

Employment Standards

**An Adult EAL
Curriculum Resource
based on**

***The Canadian Language Benchmark 2000:
Levels 3 & 4***

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Manitoba Labour and Immigration
Employment Standards Branch & Adult Language Training Branch

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Employment Standards Curriculum Resource

Benchmark 3 - 4

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4. Audio is available for all of the Units on the Employment Standards web site, www.gov.mb.ca/labour/standards/, or by using the CD that came with the published version of this resource.

Employment Standards

Curriculum Resource

Teacher Lesson Plans,
Notes & Answers

Benchmark 3 - 4

UNIT ONE: AN INTRODUCTION TO THE EMPLOYMENT STANDARDS LEGISLATION

Materials needed:

- Student pages 1 - 8
- Pages 1 - VI of the Teacher Resource Section, photocopied on coloured paper and cut up
- Newcomer maps for Winnipeg (optional: photocopied map on page 5)
- Listening CD Track 1: 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 (pages 1 and 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 newcomer map (page 5) and the key (page 4) to navigate how to get from the Employment Standards branch to various nearby locations.
- understand how Employment Standards protect 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 to 8).

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 Canada 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 workplace benefits.

The teacher explains that the legislation that the Employment Standards Branch covers is provincial legislation that applies to 90% of all employees. Some jobs are either federal, have their own legislation (like professional jobs) or are not covered by all of the legislation. 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 pages 1 and 2, found on [pages I and 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 them 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 the student needs to ask is “Am I covered by the Manitoba Employment Standards legislation?” His/her partner should look at the paper on the student’s back and then look at pages 1 and 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 that their students may have or had to either column, basing their decision on the information provided on the web site.

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: **945-3352**

The web site is **www.manitoba.ca/labour/standards**

The email address is **Employmentstandards@gov.mb.ca**

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

Tell the students that they can bring a translator with them. After they find out that their employer is not following the Employment Standards, they should talk to their employer first. If their employer still does not agree with the legislation, they can file a claim and it will be investigated.

For the map activity, the teacher can either hand out free copies of the “Map for Newcomers” produced by Manitoba Labour and Immigration 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

To prepare for the activity, the teacher should have photocopied and cut up the student activity cards for the map activity found on pages III to VI of the Teacher Resource Section.

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 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. The teacher hands out stacks of cut up destinations (Teacher Resource pages III to VI) to each set of partners. Students start off at the Employment Standards office. One partner (“the leader”) then takes a card and, without showing the card, explains to the other student (“the follower”) how to get to the destination on the card. Here is a sample dialogue:

SAMPLE DIALOGUE FOR PAGE 5

Leader: From the Employment Standards office, cross the street to the Law Courts building and then walk four and a half 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 Avenue. 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 only 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 part time 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 and 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 and 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)	can not work in Canada.
14 (Alicia)	can work, but only with a permit.
14 (Alicia)	can not work between 11 pm and 6 am.
14 (Alicia)	can not work more than 20 hours a week.
17 (Martin)	can work without a permit.
17 (Martin)	can work between 11 pm and 6 am, but not alone.
14 (Alicia), 17 (Martin)	can 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

UNIT TWO: WAGES

Materials needed:

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

Objectives: Students will be able to...

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

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 that an employee can be paid for a job that is covered within the Employment Standards legislation. The teacher will tell the students the current minimum wage in Manitoba. (If you are unsure, please check the web site, as this kind of information is likely to change regularly. As of October 1, 2010, it is \$9.50)

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

ANSWERS FOR PAGE 10

1. Susan works at George's Restaurant.
2. She works 40 hours in one week.
3. She gets paid every twoweeks.
4. Minimum wage is \$9.50 as of October 1, 2010.
5. The government decides when minimum wage will increase.
6. The minimum wage laws apply to people who work on commission.

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

2. DEDUCTIONS

ACTIVATION ACTIVITY: The teacher passes out the photocopy titled "Understanding Pay Cheque Deductions" (page 11), and explains the deductions that have been made on the cheque (E.I., Income Tax, Union, C.P.P.).

ACTIVITY: The teacher or the students can read and answer the "Questions about Susan's Pay Cheque" on page 11. The teacher corrects and discusses the answers with the class after they are done.

ANSWERS FOR PAGE 11

1. Susan paid \$186.20 in income tax.
2. She paid \$16.91 in Employment Insurance.
3. She paid \$11.39 for C.P.P.
4. She paid \$6.20 for the union.
5. She didn't pay for any health insurance.

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

ANSWERS FOR PAGE 13

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

3. UNIFORMS & DRESS CODES

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

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

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

ANSWERS FOR PAGE 14 & 15

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

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

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

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

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

- How long the **sleeves** can be
- What style the **collar** can be
- What style and length and colour the **skirt** can be
- What style and length and colour the **pants** can be
- What style and length and colour the **socks** can be

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

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

Students will then work in groups and receive the 18 pictures depicting jobs that usually have, 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 more facts about how the two types of clothing are different, the pair gets turned over again and kept in the game. The student with the most "sets" at the end wins.

4. RECORD KEEPING AND PAY STUBS

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

ACTIVITY: Half of the students will need the student [page 18](#), and the other half will need [page 19](#). This activity is an "information gap" activity. Half of the students should receive the photocopy "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 odd numbered days (December 15, 17, 19, 21, 23, 25, and 27). "Partner B" has the answer to how many hours the employee worked on the even numbered days (December 16, 18, 20, 22, 24, 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?" 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 number 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 69 hours in total.
2. He worked 63 hours for regular pay.
3. He worked six hours for overtime pay.



END OF UNIT TWO

UNIT THREE: HOURS & DAYS WORKED

Materials needed:

- Student pages 21 to 35
- Pages IX to XV 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 to 31
- Listening CD Track 3: “Hours of Work & Breaks” Reading and 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 holidays that are not general holidays (pages 25 to 31)
 - use mathematical skills to calculate general holiday pay and vacation pay (pages 32 to 35)
-

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 23 and 24 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 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. HOLIDAYS 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 it.

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

GROUP ONE

January	February	March	April

GROUP TWO

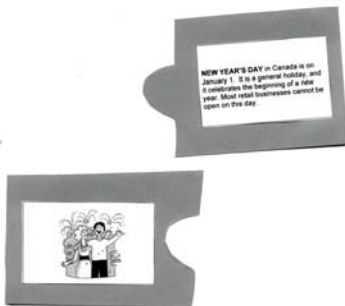
May	June	July	August

GROUP THREE

September	October	November	December

The students can then spend five 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 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 IX to XV 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 cutting out each strip to make matching puzzle pieces. The students would then know that 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 then the students can 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 Manitoba's newest 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. On this general holiday 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 national 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 in 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. It celebrates the birth of Jesus Christ. Many Canadians give gifts, decorate their homes, and spend time with their family.

NOT GENERAL HOLIDAYS

ORTHODOX CHRISTMAS is celebrated by some Eastern Orthodox churches on January 6. 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 the most 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 date 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 fourteenth 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 the most 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. The cycle of the moon is used to choose the date. Orthodox Christians celebrate on a different day. It is not a general holiday.

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

CINCO DE MAYO is a Spanish sentence. It means “fifth of May” in English. It is celebrated on May 5 in Mexico and in parts of the United States with food, music and dancing. In Canada, some Canadians from Mexico 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.

FATHER’S DAY is celebrated on the third Sunday in June. It is a day honouring fathers. Fathers often receive gifts on this day.

CIVIC HOLIDAY is a day that is declared a holiday by the government. In Manitoba, the civic holiday is always on the first Monday in August. The employer can decide to give his/her employee the day off with pay. 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, children often dress in costumes and go from door to door. They ring each doorbell, say “Trick or treat!” and collect candy in a pillow case or other container.

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 is to remember that World War I ended on November 11 in 1918. In Canada, Remembrance Day is a holiday for federal government employees. It is not a general holiday.

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 line up outside for many hours at night waiting for the store to open. It is not a general holiday, but some employers don’t make their employees work 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 “statutory holidays” or “stats”) and holidays that are not general holidays. 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 holidays.

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 full time, five days a week, then the general holiday pay will be equal to exactly the same as a regular day of work. If they are working half time, the formula for the general holiday will give them roughly half the pay that they would normally receive for a day’s work.

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) \$1070
(c) $\$1070 \text{ times } 0.05 = \53.50
2. (a) December 4
(b) $\$800 \text{ plus } \$53.50 = \$853.50$
(c) $\$853.50 \text{ times } 0.05 = \42.68
3. Christmas day. Christmas Day received more holiday pay because Tamaki did not work between December 25 and January 1, so her average pay per day was less.

4. VACATION TIME AND PAY

Activation activity: The teacher should explain that vacation pay is different from general holiday pay. Vacation pay is money set aside for the employee to use while they are away from work for a period of time 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 \text{ times } 4\% = \800) for his two-week vacation.
2. He will receive $\$30\,000 \text{ times } 6\%$, which is equal to $\$1800$ for his three-week vacation.
3. She received $\$1000 \text{ times } 4\%$, or $\$40$ of vacation pay on that pay cheque.



END OF UNIT THREE

UNIT FOUR: UNPAID LEAVES

Materials needed:

- Student pages 36 to 44
- Page XVI of the Teacher Resource Section for Benchmark 3 - 4. Photocopy one page for each student in the class and cut along the lines so that you are prepared for the activity “Family Member X and O Game” that appears on student page 40. Use two 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 and 40).
 - read and discuss issues related to Maternity Leave, Family Leave, Parental Leave, Compassionate Care Leave, and Bereavement Leave (pages 41 to 44). (Note: The Reservist Leave is mentioned but is not included in the reading and listening exercises.)
-

1. AN INTRODUCTION TO UNPAID LEAVES

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

Activity: Listen to CD: Track 4 “An introduction to unpaid leave options”. For lower levels, you can pause the CD after the answers or replay it more than once, or allow them to check the transcript for the answers. Students do student [page 37](#), match the leaves to the definitions, and circle the correct answers. If necessary, give them the transcript on [page 38](#) or student photocopies [pages 41 to 44](#) to check their answers.

