

**Unit Title:** Work Wise

**Time Frame:** 5 lessons of 75 minutes each

**Unit Developer(s):** A.J. Blauer

**Developed for Course Name and Course Code:** Career Studies GLC20

**Strand(s) and Curriculum Learning Expectations Addressed:**

**Personal Management**

**PM3.01** - describe a variety of verbal and non-verbal communication skills (e.g., active listening; using and interpreting facial expressions, gestures, and body language appropriately; giving and receiving feedback);

**PM3.02** - demonstrate effective use of communication skills in a variety of situations in school, at home, and in the community (e.g., information interviews, presentations, role play, group work);

**PM3.03** - identify a range of teamwork and leadership skills (e.g., task assessment, task management, consensus building, understanding and respecting diversity, mediation, conflict resolution) and explain their use in a variety of settings (e.g., family, classroom, school, community, workplace).

**Exploration of Opportunities**

**EOV.02** - identify current trends in society and the economy and describe their effect on work opportunities and work environments;

**EO1.01** - identify and describe, using an occupational classification system (e.g., National Occupational Classification), various fields of work that are of interest to them;

**EO1.02** - demonstrate effective use of research skills to locate and select career-related information from a variety of sources (e.g., information interviews; print, video, and computer-based resources)

**EO1.03** - describe, on the basis of research, selected occupations or fields of work, using identified criteria (e.g., education, training, and skill requirements; duties; safety issues; employment prospects; security and benefits; knowledge and skills valued by the employer), and describe the ways in which secondary school students can prepare for those occupations

**EO1.01** - explain the importance of safety in the workplace and related employee and employer rights and responsibilities;

**EO2.01** - identify economic and societal trends (e.g., globalization, developments in information technology, the changing role of unions and professional organizations, outsourcing or “contracting out”, emerging work-style alternatives, self-employment, entrepreneurship, changing demographics) and explain how they influence available job opportunities and work environments

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### Desired Results

#### Unit Description:

The *Work Wise* unit provides essential workplace knowledge for young workers in Ontario, including labour laws and standards, health and safety issues, collaborative problem-solving, union membership and collective bargaining. The unit develops foundational knowledge of workforce vocabulary and issues to raise student awareness beyond the specifics of their job, including the quality and safety of their working environment and the terms and conditions of their employment. Interactive exercises are used to help students exercise their rights as workers and practice successful strategies for addressing and advancing issues in the workplace with colleagues and employers.

#### Enduring Understandings / Learning:

The *Work Wise* unit endeavours to prepare otherwise vulnerable young men and women for the opportunities and perils of the workplace. Having completed the *Work Wise* unit, students will have a strong grasp of their rights and legislation pertaining to employment in Ontario. The unit exposes students to common workplace issues and conflicts, helping them develop the necessary tools and confidence to advocate on their own behalf and on behalf of their colleagues.

### Assessment Tasks

#### Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

**Home/Work:** Students will conduct a safety audit of their home or workplaces. This assignment will give students the opportunity to apply their newfound knowledge of hazards and troubleshoot for potential dangers before an unnecessary “accident” occurs.

**The Santa Clause collective bargaining simulation:** Students will recreate a realistic collective bargaining scenario using Elves, Reindeer and Santa as interested parties. This lively and engaging simulation helps students understand the terms of reference for production, particularly in unionized workplaces.

**Work Wise Logbook:** Students will maintain a logbook of all their discussions and activities in the Work Wise unit. This log book will help students consolidate their learning and will be an invaluable resource for future endeavours in this course and the workplace.

#### Assessment Criteria:

This unit emphasizes self and peer-assessment opportunities wherever possible, so as to empower and reward students for taking away information and insights that may be useful to them in their individual workplace contexts. Rubrics and other guides are provided to direct assessment.

### Unit Planning Notes

**Prior Learning Necessary (if any):**

Some basic instruction of the role of provincial government in regulating employment is recommended for this unit. Information about Canadian democracy may be obtained through the companion 9-week course Civics (CHV20).

**Preparation Notes (if any):**

Access to computers with internet access and a computer with a digital projector mount are critical to the smooth application of this unit. Booking a full week of computer lab time is highly recommended.

### Learning Plan





**Lesson 1: EMPLOYMENT 101**

The following concepts are fundamental elements of just about any job – elements that should be carefully considered when taking on employment. In a discussion format, review each concept to ensure students have a clear understanding of each when evaluating employment prospects.

- |                         |                          |
|-------------------------|--------------------------|
| • Duties                | • Breaks                 |
| • Hours                 | • Vacation               |
| • Overtime              | • Sick/Personal leave    |
| • Wages                 | • Management/Supervision |
| • Benefits              | • Equipment & Training   |
| • Deductions            | • Workplace safety       |
| • Pay Stubs             | • Union membership       |
| • Income Tax/exemptions |                          |

**WEB ACTIVITY:** Using the McJob chart (Appendix A) students will research employment factors at the following fast food outlets: McDonalds, Burger King and Tim Hortons. Students should record any pertinent information found on each company's website that speaks to any of the listed categories.










