



CLEO

Community Legal Education Ontario
Éducation juridique communautaire Ontario

HOURS OF WORK

CANADIAN LANGUAGE BENCHMARK 1

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>2-8</u>
<u>Teaching notes with answer keys and suggestions for using the kit</u>	<u>9-12</u>

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

JUNE 2009

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THE LAW FOUNDATION OF ONTARIO
for funding this project.




HOURS OF WORK

INTRODUCTORY NOTES

Context outcomes

Get an introduction to the topic of hours of work.
Understand the importance of keeping records of hours worked.

CLB outcomes

-  Get information from very basic texts.
-  Request assistance.
-  Follow simple instructions.

Activities

Isabel's hours of work

Isabel's calendar

Report a mistake

Complete the calendar A and B

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.

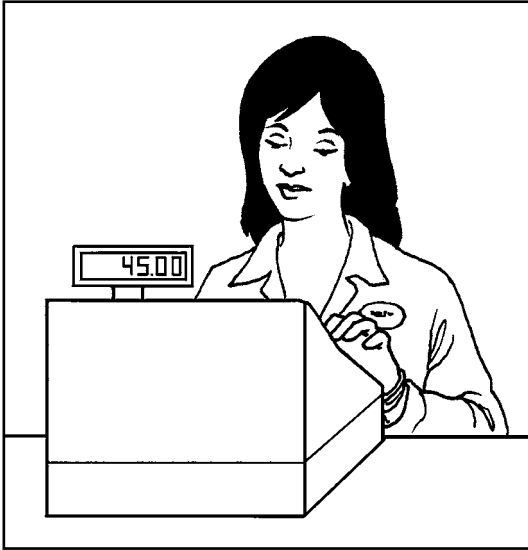
The information in these activities applies to most but not all workers. Not all jobs are covered by the *ESA*, and in some cases only parts of the *ESA* apply. Some industries, such as banks, airlines, trucking and broadcasting, are regulated by the federal government. Learners should get legal advice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

Isabel's hours of work

A. Read the story.



Isabel is a cashier.

She works 8 hours a day, from 2 to 10:30 p.m.

She has a 30 minute break at 7 p.m.

She works 5 days a week, from Tuesday to Saturday.

Isabel works 40 hours a week. She has two days off every week.

This is her regular work week.

B. Comprehension: Please circle Yes or No.

- | | | |
|--|-----|----|
| 1. Isabel is a cashier. | Yes | No |
| 2. She works 8 hours a day. | Yes | No |
| 3. She works four days a week. | Yes | No |
| 4. She has a 15 minute break at 7 p.m. | Yes | No |
| 5. She has Saturday and Sunday off. | Yes | No |
| 6. She doesn't work on Monday. | Yes | No |
| 7. Her regular work week is 40 hours. | Yes | No |

C. Spelling: Please write the missing letters. Then copy the words.

1. d _ _ y _____ 5. M _ _ n d _ _ y _____
2. h o _ _ r _____ 6. S _ _ t _ _ r d _ _ y _____
3. w _ _ e k _____ 7. S _ _ n d _ _ y _____
4. m _ _ n _ _ t e _____ 8. T _ _ e s d _ _ y _____

D. Circle the word that is different.

1. Saturday Isabel Tuesday Monday
2. week hour cashier day
3. from to at minute
4. break she Isabel her
5. is has works week

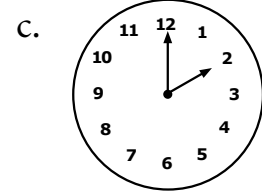
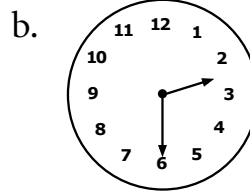
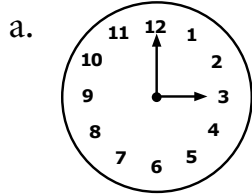
E. Write the correct word on the line.