ANSWERS FOR PAGE 37

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

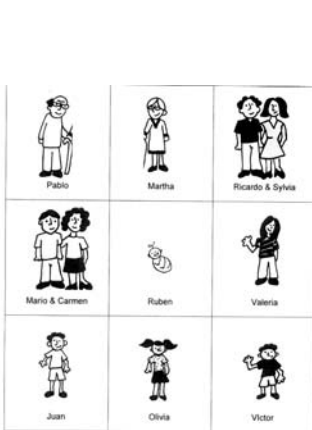
- 4 – Maternity Leave
- 3 – Parental Leave
- 5 – Family Leave
- 1 – Compassionate Care Leave
- 6 – Bereavement Leave
- 2 – Reservist Leave

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

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

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

Activity: The teacher should have prepared [page XVI](#) of the Teacher Resource Section for Benchmark 3 - 4. The teacher explains how to play the “Family Member ‘X’ and ‘O’ Game” on student [page 40](#). Instead of writing “X” and “O”, the students will use different colours of paper to show their moves. Students work in partners, with one game board ([page 40](#)) between the two of them. They should each have their own stack of the nine 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 nine cards. For example, he might pick “Pablo”. He can then put this card, face down, on any square of the game board EXCEPT the one labeled “Pablo”. For example, he might choose to put the “Pablo” card face down on the centre square, with the baby “Ruben” on it.

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

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

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

3. MATERNITY & PARENTAL LEAVE

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

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

ANSWERS FOR PAGE 41

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

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

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

- (a) The students 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. Using a class of 12 students as an example, the class would be divided into three groups. One group would do Family Leave (students AAAA), another Compassionate Care (students BBBB), and the last Bereavement Leave (students CCCC). They would work in their group to answer and discuss the questions. Then the students would be re-grouped into FOUR groups, with each group containing a student who did a different paper. The four groups would each have students ABC in them. Then, each group representative would report to their new group about their reading. Student A would report about Family Leaves, Student B about Compassionate Care Leaves, and Student C about Bereavement Leaves.



END OF UNIT FOUR

UNIT FIVE: TERMINATION OF EMPLOYMENT

Materials needed:

- Student pages 45 to 51
- Page XVII: One copy, cut into squares, for each two students
- Page XVIII - XXI 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 and 46).
- understand the concepts involved with "giving notice", including the amount of notice needed (pages 47 to 50).
- reflect on what they have learned through the lessons about Employment Standards.

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 (Teacher Resource [page XVII](#)). They are to 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 going to be used in the listening activity on student [page 46](#). 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
(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

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 30 days to decide if the job is a good job for them. When they have worked less than 31 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 31 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**.

1. GIVING NOTICE

Activation Activity: The teacher should explain the key ideas in the student [page 47](#).

Activity: Students work in partners to read and answer the questions on student [pages 47 to 50](#).

ANSWERS FOR PAGE 48

1. No. Rupinder did not need to receive two weeks notice because she had worked for only two weeks. No notice is needed when the employee has worked less than 31 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 49 & 50

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 and it is not his fault.

1. 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 51. Give each group a dice, movers, and a stack of the cut up question cards from pages XVIII - XXI 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

TEACHER RESOURCE SECTION:

Photocopy one or two sets of this page and cut up along the lines so that you are prepared for the "Who am I?" activity that accompanies student page 1 and page 2. Copy onto GREEN paper.

 <p>server: a person in a restaurant who serves food</p>	 <p>sales associate: a person who helps customers buy things</p>	 <p>office clerk: a person who works in an office</p>
 <p>cashier: a person who receives the money that the customer pays</p>	 <p>daycare worker: a person who takes care of children in a daycare</p>	 <p>factory worker: a person who works in a factory</p>
 <p>cleaner: a person who cleans (vacuuming, dusting, taking out the garbage)</p>	 <p>receptionist: a person who works at the front of the business</p>	 <p>credit union employee: a person who works at a credit union</p>

TEACHER RESOURCE SECTION:

Photocopy one or two sets of this page and cut up along the lines so that you are prepared for the “Who am I?” activity that accompanies student page 1 and page 2. Copy onto RED paper.

 <p>pilot: a person who flies a plane.</p>	 <p>babysitter: a person who looks after young children at home.</p>	 <p>professional lawyer: a person who works for the justice system.</p>
 <p>federal government worker: a person who works for the government.</p>	 <p>federal election worker: a person who works for Elections Canada.</p>	 <p>broadcaster: a person who works for radio or television.</p>
 <p>bank teller: a person who works at a bank.</p>	 <p>Canada Post worker: a person who works for the Canadian government mail system.</p>	 <p>Long haul truck driver: a person who drives a truck for long distances.</p>

TEACHER RESOURCE SECTION:

Photocopy one set of this page for every two students in the class and cut up along the lines so that you are prepared for the activity that accompanies “A map for Newcomers to Manitoba” on student page 4.

<p>2 = <u>The International Centre:</u> an agency for immigrants who are new to Winnipeg.</p>	<p>3 = <u>Manitoba Interfaith Immigration Council:</u> an agency for immigrants who are new to Winnipeg.</p>
<p>10 = <u>University of Winnipeg:</u> a downtown university.</p>	<p>19 = <u>Healthy Start for Mom and Me:</u> a place where you can learn about nutrition during pregnancy.</p>
<p>23 = <u>YMCA-YWCA of Winnipeg:</u> a place to exercise.</p>	<p>29 = <u>Canada Revenue Agency:</u> a place where you can get help with your taxes.</p>
<p>33 = <u>Service Canada:</u> a place where you can get help with resumes.</p>	<p>34 = <u>Winnipeg Adult Education Centre:</u> a place to finish grade 12.</p>
<p>21 = <u>Needs Centre for War Affected Families:</u> a place where you can get counselling and classes.</p>	<p>27 = <u>Success Skills Centre:</u> a place where you can get help with your resume.</p>

TEACHER RESOURCE SECTION:

Photocopy one set of this page for every two students in the class and cut up along the lines so that you are prepared for the activity that accompanies “A map for Newcomers to Manitoba” on student page 4.

<p>1 = <u>The Entry Program:</u> a school for immigrants who are new to Winnipeg.</p>	<p>4 = <u>The English Skills Centre:</u> a school for students with benchmarks 5 - 8.</p>
<p>9 = <u>University of Manitoba Continuing Education:</u> a school with special programs.</p>	<p>12 = <u>Employment Standards:</u> an office where you can learn about employment standards.</p>
<p>15 = <u>Manitoba Health:</u> an office where you can get your health card.</p>	<p>16 = <u>Vital Statistics Agency:</u> a place where you can get documents like birth and marriage certificates.</p>
<p>17 = <u>Worker’s Compensation Board of Manitoba:</u> a place where you can get help when you are hurt at work.</p>	<p>18 = <u>Family Centre:</u> a place where you can get counselling.</p>
<p>20 = <u>Immigrant Women’s Counselling Services:</u> a place for women’s counselling.</p>	<p>22 = <u>Sexuality Resource Centre:</u> a place where you can learn about birth control.</p>

TEACHER RESOURCE SECTION:

Photocopy one set of this page for every two students in the class and cut up along the lines so that you are prepared for the activity that accompanies “A map for Newcomers to Manitoba” on student page 4.

<p>Bus depot: You can take a bus across Canada from here.</p>	<p>Portage Place shopping centre: You can go shopping here.</p>
<p>The Bay: You can go shopping here.</p>	<p>Manitoba Hydro: a new downtown building</p>
<p>MTS Centre: You can watch a concert here.</p>	<p>City Place mall: You can go shopping here.</p>
<p>Winnipeg Convention Centre: You can go to conferences here.</p>	<p>Law Courts: You can learn about the law here.</p>
<p>Legislative building: You can have a tour here.</p>	<p>Memorial Park: You can relax outside in this park.</p>

TEACHER RESOURCE SECTION:

Photocopy one set of this page for every two students in the class and cut up along the lines so that you are prepared for the activity that accompanies "A map for Newcomers to Manitoba" on student page 4.

<p>Winnipeg Art Gallery: You can look at art here.</p>	<p>Medical Arts Building: You can see a doctor here.</p>
<p>Central Park: You can relax outside in this park.</p>	<p>Winnipeg Adult Education Centre: You can finish your Grade 12 here.</p>
<p>Millennium Library: You can read books here.</p>	

TEACHER RESOURCE SECTION:

Photocopy one set of this page for every two students in your class. Cut along the lines and use with the activity "Make a Match", which accompanies the student pages 16 & 17.

 <p>Industrial worker</p>	 <p>Chef</p>	 <p>Maid</p>
 <p>Paramedic</p>	 <p>Department store worker</p>	 <p>Chauffeur</p>
 <p>Fast food worker</p>	 <p>Mechanic</p>	 <p>Security guard</p>





TEACHER RESOURCE SECTION:

Photocopy one set of this page for every two students in your class. Cut along the lines and use with the activity "Make a Match", which accompanies the student pages 16 & 17.

 <p>Gardener</p>	 <p>Tailor</p>	 <p>Carpenter</p>
 <p>Barber</p>	 <p>Computer programmer</p>	 <p>Travel agent</p>
 <p>Journalist</p>	 <p>Real estate agent</p>	 <p>Seamstress</p>





TEACHER RESOURCE SECTION:

Photocopy one set of this paper for every four - five students in the class and cut up along the lines so that you are prepared for the activity "Name that Holiday" that accompanies student pages 25 - 31.