**Post activity discussion questions:**

-  What concepts were addressed/not addressed by each company?
-  What details of employment did each company emphasize?
-  How much detail did the websites provide for each concept?
-  What details were not addressed?

## Lesson 2: Workplace Rules

This lesson establishes the fundamental rules for employment in Ontario; government regulations that set base standards for wages, hours, rest & vacation and workplace safety. As it is incumbent upon young workers to know and advocate for their rights on the job, this lesson provides both fundamental legislative information and role-playing exercises to simulate real-world situations.

**Guessing Game:** In this activity, students are asked to guess what rights/standards exist in the categories listed below. (For many young workers, guessing is what they do when it comes to recognizing their rights on the job!) Have students record their guesses and then take up each category using the handout ESA Poster (appendix B).

-  Hours of Work
-  Rest Periods
-  Overtime Pay
-  Minimum Wage
-  Payday
-  Vacation Time and Pay
-  Public Holidays
-  Leaves of Absence
-  Termination Notice and Pay

### INTERNET ACTIVITY

In groups of three, students will investigate one or more of the workplace conflict scenarios identified on the handout “Trouble on the Job” (appendix C) using the Ontario government website Work Smart Ontario ([www.worksmartontario.gov.on.ca](http://www.worksmartontario.gov.on.ca)). Students should direct their investigations to the link entitled: “I’ve got a problem” (<http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=10-1-3>)

### ROLE PLAYING ACTIVITY

Following the internet activity, students should pick one or two scenarios from “Trouble on the Job” to address in a role-playing activity. One student will represent the employer/supervisor, another will represent the employee with a concern or complaint and the third will observe their exchange, offering insightful feedback. A handout on effective communication strategies is provided by Work Smart Ontario, entitled: How to Work Smart (appendix D) (<http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=5-1-2&actionID=print>)






## Lesson 3: WORKPLACE SAFETY - THEORY

**Know Your Hazards:** Review the handout “What is a Hazard?” (appendix E) with the class. Explain each hazard (Physical, Biological, Chemical and Ergonomic) for complete comprehension of what they are and how they can be harmful.  
<http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=2-6-1&mcategory=health#H2>

**Know Your Symbols:** Review the handout “WHMIS Symbols (appendix F) with the class. Help students identify each symbol and what it represents.

**Hazards Charades/Pictionary:** Cut up a copy of the handout, so each cited hazard is on a single strip of paper. Have each group send one delegate to the front of the class to collect and read one of the strips of paper. That student must pantomime (charades) or draw (Pictionary) a representation of the hazard. Points are awarded to teams that guess correctly.

**Safety Videos:** As a class, view the “Prevent It” series of TV commercials produced by the Workplace Safety Investigations Bureau (WSIB). The commercials are about 30s each and can be viewed on the WSIB website (<http://www.prevent-it.ca/index.php?q=see-it-tv-spots>). View each video and discuss the scenario and message contained. Discussion questions to have students consider include:

-  How common is the work being done in the commercials?
-  At first glance, did anyone notice the safety violations that lead to the accidents?
-  The actors in the commercials use the word “accident” with a derisive tone. Why?
-  Who do the commercials blame for the accidents?
-  According to the commercials, how much work/expense would be involved to prevent accidents?

#### Lesson 4: WORKPLACE SAFETY - PRACTICE

This second component of the workplace safety lesson offers a hands-on and interactive approach to the issue. A computer lab is recommended for the latter half of this lesson.

**Resources for Students:** Provide and review the following handouts with students. These handouts may be used as the basis for a class discussion or as reference material that students can use in their own workplaces or prospective workplaces when assessing job safety, addressing safety concerns and refusing to work.

1. “Workplace Health and Safety Tips for Young Workers” (appendix G)
2. “A Checklist About Workplace Safety” (appendix H)
3. “How to Work Smart” (appendix D) (Same handout as in lesson #2. Refer specifically to strategies in addressing workplace safety concerns with employers/supervisors.)
4. “Work Refusal Flowchart” (appendix I)

**Video:** Go to the My Safe Work website to view the following two-part, 10-minute video: “We Miss David” (<http://www.mysafework.com/videos/>). A brief class discussion on the content and message of the video should be encouraged before moving onto the interactive activities listed below.

**Role Playing Activity:** “The Mock Interview.” Using the scenarios and roles as described on the My Safe Work website, have the students role play a job interview where the emphasis is on workplace safety. (<http://www.mysafework.com/educators/course-materials/the-mock-job-interview>)

**Online quiz:** Students with access to a computer can take a health and safety quiz from the Young Worker Awareness Program (YWAP). Have students begin by reviewing the webpage “7 Things You’d Better Know.”

(<http://www.ywap.ca/english/seven.htm>) When they are done they can test their knowledge with the online quiz. ([www.ywap.ca/english/quiz.htm](http://www.ywap.ca/english/quiz.htm)).

