**Teachers’ notes**

**Work Workers’ Rights 1 B1.2**

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| Industrial, Security, Logistic**Learning outcomes**By the end of the lesson students will have: * discussed some of the rights and responsibilities of employers and employees
* read some work-related scenarios in order to consider the rights and responsibilities of the employers and employees
* role played work situations asking for and responding to requests for permission
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| **Materials**Student handout / PPT All images from www.pixabay.com Appendix 1: Table of employer’s and employee’s rights and responsibilities<https://ec.europa.eu/social/main.jsp?catId=706&langId=en> – website with details of working conditions etc in different European countries |

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| **Time** | **Procedure** | **Materials** |
| **5** **minutes** | * Display and clarify learning outcomes
 | **PPT** |
| **15 -20 minutes** | * Start the lesson by checking that students understand the difference between an ‘employer’ and an ‘employee’. Then write these two statements on the board. ‘c*ome to work on time’* and ‘*provide appropriate protective clothing for the job’* Ask students who should do these things, the employer or employee? ‘Come to work on time’ (employee) and ‘provide appropriate protective clothing for the job’(employer). Tell students they are going to look at more examples of things employers and employees should do and what they can expect from each other. Elicit any ideas before doing the task.
* Ensure all students have a copy of Appendix 1 (table of rights and responsibilities) and put them into small groups of three / create breakout rooms. Tell them to look at the table and decide on the difference between a ‘right and a ‘responsibility’ and fill in the gaps in the definitions.

**Answers:**Rights = things you are morally and legally entitled to have and expect in a job Responsibilities = duties you have to do because of your job or position* Focus students’ attention on the glossary and check understanding of the vocabulary items. Tell students to fill in the gaps in the table using the ideas in the shape and the words in the glossary. Conduct whole class feedback. There are some suggested answers in a table at the end of the teacher’s notes but the students may have something different. Consider and discuss all their options.
 | **PPT****Activity 1** |
| **15 minutes** | * Put students into new pairs / create breakout rooms and tell them they need to read each of the scenarios and answer the questions. Before they do the activity pre-teach the following lexical items: to fire someone, a shift / shift work / day shift / night shift, to have a stroke. You could also teach ‘flexible working hours’.
* Conduct whole class feedback. There are no set answers but consider suggesting unpaid leave in Bhavana’s case.
 | **PPT****Activity 2** |
| **15 minutes** | * Tell students that they are going to roleplay some of the situations. Before they do this, focus their attention on the language box and check meaning/use, pronunciation and form.
* Put students into pairs / create breakout rooms and tell them to take it in turns to be the employer and employee. They can choose which scenarios to role play. Encourage them to make the roleplays longer than simply a couple of lines i.e. think of ways of initiating the conversation e.g. ‘Could I have a word with you about something …?’
* Conduct whole class feedback and if you have time, ask students do the roleplays in front of the whole class.
 | **PPT****Activity 3** |
| **5** **minutes** | * The reflection questions encourage them students to reflect on the importance of knowing about workers’ rights. It also asks them to reflect on how much they know about working conditions in different locations.

Extension activity: If you have additional time, you could suggest that the students research the laws on working conditions in the country you are teaching in. You could also suggest that they compare it with other countries.  | **PPT****Activity 4** |

**Completed table: employer’s and employee’s rights and responsibilities**

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| **Employer’s Rights**to expect a good standard of work at all timesto expect employees to come to work on timeto expect employees to follow health and safety procedures | **Employee’s Rights**to receive at least the minimum wageto be given a contract of employmentto be given the appropriate training for the jobto be provided with the appropriate equipment in good conditionto have access to first aid equipmentto be given paid sick, holiday and parental leaveto be given adequate breaks during working hoursto work in a safe environmentto be treated fairly at all times  |
| **Employer’s Responsibility**to pay employees at least the minimum wageto ensure employees are given a contract of employmentto provide the appropriate training for the jobto supply appropriate protective clothing / equipment for the jobto ensure all equipment is provided and in good conditionto provide first aid equipmentto ensure employees are given appropriate paid sick, holiday and parental leaveto provide adequate breaks during working hoursto supply rest areas for breaksto treat all staff equally and fairly | **Employee’s Responsibility**to come to work on timeto follow health and safety procedures / use appropriate health and safety equipment and clothingto use any equipment appropriatelyto do any training necessary for the jobto inform the employer if they are unable to come to workto take adequate rests during the working day |