	<p>NEW YEAR'S DAY in Canada is on January 1. It is a general holiday, and it celebrates the beginning of a new year. Most retail businesses cannot be open on this day.</p>
	<p>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.</p>
	<p>GOOD FRIDAY is the Friday before Easter Sunday. On this general holiday Christians remember the death of Jesus Christ. Most retail businesses cannot be open on this day.</p>
	<p>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.</p>





TEACHER RESOURCE SECTION:

Photocopy one set of this paper for every four - five students in the class and cut up along the lines so that you are prepared for the activity "Name that Holiday" that accompanies student pages 25 - 31.

	<p>CANADA DAY is on July 1. It is a national general holiday to remember that Canada became a country on July 1, 1867. It is also called "Canada's birthday". Most retail businesses cannot be open on this day.</p>
	<p>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. Most retail businesses cannot be open on this day.</p>
	<p>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.</p>
	<p>CHRISTMAS DAY is a general holiday on December 25. It celebrates the birth of Jesus Christ. Many Canadians give gifts, decorate their homes, and spend time with their family on Christmas. Most retail businesses cannot be open on this day.</p>





TEACHER RESOURCE SECTION:

Photocopy one set of this paper for every four - five students in the class and cut up along the lines so that you are prepared for the activity "Name that Holiday" that accompanies student pages 25 - 31.

	<p>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.</p>
	<p>ORTHODOX CHRISTMAS is celebrated on January 6 by some Eastern Orthodox churches. 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.</p>
	<p>CHINESE NEW YEAR is the most important traditional Chinese holiday. It begins on the first day of the first lunar month in the Chinese calendar. It is celebrated by many people who have immigrated to Canada from China, but it is not a general holiday.</p>
	<p>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.</p>





TEACHER RESOURCE SECTION:

Photocopy one set of this paper for every four - five students in the class and cut up along the lines so that you are prepared for the activity "Name that Holiday" that accompanies student pages 25 - 31.

	<p>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.</p>
	<p>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 it is celebrated by some people, but it is not a general holiday.</p>
	<p>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.</p>
	<p>PASSOVER is celebrated on the 14th 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.</p>





TEACHER RESOURCE SECTION:

Photocopy one set of this paper for every four - five students in the class and cut up along the lines so that you are prepared for the activity "Name that Holiday" that accompanies student pages 25 - 31.

 <p>* EASTER MONDAY is the day after Easter Sunday. It is not a general holiday, but it may be a day off for some work places.</p>	<p>EASTER SUNDAY is the most 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. Orthodox Christians celebrate on a different day. It is not a general holiday. Most retail businesses cannot be open on this day.</p>
	<p>CINCO DE MAYO is a Spanish sentence. It means "fifth of May" in English. It is celebrated on May 5 in Mexico and in parts of the United States with food, music and dancing. In Canada, some Canadians from Mexico celebrate this day, but it is not a general holiday.</p>
	<p>MOTHER'S DAY is on the second Sunday in May. It is a day honouring mothers. Mothers often receive gifts on this day.</p>
	<p>FATHER'S DAY is celebrated on the third Sunday in June. It is a day honouring fathers. Fathers often receive gifts on this day.</p>





TEACHER RESOURCE SECTION:

Photocopy one set of this paper for every four - five students in the class and cut up along the lines so that you are prepared for the activity "Name that Holiday" that accompanies student pages 25 - 31.

	<p>CIVIC HOLIDAY is a day that is often declared a holiday by the government. In Manitoba, the civic holiday is always on the first Monday in August. The employer can decide to give his/her employee the day off with pay. It is not a general holiday.</p>
	<p>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.</p>
	<p>ROSH HASHANAH is the beginning of the Jewish year. There are special foods and prayers during this time. It is usually in September or October, but it changes every year according to the Jewish Calendar. It is not a general holiday. YOM KIPPUR is a holy day nine days 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.</p>
	<p>HALLOWEEN is on October 31. In Canada, children often dress in costumes and go from door to door. They ring each doorbell, say "Trick or treat!" and collect candy in a pillow case or other container.</p>










TEACHER RESOURCE SECTION:

Photocopy one set of this paper for every four - five students in the class and cut up along the lines so that you are prepared for the activity "Name that Holiday" that accompanies student pages 25 - 31.

	<p>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.</p>
	<p>REMEMBRANCE DAY is on November 11. It is to remember that World War 1 ended on November 11 in 1918. In Canada, Remembrance Day is a holiday for federal government employees. It is not a general holiday. Retail stores cannot be open between 9:00 am and 1:00 pm on this day.</p>
	<p>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.</p>
	<p>BOXING DAY is on December 26. On Boxing Day many retail stores have big sales. Some shoppers will line up outside for many hours at night waiting for the store to open. It is not a general holiday, but some employers don't make their employees work on this day.</p>

TEACHER RESOURCE SECTION:

Photocopy one set of this paper for each student in the class and cut up along the lines to prepare for the activity "Family Member X and O Game" that appears on student page 40. You need to use at least two different colours of paper.

 <p>Pablo</p>	 <p>Martha</p>	 <p>Ricardo & Sylvia</p>
 <p>Mario & Carmen</p>	 <p>Ruben</p>	 <p>Valeria</p>
 <p>Juan</p>	 <p>Olivia</p>	 <p>Victor</p>

TEACHER RESOURCE SECTION:

Cut up these squares to use with the pre-listening activity for Unit 5: "Match the Idiom".
(These are currently in the same order as the pictures.)

to give notice	to quit on the spot (to leave without giving notice)	"You're fired"
to be canned	to be given the boot	to be let go
to be laid off	to be dismissed "There's the door."	to be sacked
to quit to resign	to be given the heave-ho	to be terminated

TEACHER RESOURCE SECTION:

These are the review cards for the board game on student page 56. Photocopy one set of these game cards for every group that is playing the game. Cut up the cards along the lines.

<p>Which of these jobs is covered by Employment Standards?</p> <p>(a) Lawyer (b) Canada Post worker (c) Server in a restaurant (d) Babysitter</p> <p>ANSWER: (C)</p>	<p>What age of child can not legally work in Canada?</p> <p>(a) 8 years old (b) 14 years old (c) 16 years old (d) 17 years old</p> <p>ANSWER: (A)</p>
<p>Which of these jobs is NOT covered by Employment Standards?</p> <p>(a) Pilot (b) Credit Union employee (c) Cleaner (d) Office Clerk</p> <p>ANSWER: (A)</p>	<p>After October 1, 2010, what is the minimum wage in Manitoba?</p> <p>(a) \$8.50 (b) \$9.00 (c) \$9.50 (d) \$10.00</p> <p>ANSWER: (C)</p>
<p>How can you get information about Employment Standards?</p> <p>(a) By telephone (b) By reading the website (c) By emailing them (d) By visiting the Employment Standards office (e) All of the above</p> <p>ANSWER: (E)</p>	<p>Which of the following can an employer NOT deduct your pay cheque for?</p> <p>(a) Income tax (b) Canada Pension Plan (c) To pay for an object you broke (d) Employment Insurance</p> <p>ANSWER: (C)</p>
<p>What street is Employment Standards in Winnipeg on?</p> <p>(a) Portage Ave (b) Broadway (c) York Ave (d) Graham Ave</p> <p>ANSWER: (C)</p>	<p>How is a uniform different from a dress code?</p> <p>(a) It has a logo or name on it. (b) It is only worn while working for one employer. (c) The employer pays for it. (d) All of the above.</p> <p>ANSWER: (D)</p>

TEACHER RESOURCE SECTION:

These are the review cards for the board game on student page 56. Photocopy one set of these game cards for every group that is playing the game. Cut up the cards along the lines.

<p>Which of the following jobs usually has a uniform?</p> <p>(a) Industrial worker (b) Gardener (c) Journalist (d) Computer programmer</p> <p>ANSWER: (A)</p>	<p>How much does an employee receive if they work more than 8 hours in one day?</p> <p>(a) The same wage (b) 1 ½ times for the extra hours (c) 2 times for the extra hours (d) It is up to the employer</p> <p>ANSWER: (B)</p>
<p>Which of the following jobs usually does NOT have a uniform?</p> <p>(a) Fast food worker (b) Real estate agent (c) Chef (d) Security guard</p> <p>ANSWER: (B)</p>	<p>Employees control the schedule.</p> <p>(a) True (b) False</p> <p>ANSWER: (B) Employers control the schedule.</p>
<p>The employer needs to keep records of their employee, including their name, address, date of birth or occupation.</p> <p>(a) True (b) False</p> <p>ANSWER: (A)</p>	<p>Which general holiday is Manitoba's newest holiday?</p> <p>(a) New Year's Day (b) Louis Riel Day (c) Good Friday (d) Victoria Day</p> <p>ANSWER: (B)</p>
<p>How long is the standard work week?</p> <p>(a) 25 hours (b) 30 hours (c) 35 hours (d) 40 hours</p> <p>ANSWER: (D)</p>	<p>Which general holiday is celebrated on July every year?</p> <p>(a) Canada Day (b) Labour Day (c) Thanksgiving Day (d) Christmas Day</p> <p>ANSWER: (A)</p>

TEACHER RESOURCE SECTION:

These are the review cards for the board game on student page 56. Photocopy one set of these game cards for every group that is playing the game. Cut up the cards along the lines.