**True Stories:** The Young Worker Awareness Program (YWAP) website offers testimonials about Canadians who were seriously injured or lost family members on the job. These testimonials may be used as a supplement to in-class discussions.

(<http://www.ywap.ca/english/stories.htm>)

**Save Willy’s Coccyx:** This is an interactive flash-media game geared specifically to youth, offering a simple but effective message about workplace safety. It can be played online at [www.youngworker.ca](http://www.youngworker.ca) The same website offers other entertaining workplace safety information in a flashmedia mode.

**Home/Work Assignment:** Have students conduct a safety audit of their homes and/or workplaces. Students should record any safety hazards they find on the template provided (appendix J), identifying possible “accidents” that could result due to unsafe practices and suggest solutions for improving safety.

## Lesson 5: UNION COLLECTIVE BARGAINING

Many young adults will end up working in a unionized environment at one point or another in their lifetime. Union membership facilitates issues surrounding employment equity, regulations and safety. However, the process by which unions and management establish a working relationship can be difficult for the lay worker to understand, unless he or she is active in the union. This lesson and activity describes the concepts and process behind establishing a collective agreement between unionized workers and management. Its aim is to help students understand how unions establish the terms of work and the role and function of negotiations.

Prior to commencing this lesson, review these basic terms as they pertain to organized labour and working conditions. Many of these concepts are covered in the Simpsons video.

- Management
- Union
- Dues vs. Benefits
- Collective agreement (contract)
- Bargaining in good/bad faith
- Strike vote
- Work to Rule
- Strikes & Picketing
- Strike breakers
- Media coverage of labour issue
- Replacement workers
- Crossing the Line
- Back-to-Work legislation
- Tentative deal
- Ratification

**VIDEO:** Simpsons Episode #76 “Last Exit to Springfield.” This 22-minute video (without commercials) deals with Homer Simpson’s efforts to lead his fellow workers in a strike as they fight for the preservation of the employee dental plan that Mr. Burns wishes to remove from the collective agreement.

**Santa Claus Collective Bargaining Simulation:** Divide the class into two groups: Elves and Reindeer. Now divide each group into two more groups: Union Negotiators and Negotiators for Santa Inc. The Elves who are named union negotiators will represent the Reindeer’s interests in a collective bargaining simulation against the Elves who are named Negotiators for Santa Inc. Similarly, the Reindeer who are named union negotiators will represent the Elves’ interests in a collective bargaining simulation against the Reindeer who are named negotiators for Santa Inc. (See diagram below for clarification.)

<b>↓ ELVES</b> (Union Negotiators for Reindeer)	<b>↓ REINDEER</b> (Union Negotiators for Elves)
<b>↑ ELVES</b> (Negotiators for Santa)	<b>↑ REINDEER</b> (Negotiators for Santa)

The two collective bargaining scenarios are set up with an introduction of the dispute between Elves and Santa, and Reindeer and Santa. (Appendix K, page 1) As Christmas looms a few weeks away, both Elves and Reindeer are in a position to go on strike, while Santa is in a position to lock them out. At the beginning of negotiations, each of the four groups will receive a strategy sheet outlining the base terms for their clients. The negotiators must try to secure the base terms – or better – for their clients before the end of the simulation (approximately 1 hour). Negotiators must resolve all base terms, but may add new terms as they see fit. If talks break down and a tentative deal is not achieved by the end of the simulation, a strike/lockout is presumed to occur and both sides lose. Any tentative deal must be ratified by the affected workers at the end of the simulation. When the simulation is complete, students should complete a self-evaluation of their understanding and participation in the activity. (Rubric provided in appendix K)

Print & distribute: The Santa Clause (appendix K)

## Appendices

Internet-based files can be viewed by clicking the hyperlinks. Word files are attached and can be downloaded.

Appendix A: McJob Chart (Word file attachment)

Appendix B: ESA Poster <http://www.labour.gov.on.ca/english/es/pdf/poster.pdf>

Appendix C: Trouble on the Job <http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=10-1-3>

Appendix D: How to Work Smart <http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=5-1-2&actionID=print>, <http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=5-1-2&actionID=print>

Appendix E: What is a Hazard? <http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=2-6-1&mcategory=health>

Appendix F: WHMIS symbols <http://teacherweb.com/NF/StPetersJuniorHigh/MrGWilliams/whmissymbols.jpg>

Appendix G: Workplace Health and Safety Tips for Young Workers <http://ywap.ca/english/stuff.htm>

Appendix H: A Checklist About Workplace Safety <http://www.mysafework.com/employees/articles/a-checklist-about-workplace-safety>

Appendix I: Work Refusal Flowchart <http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=2-4-3&mccategory=health#H4>

Appendix J: Home/Work Safety Audit (Word file attachment)

Appendix K: The Santa Clause (Word file attachment)

Appendix L: Work Wise Logbook (Word file attachment)