



CLEO

Community Legal Education Ontario
Éducation juridique communautaire Ontario

BREAKS AT WORK

CANADIAN LANGUAGE BENCHMARK 1/2

This activity kit, designed to teach newcomers to Ontario in Adult ESL and LINC classes about their legal rights and responsibilities, includes:

<u>Introductory notes for instructors</u>	<u>1</u>
<u>Activities for learners</u>	<u>2-5</u>
<u>Teaching notes with answer keys and suggestions for using the kit</u>	<u>6-8</u>

Visit www.cleo.on.ca to download these pages and to find other legal information.

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BREAKS AT WORK

INTRODUCTORY NOTES

Context outcomes Learn the rules about breaks at work.

CLB outcomes

-  Get information from very basic texts.
-  Copy numbers and words to complete short writing tasks.

Activities Breaks at work

Vocabulary review

Writing practice

Free companion resource
Your rights at work

The information in this activity kit is based on the CLEO publication called *Your rights at work*. Read the publication before using the activity kit, and keep it on hand for reference as you guide learners through the activities. You can find it on CLEO's web site at www.cleo.on.ca. To order free copies for your class, you can use the online order form or call **416-408-4420, extension 33**.

Please take note

Ontario's *Employment Standards Act (ESA)* is a law that outlines the rights of employees and the responsibilities of employers. The *ESA* sets minimum standards for working conditions. Many employers offer better.

The information in these activities applies to most but not all workers. Not all jobs are covered by the *ESA*, and in some cases only parts of the *ESA* apply. Some industries, such as banks, airlines, trucking and broadcasting, are regulated by the federal government. Learners should get legal advice if they have concerns.

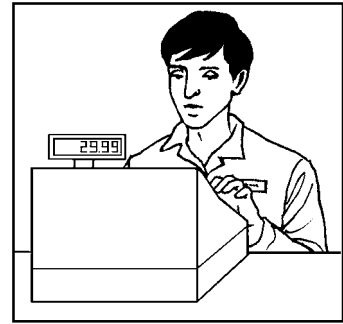
Immigration status does not matter. You do not need to be a Canadian citizen, permanent resident, or holder of a work permit to be covered by the *ESA*.

The information in these activities is not a substitute for legal advice. Every situation is different so learners with concerns should get legal help. They can contact their local community legal clinic. To find the nearest community legal clinic, check Legal Aid Ontario's web site at www.legalaid.on.ca or phone **1-800-668-8258** (toll-free). In Toronto, phone **416-979-1446**.

Breaks at work

A. Read the information.

Workers have the right to breaks. In most jobs, you must get a 30 minute break after 5 hours of work.



Name: Diego
Job: cleaner
Hours: 3 – 11:30 p.m.
Break: 8 – 8:30 p.m.

Name: Amalia
Job: security guard
Hours: 10 a.m. – 6 p.m.
Break: 12:30 – 12:45 p.m.
 and 3:15 – 3:30 p.m.

Name: Sanjeev
Job: cashier
Hours: 5 – 10 p.m.
Break: No break

B. Unscramble the words to make questions.

What name his is ? _____
 job What is her ? _____
 are her What hours ? _____
 When his is break ? _____

C. Point to a picture. Ask questions to another student.

D. Write the information in the chart.

Name	Job	Hours	Break
Diego			
	security guard		
		5 - 10 p.m.	

E. Read about Diego's job. Write the missing information



Diego is a cleaner. He works from ___ to _____ p.m.

He gets a _____ minute break at 8 p.m.

His break is unpaid.

He gets pay for _____ hours of work.

F. Read about Amalia's job. Write the missing information.



Amalia _____ a security guard.

She _____ from 10 a.m. to 6 p.m.

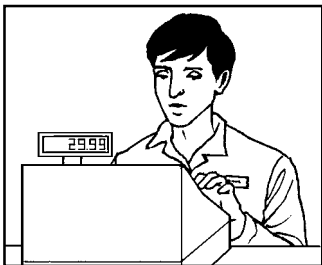
She _____ a 15 minute break at 12:30 p.m.

She _____ a 15 minute break at 3:15 p.m.

Her breaks _____ unpaid.

She _____ pay for 7 ½ hours of work.

G. Read about Sanjeev's job. Write the missing information.



Sanjeev is a _____.

He works from 5 to 10 _____.

He doesn't get a _____.

He gets _____ for 5 _____ of work.

H. Answer the questions.

1. Who is a cashier? _____
2. Who works from 10 a.m. to 6 p.m.? _____
3. Who has a 30 minute break? _____
4. Who doesn't get a break? _____
5. Who has unpaid breaks? _____

Vocabulary review

A. Please fill in the blanks to make words from the stories about breaks at work.

b	c	g	j	m	p	r	w
---	---	---	---	---	---	---	---

- | | |
|---------------|-------------------|
| 1. __ o b | 5. __ u a r d |
| 2. __ a y | 6. __ i n u t e |
| 3. __ r e a k | 7. __ l e a n e r |
| 4. __ o r k | 8. __ i g h t |

B. Write the words in alphabetical order.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

C. Pronunciation: Practise saying the words.

/ - /

job
pay
hour
break
guard
work

/ - - /

worker
cleaner
minute

Writing practice

A. Please write the sentences correctly.

1. Diego is a cleaner. Diego is a cleaner.
2. Diego gets a 30-minute break. _____
3. His break is unpaid. _____
4. Sanjeev is a cashier. _____
5. He works from 5 to 10 p.m. _____
6. He doesn't get a break. _____

B.1. Write about yourself.