<p>Which holiday is not a general holiday and is usually celebrated by African Americans?</p> <p>(a) Orthodox Christmas (b) Chinese New Year's (c) Kwanzaa (d) St. Patrick's Day</p> <p>ANSWER: (C)</p>	<p>General holiday pay is calculated based on the employee's wages 28 days before the holiday. What percentage of the wages is it?</p> <p>(a) 2 % (b) 4 % (c) 5 % (d) 6 %</p> <p>ANSWER: (C)</p>
<p>Which of the following holidays, which are not general holidays, are celebrated by the Jewish faith?</p> <p>(a) Ash Wednesday (b) Palm Sunday (c) Passover (d) Easter Sunday</p> <p>ANSWER: (C)</p>	<p>An employee earns vacation pay on every hour that they work. What percentage of the wages is it for the first 5 years of employment?</p> <p>(a) 2 % (b) 4 % (c) 5 % (d) 6 %</p> <p>ANSWER: (B)</p>
<p>What is the name of the leave that an employee can take after a family member dies?</p> <p>(a) Family Leave (b) Compassionate Care Leave (c) Bereavement Leave (d) Reservist Leave</p> <p>ANSWER: (C)</p>	<p>What is the name of the leave that only a mother can take?</p> <p>(a) Parental Leave (b) Maternity Leave (c) Family Leave (d) Reservist Leave</p> <p>ANSWER: (B)</p>
<p>Which of the following holidays, which are not general holidays, are usually celebrated by people with the Muslim faith?</p> <p>(a) Ramadan (b) Cinco de Mayo (c) Rosh Hashanah (d) Halloween</p> <p>ANSWER: (A)</p>	<p>What is the name of the leave that an employee can take when a family member is very sick?</p> <p>(a) Family Leave (b) Compassionate Care Leave (c) Bereavement Leave (d) Reservist Leave</p> <p>ANSWER: (B)</p>

TEACHER RESOURCE SECTION:

These are the review cards for the board game on student page 56. Photocopy one set of these game cards for every group that is playing the game. Cut up the cards along the lines.

<p>Which one of these is NOT a family member?</p> <p>(a) Wife (b) Niece (c) Cousin (d) Cat</p> <p>ANSWER: (D)</p>	<p>How long is Maternity Leave?</p> <p>(a) 30 days (b) 17 weeks (c) 37 weeks (d) 54 weeks</p> <p>ANSWER: (B)</p>
<p>How long is Parental Leave?</p> <p>(a) 30 days (b) 17 weeks (c) 37 weeks (d) 54 weeks</p> <p>ANSWER: (C)</p>	<p>How long is Family Leave?</p> <p>(a) 3 days (b) 30 days (c) For up to 8 weeks (d) For as long as you need it.</p> <p>ANSWER: (A)</p>
<p>How long is Compassionate Care Leave?</p> <p>(a) 3 days (b) 30 days (c) For up to 8 weeks (d) For as long as you need it.</p> <p>ANSWER: (C)</p>	<p>How long is Bereavement Leave?</p> <p>(a) 3 days (b) 30 days (c) For up to 8 weeks (d) For as long as you need it.</p> <p>ANSWER: (A)</p>
<p>During the first 30 days of work, the employer and employee do not have to give each other notice. True or False?</p> <p>(a) True (b) False</p> <p>ANSWER: (A)</p>	<p>Which expression is NOT about leaving a job?</p> <p>(a) to quit (b) "You're fired!" (c) to be laid off (d) to be tickled pink</p> <p>ANSWER: (D) means a person is happy.</p>

THESE EMPLOYEES ARE COVERED BY EMPLOYMENT STANDARDS

 <p>server: a person in a restaurant who serves food.</p>	 <p>sales associate: a person who helps customers buy things.</p>	 <p>office clerk: a person who works in an office.</p>
 <p>cashier: a person who receives the money that the customer pays.</p>	 <p>daycare worker: a person who takes care of children in a daycare.</p>	 <p>factory worker: a person who works in a factory.</p>
 <p>cleaner: a person who cleans (vacuuming, dusting, taking out the garbage).</p>	 <p>receptionist: a person who works at the front of the business.</p>	 <p>credit union employee: a person who works at a credit union.</p>

THESE EMPLOYEES ARE **NOT** COVERED BY EMPLOYMENT STANDARDS



pilot: a person who flies a plane.



babysitter: a person who looks after young children at home.



professional lawyer: a person who works for the justice system.



federal government worker: a person who works for the government.



federal election worker: a person who works for Elections Canada



broadcaster: a person who works for radio or television.



bank teller: a person who works at a bank.



Canada Post worker: a person who works for the Canadian government mail system.



long haul truck driver: a person who drives a truck for long distances.

HOW TO GET INFORMATION

If you need information about your rights as an employee, you have choices.

You can:



TELEPHONE: _____



WEBSITE: _____

EMAIL: _____

VISIT THE EMPLOYMENT STANDARDS OFFICE:



A MAP FOR NEWCOMERS TO MANITOBA

There are many places that help newcomers to Manitoba.

Employment Standards is one of them. Look at the map on the next page.

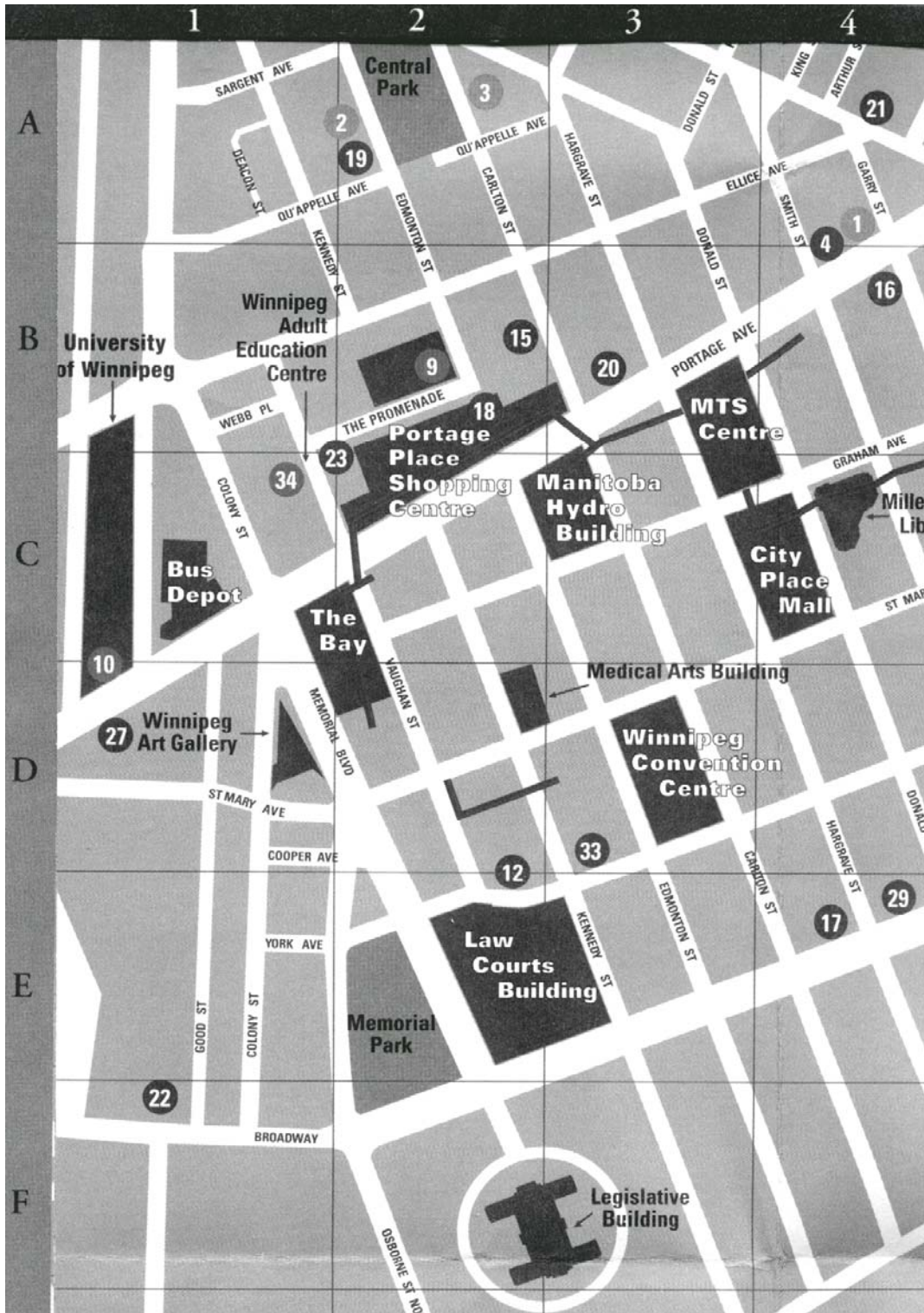
- 1** = The Entry Program
- 2** = International Centre
- 3** = Manitoba Interfaith Immigration Council (Welcome Place)
- 4** = The English Skills Centre
- 9** = University of Manitoba Continuing Education
- 10** = University of Winnipeg
- 12** = Employment Standards
- 15** = Manitoba Health
- 16** = Vital Statistics Agency
- 17** = Workers Compensation Board of Manitoba
- 18** = Family Centre
- 19** = Health Start for Mom and Me
- 20** = Immigrant Women's Counseling Services
- 21** = Needs Centre for War Affected Families
- 22** = Sexuality Resource Centre
- 23** = YMCA-YWCA of Winnipeg
- 27** = Success Skills Centre
- 29** = Canada Revenue Agency
- 33** = Service Canada
- 34** = Winnipeg Adult Education Centre

QUESTIONS:

1. What street is Employment Standards on? _____
2. What is the building across the street called? _____
3. What two streets is it between? _____ and _____

ACTIVITY: WHERE AM I GOING?

Use the Newcomer map to practice giving directions to your partner.



LAWS TO PROTECT YOUNG WORKERS

A mother has three children under the age of 18 who want to get jobs to earn their own spending money. She phones the Employment Standards Branch to find out laws about young workers.

Jose
(8 years old)



Alicia
(14 years old)



Martin
(17 years old)



LISTENING ACTIVITY: CIRCLE THE CORRECT AGE FOR EACH STATEMENT.

