



## Lesson Plan 24

### Refusing Dangerous Work A: Understanding Essential Workplace Documents

**CLB Level(s):** 6-7

**CLB Skill(s):** Reading

**Essential Skill(s):** Reading, Document Use

<b>Objective(s)</b>	<b>Audience</b>
<ul style="list-style-type: none"> <li>Learners use authentic workplace documents to understand the process for refusing dangerous work</li> </ul>	<ul style="list-style-type: none"> <li>Learners who are or will be entering the workforce</li> </ul>
<b>Grammar/Language Focus</b>	<b>Time Required</b>
<ul style="list-style-type: none"> <li>Should (as a strong recommendation)</li> <li>Modals</li> <li>conditionals and 'if' clauses</li> </ul>	1.5 hours
<b>Vocabulary</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>remedied, rectified, constitutes, labour law, guard, blade, hazard, threat, discriminatory</li> <li>Phrasal Verbs-carry out, work on, go back to, shut down, off work</li> <li>Expression-the right to</li> </ul>	<ul style="list-style-type: none"> <li>Appendices 1.1, 1.2, 3.1, 3.2</li> <li>Handouts “Safe Work: Workplace Safety and Health; Worker Rights &amp; Responsibilities”, “Safe Work: Your Right to Refuse Dangerous Work”<sup>1</sup></li> </ul> <p>*Note – For further reference regarding the right to refuse work in Canada, teachers can refer to <a href="http://www.hrsdc.gc.ca/en/lp/lo/ohs/publications/4.shtml">http://www.hrsdc.gc.ca/en/lp/lo/ohs/publications/4.shtml</a>.</p>

#### Workplace Culture

Workplace laws may not be commonly discussed or strongly enforced in every culture or workplace. They may be seen as simple recommendations.

<sup>1</sup> These handouts are available in pdf format at [http://www.safemanitoba.com/pdf/rights\\_work\\_rights\\_responsibilities.pdf](http://www.safemanitoba.com/pdf/rights_work_rights_responsibilities.pdf) and <http://www.gov.mb.ca/labour/safety/pdf/bulletins/bltn193.pdf> respectively.



## Learning Activities

### Activity 1: Talking about Labour Laws

1. Review the following vocabulary: labour laws, hazard, threat.
2. Distribute Appendix I.1. Have learners read silently and check for comprehension of questions.
3. Have students attempt to answer the questions individually in their notebooks
4. Discuss the answers as a class using the answer key (Appendix I.2) as a guide.  
  
\*Note – The answer key provides general statements only, as the purpose of this activity is to have students thinking about the topic and to bring out any knowledge they may have on the matter.

### Activity 2: Understanding Worker Rights and Responsibilities Using Authentic Workplace Documents

1. Review the following vocabulary, phrasal verbs and expressions: discriminatory, carry out, the right to.
2. Distribute the handout “Safe Work: Workplace Safety and Health; Worker Rights & Responsibilities”.
3. Have learners read it silently.
4. Have learners work with a partner to check their comprehension.
5. Review the document with the class.

### Activity 3: Problem Solving

1. Review the following phrasal verbs: work on, shut down, off work
2. Distribute Appendix 3.1
3. Have learners read the problem and answer the question
4. Have learners discuss their answer with a partner
5. Distribute Appendix 3.2 and read the outcomes aloud. Have selected learners share their answer and opinions of the outcomes with the class.

### Activity 4: Understanding the Right to Refuse Dangerous Work Using Authentic Workplace Documents

1. Review the following vocabulary and phrasal verbs: rectified, constitutes, remedied, go back to



## Learning Activities

2. Distribute the handout “Safe Work: Your Right to Refuse Dangerous Work”.
3. Have learners read it silently.
4. Have learners work with a partner to check their comprehension.
5. Review the document with the class.

Have learners scan the document to find the information on “right to refuse”.

## Additional and/or Extended Learning Activities

- Have learner create their own workplace scenarios involving a dilemma whether or not to refuse work. Have them create options and an answer key. The rest of the class can read their scenario and attempt to select the correct answer.

## Reflective Evaluation

- Learners understand authentic workplace documents which explain the process for refusing dangerous work
- Learners understand their right to refuse work and the process used to refuse work in the appropriate circumstances

## Debriefing/Wrap-up

Discuss the importance of workers understanding their right to refuse work. Have learners brainstorm a variety of situations where workers may need to refuse work in the job/profession of their choice. Discuss everyone’s ideas.