days	hours	Monday	Sunday	week
------	-------	--------	--------	------

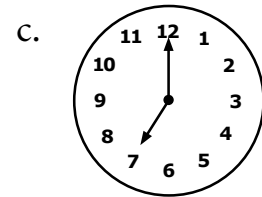
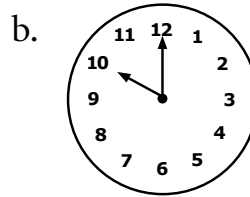
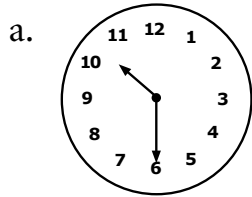
1. Isabel works 8 _____ a day.
2. She works 5 _____ a week.
3. She works 40 _____ a week.
4. Isabel has two days off every _____.
5. She has _____ and _____ off.

F. Fill in the blanks. Circle the correct answer.

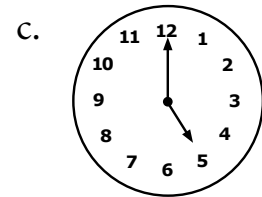
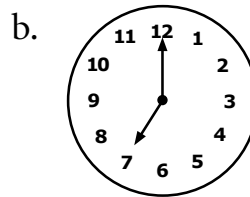
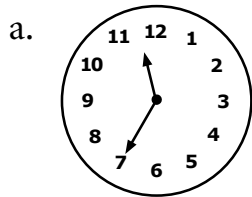
1. Isabel starts work at _____ p.m.



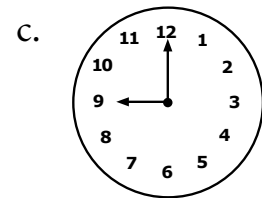
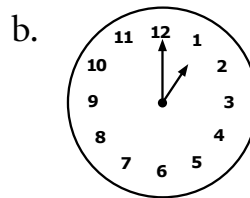
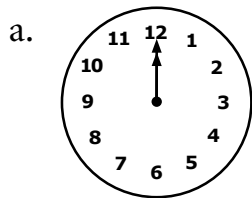
2. Isabel finishes work at _____ p.m.



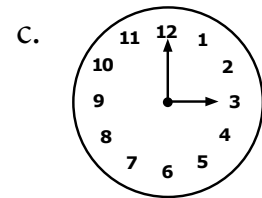
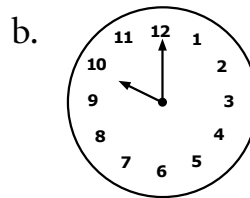
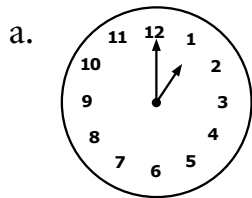
3. Isabel has a break at _____ p.m.



4. Isabel is at work at _____ p.m.



5. Isabel is **not** at work at _____ p.m.



Isabel's calendar

A. Read Isabel's calendar.

Isabel writes her hours of work on a calendar. Here is one week in June from Isabel's calendar.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
14	15	16	17	18	19	20
Off	Off	2 - 10:30	2 - 10:30	2 - 10:30	2 - 10:30	2 - 10:30
		8 hours	8 hours	8 hours	8 hours	8 hours

B. Listen and write Isabel's hours for June 21 to 27, 2009.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
21	22	23	24	25	26	27

C. Read the information from Isabel's pay stub.

Check Isabel's calendars. Are the hours correct on her pay stub?

Name:	Isabel Rivera-Hall	
Pay period:	June 14 to 27, 2009	
Rate of pay:	\$9.50 an hour	
	Hours	Wages
Regular hours:	<u>72</u>	<u>\$684</u>
Total hours:	72	
Total wages:		\$684

Report a mistake

A. Read the conversation between two co-workers.

Isabel: There's a mistake on my pay stub.

Co-worker: What's the mistake?

Isabel: The hours are wrong.

Co-worker: Talk to the boss.