8	14	17	can not work in Canada
8	14	17	can work, but only with a permit
8	14	17	can not work between 11 pm and 6 am
8	14	17	can not work more than 20 hours a week
8	14	17	can work without a permit
8	14	17	can work between 11 pm and 6 pm, but not alone
8	14	17	can have the same rights as an adult when they are working

LAWS TO PROTECT YOUNG WORKERS

Employment Officer: Hello, Employment Standards. How can I help you?

Mother: This is Employment Standards?

Employment Officer: Yes, it is.



Mother: I have three children. I want to know whether there are laws about whether they can work in Canada.

Employment Officer: Okay, let's do them one at a time. How old are your children?

Mother: My youngest son, Jose, is eight years old. Can Jose work?

Employment Officer: The eight-year-old can not work in Canada.

Mother: Hmm... My second child, Alicia, is 14 years old. Can she work at McBurgers?

Employment Officer: Your 14-year-old can work, but only with a special piece of paper, called a Child Employment Permit.

Mother: Can she work at night?

Employment Officer: Your 14-year-old can not work at night between the hours of 11 pm and 6 am.



Mother: How many hours can Alicia work?

Employment Officer: Your 14-year-old can not work more than 20 hours a week.



Mother: Hmm. My third son, Martin, is 17. Can he work?

Employment Officer: Yes, your 17-year-old can work without a permit.

Mother: Can he work at night?

Employment Officer: Your 17-year-old can work between 11 pm and 6 pm, but not alone.

Mother: Okay, so [my] 14-year-old, Alicia, and my 17-year-old, Martin, can both work?

Employment Officer: Yes, your 14-year-old-, and your 17-year-old can work, and they have the same rights as an adult when they are working.

Mother: Thank you very much for your help.

Employment Officer: You're welcome. Thanks for calling.

Mother: Bye-bye.

UNDERSTANDING MINIMUM WAGE



Susan Smith works full time at George's restaurant. She works 40 hours in one week. She gets paid every two weeks. She is a **waitress** and she makes minimum wage. The minimum wage is **will be** \$9.50 after October 1, 2010. The government decides when minimum wage will increase. The employer decides when they will increase the wage above minimum wage. There is no law requiring the employer to increase the wage above the minimum.

No jobs covered by Employment Standards can get less than minimum wage. There are only a few jobs that can pay their workers less than minimum wage. They are often jobs in a home. For example, last year Susan took care of her friend Ann's children for three hours a week. She got paid less than minimum wage.

Susan's husband Bob is a **salesperson**. He works on commission. He gets more



money when people buy more. One pay period he was at the store full time, for 80 hours. He made only \$500 commission. The minimum wage laws apply to salespeople who work for commission. He worked 80 hours in September 2010, and 80 times \$9.00 is \$720. His employer had to pay him an extra \$220 so that he would earn the minimum wage for his two weeks of work.

Susan is glad there are laws to protect her family's money. Her employer has to pay her twice a month. She always checks her pay cheque to make sure it is correct.

QUESTIONS FROM THE READING



1. Where does Susan work?
2. How many hours does she work in one week?
3. How often does she get paid?
4. How much is minimum wage?
5. Who decides when minimum wage will increase?
6. Bob works on commission. Does he need to get minimum wage?

PAY CHEQUE OF A FULL TIME WORKER WORKING AT MINIMUM WAGE

Date:	October 22, 2010	Cheque Number	6117
S.I.N.	617 854 926	Employee Number	1827

Hours worked	80	E.I.	\$16.91	Net Pay
Rate of Pay	\$9.50 / hr	Income Tax	\$186.20	\$569.70
Vacation Pay	\$30.40	Union	\$6.20	Pay Period Ending
Gross Pay	\$790.40	C.P.P.	\$11.39	22/10/10

George's Restaurant 123 Main Street Winnipeg, Manitoba	_____ DD MM YYYY
Pay to the Order of _____	\$ _____ _____ / 100 Dollars
Credit Union 456 Portage Ave Winnipeg, Manitoba	_____ H. Brown

UNDERSTANDING PAY CHEQUE DEDUCTIONS

Your pay cheque may have less money than you expect. The employer can subtract (deduct) money from your pay cheque. All of the deductions (the money subtracted) must be helpful for you.

For example, you will pay **income tax**. The tax money will be used to pay for health care and education. You will pay **Employment Insurance**, which is called “**E.I.**”. This will help you when you don’t have a job. You will pay the **Canada Pension Plan**, which is called “**C.P.P.**”. This will give you money when you are 65 years old. You might pay money to the **union**. They will help you talk to your employer about problems. Some employers subtract money for **health insurance**. This will help you pay for health problems.

QUESTIONS ABOUT SUSAN'S PAY CHEQUE:

Look at Susan’s pay cheque on page 10 and answer the questions.

1. How much income tax did Susan pay? _____
2. How much Employment Insurance did she pay? _____
3. How much Canada Pension Plan did Susan pay? _____
4. How much did Susan pay for the union? _____
5. How much did Susan pay for health insurance? _____



UNDERSTANDING PAY CHEQUE DEDUCTIONS

Your pay cheque may have less money than you expect. The employer can subtract (deduct) money from your pay cheque. All of the deductions (the money subtracted) must be helpful for you.

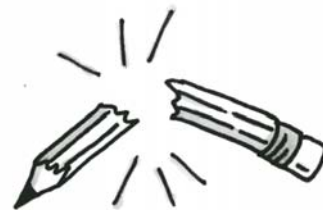


For example, you will pay tax. The tax money will be used to pay for health care and education. You will pay unemployment insurance. This will help you when you don't have a job.



You will pay the Canada Pension Plan. This will give you money when you are 65 years old. You might pay money to the union. They will help you talk to your employer about problems. Some employers subtract money for health insurance. This will help you pay for health problems.




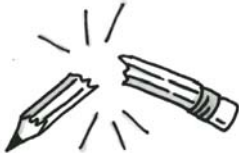

The employer can not subtract money from your pay cheque if you break something, or if something is lost or stolen. He can not charge you for safety equipment.



He can not subtract money to pay for a class that you need to take to learn more information that is only helpful for your job.

UNDERSTANDING PAY CHEQUE DEDUCTIONS

Can the employer deduct this money? Write "YES" or "NO".

	<p>Health insurance money to help pay for your new glasses</p>	
	<p>Canada Pension money for when you are 65 years old</p>	
	<p>The \$50 of the employer's money that was stolen from you while you were working</p>	
	<p>The pencil you broke while you were working</p>	
	<p>Money for Income tax</p>	

UNDERSTANDING UNIFORMS AND DRESS CODES

Listen and fill in the blanks.

Employers _____ an employee pay for a uniform.

Employees _____ how they will clean their uniform.

Uniforms are useful only in the workplace. They _____ the employer's name or colours. They _____ the employer's _____ or _____ on them. Employees _____ in the style or colour. They only wear the uniform while working.

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

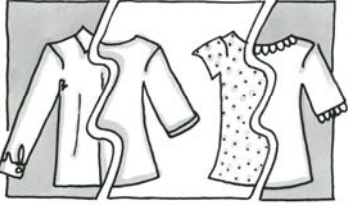
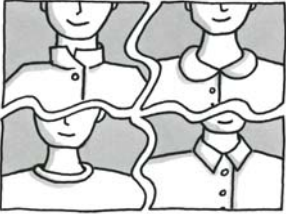
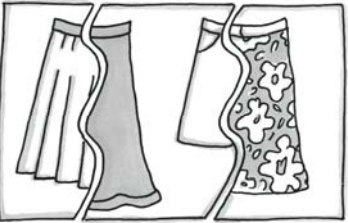
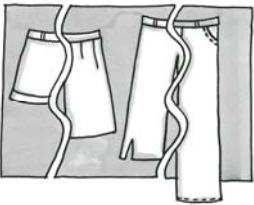

The dress code _____ the employee how to dress. The dress code tells the employee what to wear or not wear. Here is an example:



HOW NOT TO DRESS...	HOW TO DRESS....

UNDERSTANDING UNIFORMS AND DRESS CODE (continued)

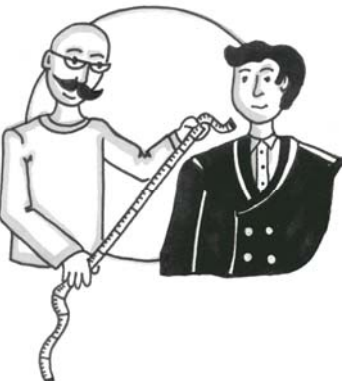





The dress code _____ the employee what the clothes should look like:

	How long the _____ can be
	What style the _____ can be
	What style and length and colour the _____ can be
	What style and length and colour the _____ can be
	What style and length and colour the _____ can be

JOBS THAT USUALLY HAVE UNIFORMS

 <p>Industrial worker</p>	 <p>Chef</p>	 <p>Maid</p>
 <p>Paramedic</p>	 <p>Department store worker</p>	 <p>Chauffeur</p>
 <p>Fast food worker</p>	 <p>Mechanic</p>	 <p>Security guard</p>

JOBS THAT USUALLY DO NOT HAVE UNIFORMS

 <p>Gardener</p>	 <p>Tailor</p>	 <p>Carpenter</p>
 <p>Barber</p>	 <p>Computer programmer</p>	 <p>Travel agent</p>
 <p>Journalist</p>	 <p>Real estate agent</p>	 <p>Seamstress</p>

RECORD KEEPING & PAY STUBS

Your employer will write down information about you. For example, your employer will need your name, address, date of birth and occupation.

It is a good idea for employees to also keep records of when they work and what they have been paid. It is easy to write the hours on a calendar.