<b>Skill Descriptors</b>	
<b>Canadian Language Benchmarks Skill(s)</b>	<b>Essential Skill(s)</b>
<p><b>Reading</b></p> <p>Global Performance Descriptor</p> <ul style="list-style-type: none"> <li>■ Can find two or three pieces of information in moderately complex formatted texts. (CLB 6)</li> </ul> <p>What the Person Can Do (Informational texts)</p> <ul style="list-style-type: none"> <li>■ Demonstrate comprehension of a one or two-page moderately complex extended description, report or narrative on a familiar topic. (CLB 7)</li> </ul>	<p><b>Reading Text</b></p> <ul style="list-style-type: none"> <li>■ Reads more complex texts to locate a single piece of information or reads simpler texts to locate multiple pieces of information. (ES 2)</li> </ul> <hr/> <p><b>Document Use</b></p> <p>Complexity of the Document</p> <ul style="list-style-type: none"> <li>■ Document is simple. Multiple pieces of information. E.g., simple tables, small amounts of information, no subparts. (ES 2)</li> <li>■ One document or multiple documents of the same type. (ES 2)</li> </ul> <p>Complexity of Finding/entering information (Thinking Process)</p> <ul style="list-style-type: none"> <li>■ A low-level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e. obviously related) to the information required. (ES 2)</li> </ul> <p>Complexity of Information Use</p> <ul style="list-style-type: none"> <li>■ Limited knowledge of the content (i.e. substance) of the document may be required to use the information. (ES 2)</li> </ul>

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Questions

1. Think about a workplace in your native country or Canada that you worked at or work at now.
  - a. Are there any hazards in your workplace?
  - b. What kind of accidents could happen?
  - c. Are there any threats to your health?
  - d. Do you feel safe at work?
2. What do you know about labour laws?
3. In Canada, do you have to do everything that your employer tells you to do?
4. Is it the employer's responsibility that you work safely?
5. Is it important to you to do any job that your employer tells you to do?

**Answer Key<sup>1</sup>**

1. Think about a workplace in your native country or Canada that you worked at or work at now.
  - a. Are there any hazards in your workplace?
  - b. What kind of accidents could happen?
  - c. Are there any threats to your health?
  - d. Do you feel safe at work?

*Opinion question-answers will vary.*

2. What do you know about labour laws?

*Opinion question-answers will vary.*

3. In Canada, do you have to do everything that your employer tells you to do?

*No, workers may refuse to do work if they believe it is dangerous.*

4. Is it the employer's responsibility that you work safely?

*No. Although the employer is legally responsible for putting safe work practices in place, workers themselves must take responsibility to protect themselves by using proper safety equipment, clothing and devices. Workers also have the responsibility to cooperate with workplace safety and health representatives.*

5. Is it important to you to do any job that your employer tells you to do?

*Opinion question-answers will vary.*

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<sup>1</sup> Please refer to <http://www.wsib.on.ca/wsib/wsibsite.nsf/public/homepage>, <http://www.hrsdc.gc.ca/en/lp/lo/ohs/publications/4.shtml> for more complete answers to questions 3 and 4. Answers provided here were taken from handouts in Activity 2 and [www.safemanitoba.com](http://www.safemanitoba.com).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

John's Problem

John works in a factory, and he is a hard worker. He has been asked to work on a new machine. This machine has a blade and there should be a guard to protect him, but there is not. John really likes working at this company. He does not want to cause any problems, but he also does not want to get injured.



What should John do? *Circle the best answer.*

- a. He should do the job because his supervisor wants him to.
- b. He should moan to his colleagues but do the work anyway.
- c. He should report the unsafe equipment to his supervisor and refuse to work on it until it is fixed.

### **Outcomes**

If you chose a or b:

Both John and the company might have many problems if John chooses to work when he knows that it is not safe. John might have a bad injury. The machine might be shut down and John would have to go to the hospital. There would have to be an investigation. The company would lose productivity because John would be off of work.

If you chose c:

The company would have to have an investigation. They would need to see if the machine is unsafe. There would be lost productivity while the machine is not running. A guard would be put on the blade. John would be safe and would be able to work on the machine as soon as it was safe. There would be some lost productivity, but the outcome would be much better for both John and the company.