Isabel: Good idea.

B. Copy the missing words.

Isabel: There's a mistake on my _____ stub.

Co-worker: What's the _____ ?

Isabel: The _____ are wrong.

Co-worker: _____ to the boss.

Isabel: _____ idea.

C. Practise the conversation with a partner.

Complete the calendar – A

December						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1. Ask your partner questions. Example:

- What are Min's hours on December ____th?

Write the answers on the calendar.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
6	7	8	9	10	11	12
__ hours	__ hours	__ hours	__ hours	__ hours	__ hours	__ hours

2. Read the information about Min's hours of work.

Answer your partner's questions. Example:

Question: What are Min's hours on December ____th?

Answer: ____ a.m. to ____ p.m.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
13	14	15	16	17	18	19
Off	9 a.m. - 5:30 p.m.	9 a.m. - 5:30 p.m.	9:30 a.m. - 6 p.m.	9 a.m. - 5:30 p.m.	8 a.m. - 4:30 p.m.	Off
	8 hours	__ hours	__ hours	__ hours	__ hours	

Complete the calendar – B

December						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1. Read the information about Min’s hours of work.

Answer your partner’s questions. Example:

Question: What are Min’s hours on December ____th?

Answer: ____ a.m. to ____ p.m.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
6	7	8	9	10	11	12
Off	9 a.m. - 5:30 p.m.	9 a.m. - 5:30 p.m.	10:00 a.m. -6:30 p.m.	10:00 a.m. -6:30 p.m.	9 a.m. - 5:30 p.m.	Off
	8 hours	__ hours	__ hours	__ hours	__ hours	

2. Ask your partner questions. Example:

- What are Min’s hours on December ____th?

Write the answers on the calendar.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
13	14	15	16	17	18	19
__ hours	__ hours	__ hours	__ hours	__ hours	__ hours	__ hours

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, cashier, hours, break, regular, work, start, finish, calendar, correct, pay stub, pay period, rate of pay, wages, total, mistake, wrong, co-worker, boss

Isabel's hours of work (page 2-4)

Before reading the story, learners can look at the picture and talk about what they see. You can write the words they know on the board. You can ask learners what they know about hours of work, breaks, and days off. You can read the story as a class. More advanced learners can read the story individually and then answer the questions below. They can check their answers with a partner.

You may want to instruct learners to circle or underline categories of words (for example, they could underline the job words, circle the time words, and put a check mark above the numbers) for reinforcement.

The next few activities are literacy activities.

C. You can elicit that the missing letters are vowels, and point out that some are one of two-letter vowels. Learners can circle the vowel sounds that are spelled with two letters.

You can ask learners what the first four words have in common, and ask them to put the words in order from smallest amount of time to largest. You can point out that the days are in alphabetical order, and ask learners to put them in chronological order.

D. You can elicit what makes the different words different. Learners can write their own similar activity and exchange with a partner.

E. Learners can read the story **Isabel's hours of work** again to confirm their answers. You can elicit why some of the answers are plural.

F. This activity provides an opportunity to review telling time. Learners can find the answers to questions 1-3 in the story **Isabel's hours of work**. Questions 4 and 5 are designed to address confusion some learners may have about what 2-10:30 p.m. means. It may be helpful to precede this part of the activity by writing 2-10:30 on the board and asking learners: "Is Isabel at work at 3 p.m.?" "4 p.m.?" Learners can then choose the correct clocks in questions 4 and 5, and write the numbers on the line.

Answers:

B.

- | | | | |
|--------|--------|--------|-------|
| 1. Yes | 2. Yes | 3. No | 4. No |
| 5. No | 6. Yes | 7. Yes | |

C.

- | | | | |
|-----------|-------------|-----------|------------|
| 1. day | 2. hour | 3. week | 4. minute |
| 5. Monday | 6. Saturday | 7. Sunday | 8. Tuesday |

D.