PARTNER A



December 2009

Ahmed Abdul has worked for only two weeks. He started on December 15, 2009. Ask your partner about how many hours Ahmed worked on the dates that are in **BOLD** numbers, and record it. (For example: “How many hours did Ahmed work on December 16th?”)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 8 hours + 1 hour overtime	16	17 8 hours	18	19 2 hours
20	21 DAY OFF (unpaid)	22	23 7 hours	24	25 General holiday 4 hours overtime	26
27 7 hours	28	29	30	31		

RECORD KEEPING & PAY STUBS

Your employer will write down information about you. For example, your employer will need your name, address, date of birth and occupation.

It is a good idea for employees to also keep records of when they work and what they have been paid. It is easy to write the hours on a calendar.



PARTNER B

December 2009

Ahmed Abdul has worked for only two weeks. He started on December 15, 2009. Ask your partner about how many hours Ahmed worked on the dates that are in **BOLD** numbers, and record it. (For example: “How many hours did Ahmed work on December 15th?”)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 8 hours	17	18 4 hours	19	20 8 hours + 1 hour overtime	21
22 4 hours	23	24 4 hours	25	26 3 hours	27	28
29	30	31				31

WORKING OVERTIME

The standard hours of work are **eight hours a day**.

The standard work week is **40 hours**.

An unpaid lunch break is not included in the hours of work. For example:

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Total hours	
							Regular	Overtime
8	8	8	8	8	8	8	40	8
8	6	6	8	10	0	0	36	2
10	6	10	6	10	0	0	42	6

Employers need to pay **one and a halftimes** the employee’s regular wage for the overtime hours. Employers need to **ask** their employees to work overtime. The employee can **choose** to work overtime, or to not work overtime. An employee can not work overtime without the **employer’s permission** and get paid. Employers and employees can agree that employees can take **time off instead of pay** for overtime. The time off must be one and a half hours for each hour of overtime worked.

Answer the questions by looking at the calendar that you completed on page 16 or 17 for Ahmed Abdul.

1. How many total hours of work did Ahmed work in the two weeks? _____
2. How many of the hours were for regular pay? _____
3. How many hours were for overtime pay? _____
4. Ahmed is paid \$10 an hour for his regular wage and \$15 an hour for his overtime wage. How much money did Ahmed make before any deductions in two weeks?



(___ hours regular x \$10) + (___ hours regular x \$15) = _____

HOURS OF WORK & BREAKS READING/LISTENING TRANSCRIPT

Regular working hours are eight hours a day and 40 hours in a week. An employee who works more than the regular working hours must be paid for overtime. For example, an employee who works nine hours on one day must be paid one hour of overtime. An employee who works 43 hours in a month must be paid three hours of overtime.



An example of regular hours:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	8 hours	8 hours	8 hours	8 hours	8 hours	

Employees work when their employers schedule them to work. Employers can ask their employees when they want to work, but they don't have to. Employers can change work schedules at any time. For example, they can close their business or change the hours that their business is open.



Employers control schedules. Sometimes employees can change shifts with another person or change the schedule. But the changes must be discussed with the employer first. If the employee's hours are changed by the employer and the employee works overtime as a result, they must be paid for overtime.

An employer can send an employee home early or ask them to work more hours. But employees must be paid for their scheduled time or three hours, whichever is less, once they have reported for work.

HOURS OF WORK & BREAKS (Continued...)

Employees who work five hours must have a half hour unpaid break. Some employers choose to pay for the break. Employees can leave the workplace during their break. Employers do not have to give employees a coffee break, but many do.



Employers have to give employees a day off from work each week. Employees can decide that they want to work without a day of rest. The employee is not paid for the day of rest.

The day of rest does not have to be on the same day every week.

This is an example of a 40-hour-a-week work schedule with one day off a week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 hours	6 hours	5 hours	DAY OFF	5 hours	8 hours	8 hours
5 hours	8 hours	8 hours	8 hours	6 hours	5 hours	DAY OFF
8 hours	6 hours	5 hours	5 hours	DAY OFF	8 hours	8 hours
DAY OFF	5 hours	8 hours	8 hours	8 hours	6 hours	5 hours

COMPREHENSION QUESTIONS

1. Regular working hours are seven hours a day.

- (a) True
- (b) False

2. Regular working hours in a month are 43 hours.

- (a) True
- (b) False

3. Employers control the schedule.

- (a) True
- (b) False

4. Employers can change the hours that their business is open.

- (a) True
- (b) False

5. Some workplaces allow employees to change their shift with another worker.

- (a) True
- (b) False



COMPREHENSION QUESTIONS (Continued...)

6. An employer can send the employee home early, but they have to pay them for their scheduled time, up to three hours.

- (a) True
- (b) False

7. Employees have to work six hours to receive a half-hour break.

- (a) True
- (b) False

8. Employees can leave the workplace during their break.



- (a) True
- (b) False





9. Employers can schedule an employee to work every day for two weeks without a rest.

- (a) True
- (b) False

10. An employee can ask the employer to work every day for two weeks without a rest.

- (a) True
- (b) False





GENERAL HOLIDAYS

	<p>NEW YEAR'S DAY in Canada is on January 1. It is a general holiday, and it celebrates the beginning of a new year. Most retail businesses cannot be open on this day.</p>
	<p>LOUIS RIEL DAY is Manitoba's newest 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.</p>
	<p>GOOD FRIDAY is the Friday before Easter Sunday. On this general holiday Christians remember the death of Jesus Christ. Most retail businesses cannot be open on this day.</p>
	<p>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.</p>

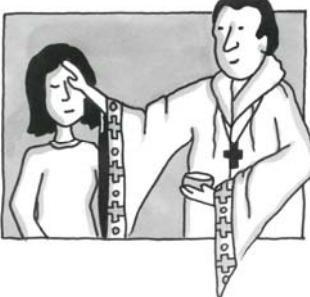



GENERAL HOLIDAYS

	<p>CANADA DAY is on July 1. It is a national general holiday to remember that Canada became a country on July 1, 1867. It is also called “Canada’s birthday”. Most retail businesses cannot be open on this day.</p>
	<p>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. Most retail businesses cannot be open on this day.</p>
	<p>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.</p>
	<p>CHRISTMAS DAY is a general holiday on December 25. It celebrates the birth of Jesus Christ. Many Canadians give gifts, decorate their homes, and spend time with their family on Christmas. Most retail businesses cannot be open on this day.</p>





NOT GENERAL HOLIDAYS

	<p>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.</p>
	<p>ORTHODOX CHRISTMAS is celebrated on January 6 by some Eastern Orthodox churches. It is not a general holiday.</p> <p>ORTHODOX NEW YEAR'S DAY is celebrated on January 14, because the Orthodox church uses a different calendar. It is not a general holiday.</p>
	<p>CHINESE NEW YEAR is the most important traditional Chinese holiday. It begins on the first day of the first lunar month in the Chinese calendar. It is celebrated by many people who have immigrated to Canada from China, but it is not a general holiday.</p>
	<p>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.</p>





NOT GENERAL HOLIDAYS (Continued...)

	<p>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.</p>
	<p>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 it is celebrated by some people, but it is not a general holiday.</p>
	<p>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.</p>
	<p>PASSOVER is celebrated on the 14th 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.</p>





NOT GENERAL HOLIDAYS (Continued....)

 <p>* EASTER MONDAY is the day after Easter Sunday. It is not a general holiday, but it may be a day off for some work places.</p>	<p>EASTER SUNDAY is the most 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. The date is chosen by looking at the cycle of the moon. Orthodox Christians celebrate on a different day. It is not a general holiday. Most retail businesses cannot be open on this day.</p>
	<p>CINCO DE MAYO is a Spanish sentence. It means “fifth of May” in English. It is celebrated on May 5 in Mexico and in parts of the United States with food, music and dancing. In Canada, some Canadians from Mexico celebrate this day, but it is not a general holiday.</p>
	<p>MOTHER'S DAY is on the second Sunday in May. It is a day honouring mothers. Mothers often receive gifts on this day.</p>
	<p>FATHER'S DAY is celebrated on the third Sunday in June. It is a day honouring fathers. Fathers often receive gifts on this day.</p>

NOT GENERAL HOLIDAYS (Continued....)

	<p>CIVIC HOLIDAY is a day that is often declared a holiday by the government. In Manitoba, the civic holiday is always on the first Monday in August. The employer can decide to give his/her employee the day off with pay. It is not a general holiday.</p>
	<p>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.</p>
	<p>ROSH HASHANAH is the beginning of the Jewish year. There are special foods and prayers during this time. It is usually in September or October, but it changes every year according to the Jewish Calendar. It is not a general holiday. YOM KIPPUR is a holy day nine days 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</p>
	<p>HALLOWEEN is on October 31. In Canada, children often dress in costumes and go from door to door. They ring each doorbell, say "Trick or treat!" and collect candy in a pillow case or other container.</p>

NOT GENERAL HOLIDAYS (Continued....)

	<p>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.</p>
	<p>REMEMBRANCE DAY is on November 11. It is to remember that World War 1 ended on November 11th in 1918. In Canada, Remembrance Day is a holiday for federal government employees. It is not a general holiday. Retail stores cannot be open between 9:00 am and 1:00 pm on this day.</p>
	<p>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.</p>
	<p>BOXING DAY is on December 26. On Boxing Day many retail stores have big sales. Some shoppers will line up outside for many hours at night waiting for the store to open. It is not a general holiday, but some employers don't make their employees work on this day.</p>

GENERAL HOLIDAY PAY


When an employee's hours or wages change from pay period to pay period, the **general holiday pay** is **5%** of the employee's total wages in the 28 days before the holiday.

Tamaki is paid \$10 an hour at the Fashion Emporium. The gross income that Tamaki made at The Fashion Emporium from the end of November to December is listed on page 33. She did not work any overtime.

