without notice.
2. There are some cases where employers or employees, do not need to give notice of termination.
3. The Human Rights, Workplace Safety and Health, and collective bargaining legislation all have provisions that prevent discrimination and offer some job protection.
4. Employment is considered continuous during statutory leaves like parental, maternity or compassionate care leave.
5. Effective April 30, 2007, employers cannot have alternate notice policies.

SCENARIOS (30 minutes)

Activation activity: The teacher asks the class if they have any work situations where they are unsure of the legislation. These are discussed or flagged for further research.

Activity: Following this, the class is divided into two groups. One group reads and discusses 1 to 5, and the other 6 to 10. The teacher circulates to each group to tell them the answers to the questions after they have finished discussing them. After each group knows the answers to their scenarios, they get a partner from the opposing group, and discuss the results with their new partner. Encourage the students to phone Employment Standards for their own scenarios.

Optional activity: The teacher can give one scenario per student to research and present.

ANSWERS FOR PAGES 61 to 70

1. The answer is E.
2. The answer is B.
3. The technically correct answer is D, but in reality, C is what happens. When it is a part time worker, often neither the employee nor the employer actually want them to take an extra day off, and instead they just pay the general holiday pay (5% of the 28 days).
4. The answer is D.
5. The answer is D.
6. The answer is A.
7. The answer is B.
8. The answer is A.
9. The answer is A.
10. The closest answer is B. If his supervisor saw that he was working and did not say anything, then Employment Standards would probably make the employer pay the additional 25 minutes. Similarly, if the employer had told him previously not to start work until his shift starts, then the employer could deduct the time from the time card.



END OF UNIT FIVE