
UNIT THREE: HOURS & DAYS WORKED

Materials needed:

- Student pages 21 to 45
- Listening CD Track 8: “Hours and Days Worked”

Objectives: Students will be able to...

- demonstrate comprehension of the gist, factual details and some inferred meanings by listening to a dialogue (pages 21 to 26).
 - classify holidays into either general holidays (stats) or not, according to the Manitoba Employment Standards legislation (pages 27 to 41).
 - demonstrate comprehension of short paragraphs of text about legislation about how general holiday pay and vacation pay is calculated (pages 42 to 45).
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1. HOURS & DAYS WORKED

Activation Activity: The teacher hands out student page 21, “Hours & Days Worked”. Ask the students to read the scenario about Maria. After reading the scenario, either quietly or out loud with a partner, they are to discuss the following:

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

BRAINSTORMING ANSWERS TO GO WITH PAGE 21

Answers may vary. Possible ideas...

“Can the employer send her home early?”

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

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

“What are the rules for overtime?”

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

Activity: The teacher hands out student page 22 and tells the students that they will now be listening to a dialogue of Maria talking to an Employment Standards officer about her questions. They are to listen to the dialogue and to answer the questions on student page 22.

Following the listening, students can work together with a partner to check their answers by looking at the transcript on pages 23 to 26, or the teacher can debrief the answers with the class.

ANSWERS FOR PAGE 22

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

1. GENERAL HOLIDAYS

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

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

ANSWERS FOR PAGE 27

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

Questions 4 - 6 and the answers for page 28 depend on the students in the class.

ANSWERS FOR PAGE 34 (students may sort them differently)

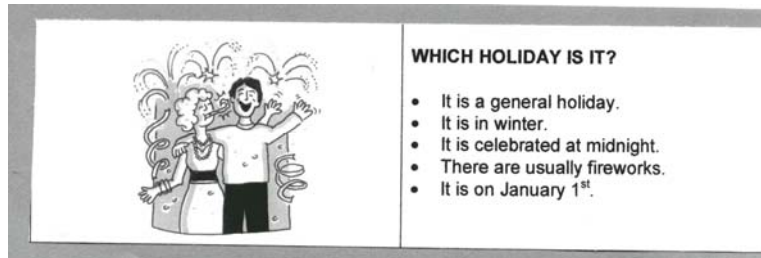
Secular/other (Canadian or political): New Years Day, Louis Riel Day, Victoria Day, Canada Day, Labour Day, Thanksgiving Day, St. Valentine’s Day, St. Patrick’s Day, Mother’s Day, Father’s Day, Civic Holiday, Halloween, Remembrance Day, Boxing Day, Chinese New Year, Cinco de Mayo, Kwanzaa

Christian: Good Friday, Christmas Day, Ash Wednesday, Palm Sunday, Easter Sunday and Monday

Jewish: Passover, Rosh Hashanah, Yom Kippur, Hanukkah

Muslim: Ramadan, Islamic New Year

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



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

Student A	Student B	Student C	Student D

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

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

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

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

The teacher should review the information at the top of student [page 42](#). General Holiday pay is 5% of the employee's total wages in the 28 days before the holiday. Students can use the calendar to figure out the four questions at the bottom of the page.

ANSWERS FOR PAGE 42

1. November 27 is 28 days before December 25. The total income earned is \$990.00
Multiplied by 0.05 = \$49.50
2. December 4 is 28 days before January 1st. The total income earned is \$720.00
Multiplied by 0.05 = \$36.00
3. Christmas Day received more holiday pay.
4. Tamaki received more for Christmas because she did not work between Christmas and New Year's Day.

1. VACATION TIME & PAY

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

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

ANSWERS FOR PAGE 43

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

ANSWERS FOR PAGE 44

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



END OF UNIT THREE

UNIT FOUR: OVERVIEW OF UNPAID LEAVE OPTIONS

Materials needed:

- Student pages 46 to 55
- Listening CD Track 9: “Unpaid Leaves”

Objectives: Students will be able to...

- activate their prior knowledge through brainstorming and prediction exercises related to the listening activity (page 46).
 - listen and take notes about the six types of leaves (pages 47 to 50).
 - read and discuss the six types of leaves (pages 51 to 55).
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1. OVERVIEW OF UNPAID LEAVE OPTIONS

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

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

Activity: Students listen to track 9, “Unpaid Leaves”, and take notes on student [page 47](#).

ANSWERS

Unpaid leave	Meaning	Length of time for the leave	Time needed to qualify for the leave
Maternity Leave	<ul style="list-style-type: none"> - only for a woman - allows her to stay home and look after her child (NOTE: She could also take part of the leave while she’s pregnant.) 	- 17 weeks	- 7 months
Parental Leave	<ul style="list-style-type: none"> - for the mother or the father - to take care of the young baby or the new child 	- 37 weeks	- 7 months
Family Leave	<ul style="list-style-type: none"> - for time off if the employee is sick - for the employee to take their child to the doctor 	- 3 days	- 30 days