Look at the calendar on the following page to answer these questions:

- This is how to calculate the amount of general holiday pay Tamaki should receive for Christmas.
 - Count backwards 28 days from December 25th. What day is it? _____
 - Add the total income earned: _____
 - Now multiply this amount _____ by 0.05, which equals = _____
- This is how to calculate the amount of general holiday pay she should receive for New Year's Day.
 - Count backwards 28 days from January 1, New Year's Day.
What day is it? _____
 - Add the total income earned in these days: _____
 - Multiply this amount _____ by 0.05, which equals = _____
- On wWhich general holiday did Tamaki receive more holiday pay? _____
- Why did she receive more on this general holiday? _____

GENERAL HOLIDAY PAY (Continued...)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				Nov. 27 \$80	Nov. 28 \$80	Nov. 29 X
Nov. 30 X	Dec. 1 \$70	Dec. 2 \$40	Dec. 3 X	Dec. 4 \$20	Dec. 5 \$50	Dec. 6 \$30
Dec. 7 X	Dec. 8 \$50	Dec. 9 \$80	Dec. 10 X	Dec. 11 \$60	Dec. 12 \$60	Dec. 13 \$30
Dec. 14 \$20	Dec. 15 \$50	Dec. 16 \$50	Dec. 17 \$50	Dec. 18 \$70	Dec. 19 \$60	Dec. 20 X
Dec. 21 X	Dec. 22 \$70	Dec. 23 \$50	Dec. 24 X	Dec. 25 GENERAL HOLIDAY	Dec. 26 X	Dec. 27 X
Dec. 28 X	Dec. 29 X	Dec. 30 X	Dec. 31 X	Jan. 1 GENERAL HOLIDAY	Jan. 2	Jan. 3

VACATION TIME & PAY



An employee earns vacation pay on every pay cheque. For the first five years, **vacation pay is 4%** (two weeks) of the money that the employee earns. After five years, vacation pay is 6% (three weeks) of the money that the employee earns.

You should always check your pay cheque to see how your employer is paying you.

Employers have two choices.

1. They can give the employee the vacation pay on every pay cheque. The employee has to save their own money for their vacation.
2. They don't give the employee the vacation pay on every pay cheque. When the employee is on vacation, they get paid.

Discuss with your partner:

If you have had a job in Canada, tell your partner how your vacation was paid. Was it on every pay cheque or saved for you? If you haven't had a job in Canada, discuss which you prefer:

1. to get your vacation pay on every pay cheque and save for your vacation on your own
2. to receive vacation pay only when you take your vacation

VACATION TIME & PAY (Continued...)

Read and answer the questions:

1. Xie Ping has worked for Computronix for one year and two months. He has not received any vacation pay on his pay cheques. His pay for his first year was \$20 000. How much vacation pay will he get when he goes on his two-week vacation?



Answer: _____

2. Kashif has worked for Computronix for six years and five months. He has not received any vacation pay on his pay cheques. His pay for his sixth year was \$30 000. How much vacation pay will he get when he goes on his three-week vacation?

Answer: _____

3. Jung Nam has worked for Edward's Deli for two years and four months. Her hours of work are always different. She gets two weeks of vacation without pay because she receives her holiday pay on every pay cheque. Her pay cheque for the first two weeks of September was \$1000 before the vacation pay was added. How much money did she receive for vacation pay on that pay cheque?

Answer: _____

AN INTRODUCTION TO UNPAID LEAVES

Pre-Listening Activity: A “leave” means a period of time away from work. Look at the pictures. Predict what you think each one means and how much time you think the employee would need to be away from work.

Maternity Leave



Parental Leave



Family Leave



Compassionate Care Leave



Bereavement Leave



Reservist Leave



LISTENING EXERCISE

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

- 1. To care for a very sick family member. ___ Maternity Leave
- 2. To serve in the army. ___ Parental Leave
- 3. To help take care of a young baby. ___ Family Leave
- 4. To stay home when pregnant or right after the baby is born. 1 Compassionate Care Leave
- 5. To get healthy if you are sick. ___ Bereavement Leave
- 6. To prepare for a funeral. 2 Reservist Leave

2. How many days long is each leave?

Type of leave:	Circle the number of days:
Maternity Leave	(a) 3 days (c) 17 weeks (b) 8 weeks (d) 37 weeks
Parental Leave	(a) 3 days (c) 17 weeks (b) 8 weeks (d) 37 weeks
Family Leave	(a) 3 days (c) 17 weeks (b) 8 weeks (d) 37 weeks
Compassionate Care Leave	(a) 3 days (c) 17 weeks (b) 8 weeks (d) 37 weeks

AN INTRODUCTION TO UNPAID LEAVES

Employment Officer: Good afternoon, Employment Standards.

Employer: Hello, I'm a new employer. I would like some information about leaves. Could you explain the different types of leaves?



Employment Officer: There are five leaves that you need to know about. When you want to stay home when pregnant, or right after the baby is born, that's Maternity Leave. When you want to help take care of a young baby, that's Parental Leave. When you need to get healthy if you're sick, that's Family Leave. And, if you need to prepare for a funeral, that's Bereavement Leave.

Employer: Thank you for explaining those. How many days long is each leave?

Employment Officer: Maternity Leave is 17 weeks long. Parental Leave is 37 weeks long. Family Leave is three days long. Compassionate Care Leave is eight weeks long. And Bereavement Leave is three days long.

Employer: Thank you. I took notes on all of that. It was very helpful.

GENERAL INFORMATION ABOUT LEAVES: WHO IS A FAMILY MEMBER?

The employer does not pay the employee while they are away on leave.

The employee receives money from the government.

The Employment Insurance (EI) Program pays.

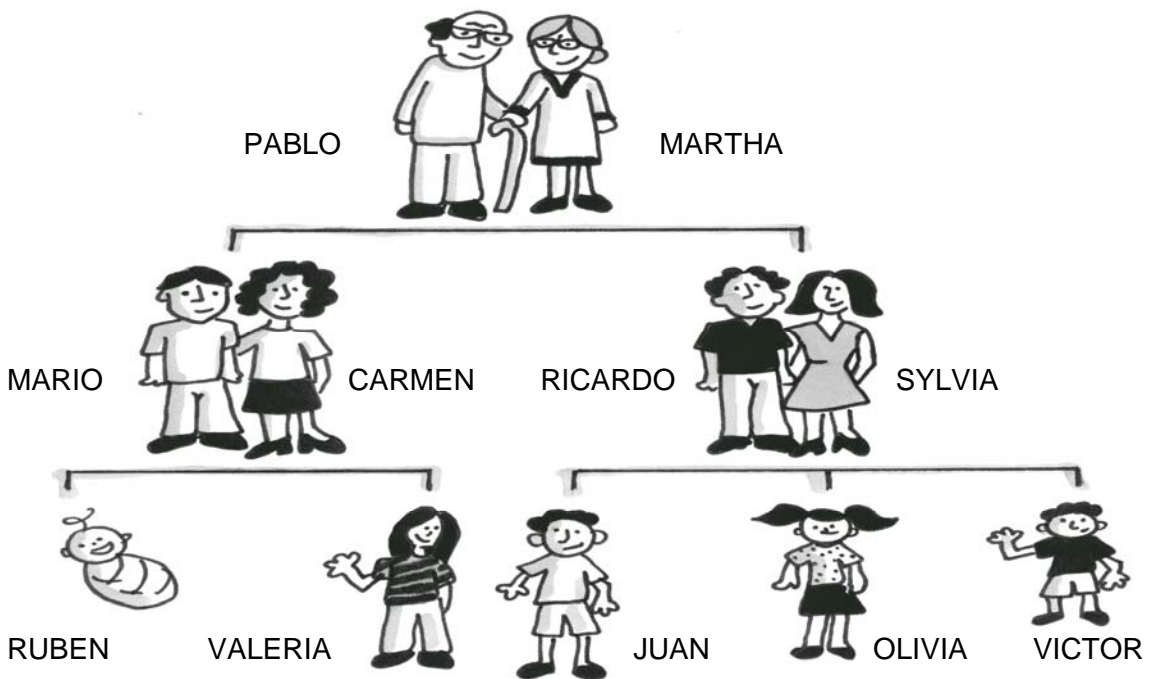
The employee needs to qualify for the EI program.

Check with your local EI office.

Employment Standards includes many people in the definition of a family member.



These people are all family members:












People who are not related but who are treated like family members are family members.

For example: adopted children, students living with a family, two women living together.

Animals that are pets are not considered family members.

FAMILY MEMBER “X” and “O” GAME: Use one board for two players. Each player takes a card from the pile. They then have to pick a different picture from on the game paper and name the relationship between the person they chose and their card. If they are correct, they can put their “X” or “O” on that spot on the paper. The first partner to get three in a row wins.

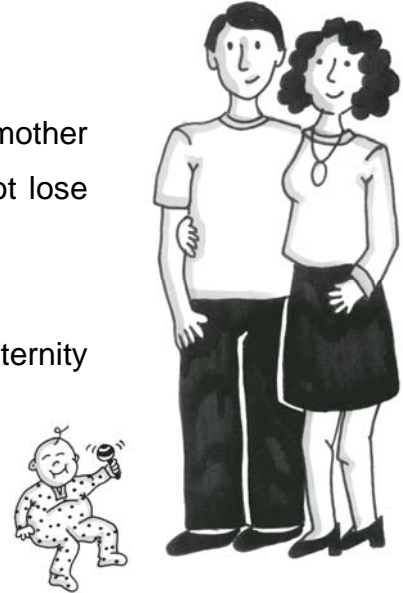
 <p>Pablo</p>	 <p>Martha</p>	 <p>Ricardo & Sylvia</p>
 <p>Mario & Carmen</p>	 <p>Ruben</p>	 <p>Valeria</p>
 <p>Juan</p>	 <p>Olivia</p>	 <p>Victor</p>

MATERNITY & PARENTAL LEAVE

Maternity Leave means that a pregnant woman can have a leave from her job and not lose it. The leave starts at the end of the pregnancy, or when the baby is born.