I am a _____.

I work from _____ to _____.

I get a _____ minute break at _____.

My break is _____. (paid / unpaid)

I get pay for _____ hours of work.

2. Write about a worker you know.

_____ is a _____.

(He / She) _____ works from _____ to _____.

(He / She) _____ gets a _____ minute break at _____ a.m./p.m.

(His / Her) _____ break is _____.

(He / She) _____ gets pay for _____ hours of work.

TEACHING NOTES

Curriculum connections

LINC/Adult ESL:

Theme: Employment

Topic: Working in Canada

Theme: Canadian Law

Topic: Employment Law

Theme: Community & Government Services

Topic: Counselling & Advocacy

Vocabulary

worker, work, job, hours, pay, right (n), break, unpaid, minute, cleaner, security guard, cashier, employer

Breaks at work (pages 2-3)

A. Elicit the meaning of break. Ask what learners do during a break. Learners can listen as you read the opening sentences.

Elicit vocabulary about the pictures. Then read the information below the pictures together. You can ask questions about the information. Ask about the difference between Diego and Amalia's breaks. Explain that Amalia's employer must ask her if she agrees (says yes) to two 15-minute breaks. Ask why Sanjeev doesn't get a break, and reread the opening sentences if necessary.

B and C. Learners can work in pairs to unscramble, then ask and answer questions.

Answers:

B.

1. *What is his name?*
2. *What is her job?*
3. *What are her hours?*
4. *When is his break?*

D. Learners can fill in the chart individually or with a partner.

Name	Job	Hours	Break
Diego	<i>cleaner</i>	<i>3 - 11:30 p.m.</i>	<i>8 - 8:30 p.m.</i>
Amalia	<i>security guard</i>	<i>10 a.m. - 6 p.m.</i>	<i>12:30 - 12:45 p.m. 3:15 - 3:30 p.m.</i>
Sanjeev	<i>cashier</i>	<i>5 - 10 p.m.</i>	<i>no break</i>

E - G. You may wish to write a template for these stories on the board, to show how the information below the pictures on the first handout is used to form a story. For example:

_____ is a _____.

He works from _____ to _____.

He gets a _____ minute break at _____.

He gets pay for _____ hours of work.

His break is unpaid.

As a class, you could fill in the blanks for a student who has a job and would be willing to share information about the job.

Explain that breaks are often unpaid and that employers do not have to pay for breaks. You can write on the board "unpaid = no pay".

You may want to instruct learners to circle or underline categories of words for reinforcement (for example, they could put a check mark beside the people words, underline the verbs, and circle the numbers). You can elicit that the missing words in Section F are verbs, and in Section G the missing words are nouns.

Answers:

E.

Diego is a cleaner. He works from 3 to 11:30 p.m.

He gets a 30 minute break at 8 p.m.

His break is unpaid.

He gets pay for 8 hours of work.

F.

Amalia is a security guard.

She works from 10 a.m. to 6 p.m.

She gets a 15 minute break at 12:30 p.m.

She gets a 15 minute break at 3:15 p.m.

Her breaks are unpaid.

She gets pay for 7 ½ hours of work.

G.

Sanjeev is a cashier.

He works from 5 to 10 p.m.

He doesn't get a break.

He gets pay for 5 hours of work.

H.

1. Sanjeev

2. Amalia

3. Diego

4. Sanjeev

5. Diego, Amalia

Vocabulary review
(page 4)

Answers:

A.

- | | | | |
|-----------------|------------------|-------------------|-----------------|
| 1. <i>job</i> | 2. <i>pay</i> | 3. <i>break</i> | 4. <i>work</i> |
| 5. <i>guard</i> | 6. <i>minute</i> | 7. <i>cleaner</i> | 8. <i>right</i> |

B.

- | | | | |
|------------------|-------------------|-----------------|----------------|
| 1. <i>break</i> | 2. <i>cleaner</i> | 3. <i>guard</i> | 4. <i>job</i> |
| 5. <i>minute</i> | 6. <i>pay</i> | 7. <i>right</i> | 8. <i>work</i> |

Writing practice
(page 5)

Activity A is a literacy activity. Learners can choose between the two options in Activity B, or more advanced learners can do both sections. This can also be a speaking and listening activity. Learners can work in pairs or small groups and interview each other about their jobs. Learners who don't have jobs can talk about workers they know. This can be assigned for research as an extension activity.

Answers:

A.

2. *Diego gets a 30 minute break.*
3. *His break is unpaid.*
4. *Sanjeev is a cashier.*
5. *He works from 5 to 10 p.m.*
6. *He doesn't get a break.*