



## Lesson Plan 25

### Refusing Dangerous Work B: Reading Flowcharts

**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 learn how to read and create flowcharts that explain the right to refuse unsafe 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>Imperatives, Conditionals (if)</li> </ul>	1-1.5 hrs
<b>Vocabulary</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>flowchart, hexagon, octagon, appeal, ruling</li> </ul>	<ul style="list-style-type: none"> <li>Appendix 1.1, 2.1, 2.2, 2.3</li> <li>Overhead projector</li> </ul>
<b>Workplace Culture</b>	
In the North American workplace, information is often presented in graphic form or in a combination of formatted and unformatted text.	



## Learning Activities

### Activity 1: Understanding Flowcharts

1. Write the following questions on the board:
  - What are flowcharts?
  - Where have you seen flowcharts?
  - Why use flowcharts?
2. Have learners discuss their answers in small groups
3. Review the answers using Appendix 1.1 as a guide. The learners may wish to have a copy of this.

### Activity 2: Reading Flowcharts

1. Distribute Appendix 2.1 and review with the class.
2. Project Appendix 2.2 on the overhead and explain to the learners that this is a flowchart describing the process to refuse dangerous work and that they will be asked to read it and to answer questions related to it.
3. Distribute Appendix 2.3 and allow time for learners to complete the exercise.
4. Review the answers as a class.

### Activity 3: Practice Creating Flowcharts

1. Have learners practice creating flowcharts using the steps provided on refusing work from the *Safe Work: Your Right to Refuse Dangerous Work*<sup>1</sup> handout in lesson plan A *Refusing Dangerous Work: Understanding Essential Workplace Documents*.  
  
\*Note – In order to make the activity more interactive, have learners leave gaps in their flowcharts and exchange them with another person to attempt at filling in each other's gaps.

### Additional and/or Extended Learning Activities

- Have learners bring in examples of flowcharts and discuss them as a class.
- Have learners create more flowcharts based on an aspect of their daily routine.
- Have learners compare their flowcharts to the BC Federation of Labour website at <http://www.bcfed.ca/issues/ohs/workersrights>. How well do the flowcharts summarize and clarify the information?

### Reflective Evaluation

- Learners can use flowcharts to understand the right to refuse unsafe work
- Learners can explain the right to refuse unsafe work through creating flowcharts



## Learning Activities

### Debriefing/Wrap-up

- Discuss the advantages of using a flowchart for clarity and brevity, as opposed to paragraphs or other formats. How does the flowchart save time?
- Brainstorm other situations where a flowchart can be useful in the workplace. Think about trouble shooting on large machines or emergency protocols in a care home.

### Skill Descriptors

Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p><b>Reading</b></p> <p>Global Performance Descriptor</p> <ul style="list-style-type: none"> <li>■ Can locate three to five pieces of specific, detailed information in prose passages, charts and schedules for analysis, comparison and contrast. (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> <li>■ Demonstrate comprehension of moderately complex tables, graphs, diagrams, and flow charts. (CLB 7)</li> </ul> <p>Examples of Tasks and Texts (Informational texts)</p> <ul style="list-style-type: none"> <li>■ Predict how something (e.g. a machine, design, arrangement, law) would work based on information in text. (CLB 7)</li> </ul>	<p><b>Reading Text</b></p> <ul style="list-style-type: none"> <li>■ Follows simple written directions. (ES 1)</li> <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 very simple. Brief text combined with uncomplicated structure. E.g., simple signs, labels, lists. (ES 1)</li> </ul> <p>Complexity of Finding/Entering Information (Information Search)</p> <ul style="list-style-type: none"> <li>■ Limited search using key words, numbers, icons or other visual characteristics (e.g. line colour, shape) to locate information. (ES 1)</li> </ul> <p>(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>■ Information available may be rearranged for entry onto the document (ES 2)</li> </ul>

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### **What are flowcharts?**

Flowcharts are ways of showing different steps in a process. They show all of the steps in a process. They show what decisions need to be made in a process and they show the order of the steps.

### **Where have you seen flowcharts?**

Flowcharts are around us in everyday life. They can be seen in instructions and operations, structural plans, hierarchy, sequence of events, goal setting...

### **Why use flowcharts?**

Flowcharts are used to understand how processes work. If we understand the process then it can be done correctly. Flowcharts are also useful for making changes. By making a flowchart we can see where changes can be made to make the process more efficient.<sup>1</sup>

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<sup>1</sup> D. Millar, Making Choices: Teaching Writing in the Workplace, Grass Roots Press, 2002.