- | | | |
|-----------|------------|-----------|
| 1. Isabel | 2. cashier | 3. minute |
| 4. break | 5. week | |

E.

- | | | |
|----------|-------------------|----------|
| 1. hours | 2. days | 3. hours |
| 4. week | 5. Sunday, Monday | |

F.

1. Isabel starts work at 2 p.m. - c
2. Isabel finishes work at 10:30 p.m. - a
3. Isabel has a break at 7 p.m. - b
4. Isabel is at work at 9 p.m. - c
5. Isabel is not at work at 1 p.m. - a

**Isabel's calendar
(page 5)**

This activity reinforces the importance of keeping good records. You can elicit that this involves recording hours, keeping documents such as pay stubs, reconciling one's own records with pay stubs, and hanging on to them in case there's a mistake.

Learners can read the calendar and you can ask them questions about it. You can point out that Isabel could write 2-10.30 p.m. and discuss when it would be necessary to include a.m. or p.m. You may wish to include questions such as "Is Isabel at work at 3 p.m.?" to confirm that learners understand what 2-10:30 represents.

In Section B, you read the following calendar aloud and learners transcribe.

21	22	23	24	25	26	27
Off	Off	2-10:30	2-10:30	2-10:30	2-10:30	2-10:30
		8 hours	8 hours	8 hours	8 hours	8 hours

Answers:

C. No. She worked 80 hours but was paid for only 72.

See the ESL activity kit *Laws about pay* CLB 1 for an activity involving a closer look at the components of a pay stub.

**Report a mistake
(page 6)**

You can write the conversation on the board instead of using a handout. Learners practise the conversation in pairs. You may want to discuss what Isabel can do next. You may wish to have the whole class write a conversation between Isabel and her boss. If Isabel's boss is not receptive to her concerns, Isabel should get legal help.

Extension: Brainstorm a list of other possible mistakes on pay stubs (name, pay period, rate of pay, total hours, total wages). Learners can work with a partner and practise completing the conversation, substituting different mistakes. You may want to write the following on the board as a guide.

Worker: There's a mistake on my pay stub.

Co-worker: What is it?

Worker: My _____ is / are wrong.

Co-worker: Talk to the _____.

Worker: Good idea.

**Complete the calendar
(pages 7-8)**

This is an activity which provides speaking and listening practice. The two weeks from the calendar show Min's hours of work for December 6-19, 2009. This activity further reinforces the importance of recording hours as part of keeping good records. It may be helpful to learners if you write Min's hours of work for one day on the board ("Monday, 9 a.m. -5:30 p.m., 8 hours") and elicit that Min's break is unpaid.

Each learner works with a partner. One learner has **Complete the calendar—A** and the other has **Complete the calendar—B**. You can use the calendar in the upper right hand corner of the handout, or a larger calendar you may have in your class, to explain that there are two weeks from the month of December, 2009 on their handouts.

Learners take turns asking and answering questions, working together to complete the missing information on their calendars. Encourage them to do this without looking at each other's handouts. When they're finished, they can compare calendars and check their answers.

You may wish to introduce the model for asking and answering questions before distributing the handout:

Question: What are Min's hours on December ____th?

Answer: ____ a.m. to ____ p.m.

You may also wish to review the difference between the pronunciation of cardinal and ordinal numbers.

Complete calendar excerpt:

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
6	7	8	9	10	11	12
Off	9 a.m. - 5:30 p.m. 8 hours	9 a.m. - 5:30 p.m. 8 hours	10 a.m. - 6:30 p.m. 8 hours	10 a.m. - 6:30 p.m. 8 hours	9 a.m. - 5:30 p.m. 8 hours	Off
13	14	15	16	17	18	19
Off	9 a.m. - 5:30 p.m. 8 hours	9 a.m. - 5:30 p.m. 8 hours	9:30 a.m. - 6 p.m. 8 hours	9 a.m. - 5:30 p.m. 8 hours	8 a.m. - 4:30 p.m. 8 hours	Off