**Appendix 1**

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| **Employer’s Rights**to expect a good standard of work at all timesto expect employees to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to expect employees to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Employee’s Rights**to receive at least the minimum wageto be given \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to be given the appropriate training for the jobto be provided with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to have access to first aid equipmentto be given paid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to be given adequate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to work in a safe environmentto be treated fairly at all times  |
| **Employer’s Responsibility**to pay employees \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to ensure employees are given a contract of employmentto provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to ensure all equipment is provided and in good conditionto provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to ensure employees are given appropriate paid sick, holiday and parental leaveto provide adequate breaks during working hoursto supply rest areas for breaksto treat all staff equally and fairly | **Employee’s Responsibility**to come to work on timeto follow health and safety procedures / use appropriate health and safety equipment and clothingto use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to inform the employer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to take adequate rests during the working day |

**Work Workers’ Rights**

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| Industrial, Security, Logistic**Learning outcomes**By the end of the lesson, you will have: * discussed some of the rights and responsibilities of employers and employees
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**Activity 1: Rights or responsibilities?**

Look at the table in Appendix 1. What the difference between a right and a responsibility?

Put **Rights** or **Responsibilities** in the gaps.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = things you are morally and legally entitled to have and expect in a job

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = duties you have to do because of your job or position



Work in a small group to complete the table. Use some of the words in the glossary. Think about:

training protective clothing / equipment leave (holiday / parental)

adequate breaks during work hours holiday / sick pay health and safety

facilities (e.g. rest area) treatment/equality of workers

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| **Glossary****minimum wage** - the lowest amount per hour workers are entitled to. This varies from country to country**contract** - a written, legal agreement between an employer and employee with details of the job, working hours, pay etc.**first aid equipment** - a bag or case with basic medical supplies designed to be used if someone is injured or suddenly becomes ill**parental leave** - time that a parent is allowed to spend away from work to look after a child**maternity leave** - time in which a woman is legally allowed to be away from work in the weeks before or after she has the baby. This varies in different countries.**paternity leave** - time that a father is legally allowed to be away from work so he can spend time with his new baby. This varies in different countries.**unpaid leave** - time that someone is allowed to be away from work for a holiday, illness, training or special reason. They are not paid during this time. |

**Activity 2: The right thing to do**

Work with a partner. Read the scenarios and answer the questions.

**Eduardo** works in a small shoe shop. He is entitled to one hour-long break every shift. He’s often the only person working with the shop manager. Sometimes, the shop gets very busy and Eduardo can’t take his hour-long break. On those occasions, the manager simply says “Sorry, it’s too busy for you to have a break today.” Eduardo thinks he should be paid for working the extra hour but he isn’t. ***What should Eduardo do?***

**Alexis** has beenworking in a factory for over a year. One day her supervisor asks her to complete a dangerous task that is not part of her job description. She doesn’t want to do it but is worried that if she refuses her supervisor might decide to fire her. ***What should Alexis do?***

**Severine** is training to be a chef. She spends half her time at college and the rest of the time doing placements in restaurants. She is about to do her first placement and has been told she has to buy special clothes and equipment for the placement. Shecan’t afford to do this but the restaurant says she can’t work there without the items. ***What should Severine do?***

**Bhavana** works for an IT company. She has just heard that her father has had a stroke and she wants to visit him in hospital. Her parents live in India. She gets 28 days paid leave each year. She has already used 24 days but will need more than 4 days to visit and doesn’t know how long she might need to stay. ***What should Bhavana’s employer do?***

**Masoud** and hiswife have recently had a baby. She is thinking about going back to work and wants to work during the day whilst Masoud stays at home to look after the baby. He currently works during the day in a supermarket but wants tochange his working pattern and start working night shifts. ***What should Masoud’s employer do?***

**Davide** is an accountant in an office. He spends long hours working on a computer. He has recently started getting terrible headaches. He had his eyes tested and got some new glasses but is still getting the headaches. ***What should Davide’s employer do?***

**Activity 3: Role-play**

Work with a new partner to role play some of the situations. Take it in turns to be the employer and employee. Use the language in the language box.

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| **Language Box: Asking for and responding to requests for permission** |
| **Asking for permission**I was wondering whether it would be possible to + bare inf.Is there any possibility that I could + bare inf. Would it be alright if I + bare inf.I think I am entitled to + noun | **Responding to requests for permission**Have you thought of … + ingThat’s find but you’ll have to … (take it as a day’s unpaid leave / let XXX know that …)I’m sorry but that’s not possible because … |

**Activity 4: Reflection**

How much do you know about the rights workers have in the place where you live now?

What is the minimum wage? What is the average paid holiday employees can expect? How long do new parents get after the birth of a new baby?

Why is it important to know about employer’s and employee’s rights and responsibilities?

Why do you think rights and responsibilities are different in different places around the World?