### **Why are there different shapes in a Flowchart?**

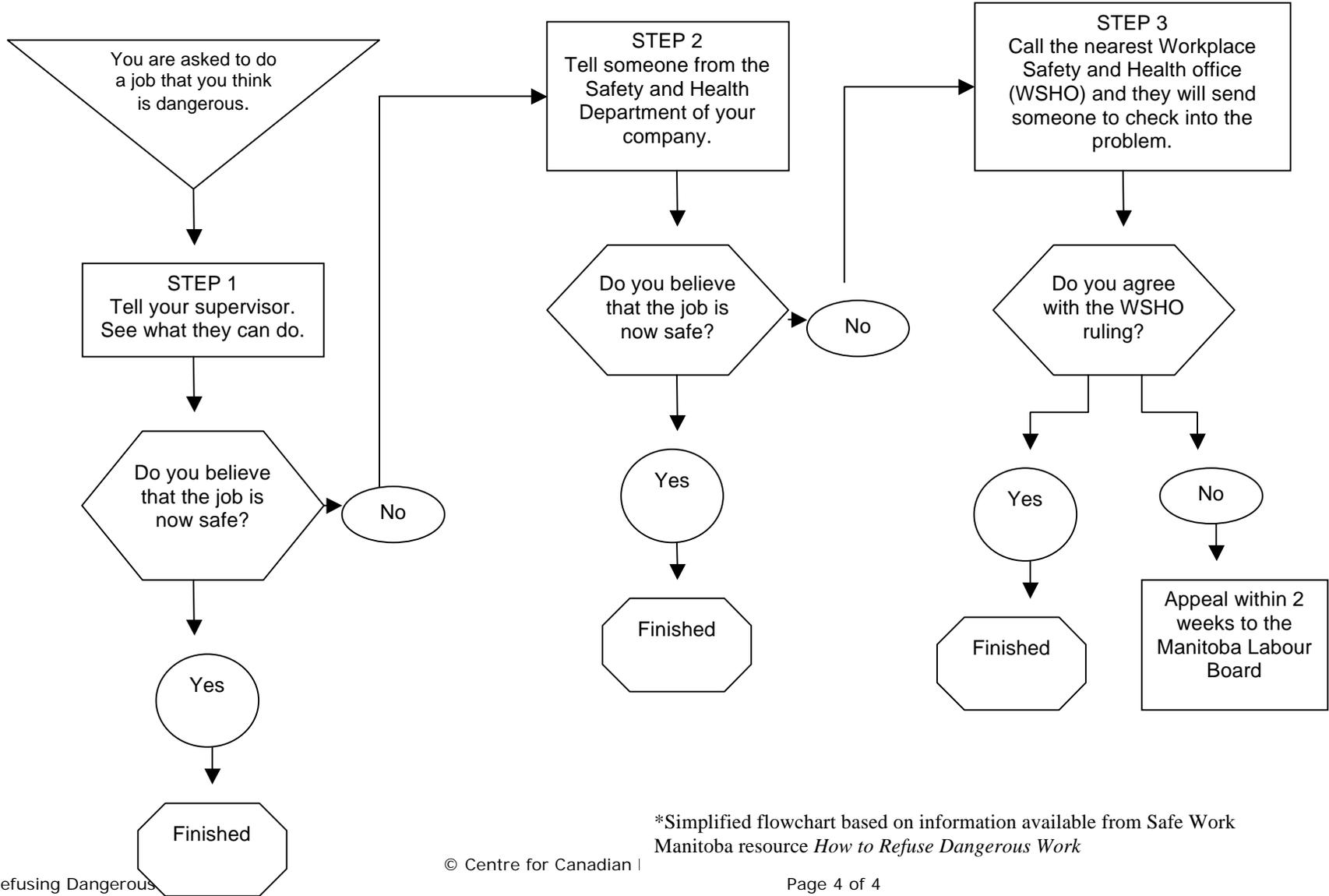
Shapes in a flowchart show the different kinds of decisions in a process.

In this flowchart:

1. A upside down triangle is used at the beginning of a process:
2. A rectangle is used for an action by the employee.
3. A hexagon is used for a question?
4. A circle is used for a decision.
5. An octagon is used for when the process is finished.

Activity 2: Reading Flowcharts

Appendix 2.2



\*Simplified flowchart based on information available from Safe Work Manitoba resource *How to Refuse Dangerous Work*

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

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

**Look at the flowchart and answer the following questions:**

1. What process is being documented in the flowchart?
2. What step starts the process?
3. What is the first step?
4. What happens if the employee believes the job is safe after step 1?
5. What happens if the employee does not believe the job is safe after step 1?
6. How many different people or groups can the employee seek assistance from?