The mother or the father can take Parental Leave. The mother and the father can both take Parental Leave. They will not lose their jobs.

Parental Leave is longer than the Maternity Leave. Maternity Leave is 17 weeks long. Parental Leave is 37 weeks long. Both the mother and the father can take 37 weeks of unpaid leave. The employer does not pay for leaves. Employment Insurance will decide how much money they will receive during their leave.



QUESTIONS:

1. The mother can take all of the Maternity Leave time and the Parental Leave time. How many weeks is this? _____ weeks.
2. The mother can take all of the Maternity Leave and part of the Parental Leave. Carmen decides to take 10 weeks of Parental Leave after her 17-week Maternity Leave. How many weeks of leave does she take in total?

3. Who may pay money to the parents during the unpaid leave?

FAMILY LEAVE

Family Leave days help employees to care for their family. Carmen needs to look after her family. She has one daughter, Valeria, and her new baby boy. Her baby boy is called Ruben. When Ruben



grows up, he will sometimes get sick. Carmen's dad is called Pablo. Pablo is Ruben's grandfather. Pablo might need help to go to the doctor. Carmen's husband is called Mario. Mario might need get sick and need care. Carmen might need to miss work to attend a school meeting.



Carmen might get sick. Carmen can use the Family Leave days to do these things. A Family Leave is a short unpaid leave to take care of the employee's family or personal illness. Employment Standards says that Employers must give three unpaid days each year for Family Leave. The employee needs



to work for his or her employer for at least 30 days to take the leave.

DISCUSS WITH YOUR GROUP:

1. How many people are in your family?
2. How do you help the different members of your family?
3. Do you ever need to leave work to help your family?
4. How often do you get sick?
5. Did you have Family Leave days in the country where you were born?

COMPASSIONATE CARE LEAVE



Carmen's dad is 90. He recently got very sick. The doctor says that he might die in a month. Carmen wants to be with her dad. She wants to help to feed him and take care of him. Carmen needs to take a Compassionate Care Leave. This is different from a Family Leave. A Family Leave is very short. It is three days a

year. Compassionate Care Leave is for a longer time. It is for eight weeks. It is to help take care of someone who is very sick. Carmen needed to give her employer a medical certificate from her dad's doctor. The certificate needs to say that the patient has a risk of dying in the next 26 weeks or less. The leave can be taken in one or two periods. Each period must be at least one week long. Carmen will not lose her job because she needs to look after her dad. Her employer has to give her job back to her after the leave. This leave, like all the leaves, is unpaid, but she may be able to get money from Employment Insurance.

DISCUSS WITH YOUR GROUP:

1. Have you ever needed to help someone who was very sick?
2. How did you help that person?
3. How long were they sick?
4. Did you get a Compassionate Care Leave from your job?
5. How long is the Compassionate Care Leave in Canada?
6. The employer does not pay for any leaves. Who might pay for the leave?



BEREAVEMENT LEAVE

When Pablo is sick, Carmen does not go to work. Carmen goes to the hospital to help her father Pablo every day. Valeria comes after school to visit her grandpa. Mario comes after work and brings the baby Ruben.

After one month, Pablo dies. Everyone is sad. Carmen's Compassionate Leave is over. She tells her employer that Pablo is dead. She shows him a newspaper story about Pablo's life. This story of a person's life is called an **obituary**.

Carmen can now take Bereavement Leave. She has three unpaid leave days to help her family to arrange the funeral and to cry. She has missed a lot of days of work because of her leaves. She had a Maternity Leave, a Parental Leave, some Family Leave days, the Compassionate Care Leave, and now the Bereavement Leave. She is glad that her employer cannot punish her for taking these leaves. She will be allowed to return to her job.

DISCUSS:

1. What is a funeral like in your home country?
2. How much time does a funeral take in your home country?
3. Do people write obituaries in your home country?
4. Do you have Bereavement Leave days in your home country?
5. How do you help the family of a person who has died?

TERMINATION OF EMPLOYMENT

PRE-LISTENING: Brainstorm with your 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? Use the pictures below as clues to give you some ideas of the expressions or idioms related to termination of employment. (For example, the picture of "Arnold Schwarzenegger" in "Terminator" might remind you of the word "to terminate".)



TERMINATION OF EMPLOYMENT

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 _____ at least one week's _____. One week after they tell the employer, they can leave the job. When they _____ or _____, they don't work for the employer anymore.

Sometimes an employee doesn't tell the employer. They _____ _____ _____. They might get angry at the employer and _____ _____. 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 30 days to decide if the job is a good job for them. When they have worked less than 31 days they can tell the employer that they will not come to work the next day. They do not have to _____ _____.

The employer can decide that the employee is not a good worker for the company. When the employee has worked less than 31 days, the employer can tell the employee to go home and not come back. They might be angry. They can tell the employee "_____!" and the employee has to leave. The employer does not have to _____ the employee _____. There are other words which have the same meaning as "_____." The employee could be _____, _____, **given the** _____, or **given the** _____. The employer could also say "**There's the** _____." 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 _____ _____ _____", the listener does not 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 does not want to leave, and the employer does not want the employee to leave. But there might not be enough money. The employee could be _____ _____ 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 does not think the employee will be hired again, the employee is _____ _____ _____, or _____.

GIVING NOTICE



When the employer no longer needs the employee, they have to tell them that the job is over. This is called **giving notice**. The employee has to collect regular wages during this time before they stop working. They usually work during this time.

Employees must tell the employer when they no longer want to work for the employer. This is also called **giving notice**.

There are rules about when the employer or employee can give notice. In general, the longer the employer and employee have worked together, the more time must be given before the employee and employer stop working together.

It is difficult for employees to lose their jobs. When they **receive notice**, they have time to look for another job or to save money. The amount of notice that employers must give depends on how long the employee has worked.

How long the employee has worked:	Notice period:
less than 31 days	no notice needed
at least 31 days and less than one year	one week
at least one year, and less than three years	two weeks
at least three years, and less than five years	four weeks
at least five years and less than ten years	six weeks
at least 10 years	eight weeks

QUESTIONS (see page 47 "Giving Notice")







1. Rupinder wanted to try a new job. She started working at a daycare. After two weeks, her employer was not happy with her work. He told her that she **was being let go**. Rupinder was sad that she had been **canned**. She thought that she should receive two weeks' notice. She phoned Employment Standards. Did they agree with her? _____



2. David worked at the Fantastic Furniture warehouse for eight years. The company was losing money and he was **permanently laid off**. He was given three weeks' notice. David did not like being **let go** like this. He did not feel that this was enough time. He phoned Employment Standards. Did they agree with him?



REVIEW: Write the expressions you learned earlier under each of the pictures:

 <p>to be _____</p>	<p>to be _____</p> 
<p>to be given the _____</p> 	<p>to be _____</p> 
<p>to be _____</p> 	<p>to be given the _____</p> 

GIVING NOTICE

Remember, during the first 30 days of work the employee and the employer do not have to give each other notice. Sometimes, after 30 days, the employers still do not have to give notice. In some cases, the employee can be told that the job is over with no notice:

- The job is only for a specific period of time.
- The job is only to complete a specific thing.
- The job has very casual shift work and the employees can choose to not work when they want.
- The employee decides to not do the job.
- The employee is violent at work.
- The employee decides to disobey the employer.

Employers should check with Employment Standards to see if notice is needed.

Employers have to pay employees all earned wages within 10 days of the last day of work. The employer cannot keep wages from employees who quit without notice.

QUESTIONS:

1. Olivero works as an office clerk. He is usually happy at work. Sometimes he gets very angry and throws things. He has been working at Speedy Office Supplies for three years. One day he gets angry when the photocopier doesn't work. He starts kicking the machine. When Alberto, another office clerk, tells him to stop, Olivero kicks him, too. Olivero's boss tells him to go home and not come back. He has been **sacked**. Olivero phones the Employment Standards to complain. He thinks he should receive four weeks' notice. Does Employment Standards agree? _____



GIVING NOTICE QUESTIONS (continued...)

2. Emily has worked at Robert's Chiropractic office for six years. She is tired of her job but has not started to look for a new one. Her employer tells her not to talk to her friends on the phone during work hours. Her boss tells her that she needs to work on the computer when it is not busy. She disobeys her boss and phones her mom every day to talk to her. She paints her fingernails when it is not busy. Her employer **gives her the boot**. He tells her not to come back to work the next day. She is angry and phones Employment Standards. She believes that she should receive six weeks of pay because her employer needs to give her notice. Does Employment Standards agree with her? _____



3. Phuong works at a Credit Union. He has worked there for two years and two months. He does his job well and gets along well with the other employees. The management decides to close his Credit Union because business is slow. They **lay Phuong off** without giving him notice. Phuong is surprised that he has been **let go**. He thinks he should receive two weeks' notice. He phones Employment Standards. Does Employment Standards agree with him? _____






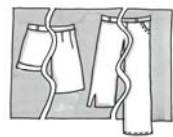






The Employment Standards laws can protect you from losing money. Remember that there are other laws that also protect you.

For example:

- human rights laws
- workplace safety laws
- collective bargaining laws

REVIEW GAME: Students take a card from the deck of review cards. If they can answer the question, they roll the dice and move back and forth on the board following the numbers. If they are incorrect, they miss their turn.

START 1 	2 	3 	4 	5 
10 	9 	8 	7 	6 
11 	12 	13 	14 	15 
20 	19 	18 	17 	16 
21 	22 	23 	24 	25 
30 	29 	28 	27 	26 
31 	32 	33 	34 	35 
FINISH 40 	39 	38 	37 	36 