

Purpose

In this lesson, students work in groups and participate in role plays to develop a greater understanding of the concept of “rights and responsibilities” for both employers and workers.

British Columbia Planning 10 Curriculum Connections

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the prescribed learning outcome are able to:</i>
<ul style="list-style-type: none"> Demonstrate an awareness of the legal rights and responsibilities of employers and employees 	<ul style="list-style-type: none"> Accurately identify the legal rights and responsibilities of employees Accurately identify where information related to the legal rights and responsibilities of employers and employees can be found (e.g., employment centres, school or community career centres, Workers' Compensation Board, public library)
<ul style="list-style-type: none"> Analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, communication) 	<ul style="list-style-type: none"> Describe and discuss standard guidelines and procedures for reducing risk and injury in the workplace (e.g., following established safety guidelines such as those set out by the Workers' Compensation Board, knowing own abilities and limits, using safety and personal protective equipment, knowing where to go to address a problem) List and discuss primary causes of injury to young workers (e.g., inability to recognize and respond appropriately to hazards, lack of training) propose strategies to minimize workplace hazards

Teaching Strategies

- Small-group work
- Class discussion
- Role play

Suggested Time

- 1 hour

LESSON 2:

Rights, Responsibilities, and a
Safer Workplace

Lesson at a Glance

Materials and Resources

- *Student Handout 3: Rights and Responsibilities T-Chart*
- *Student Handout 4: Workers' Health and Safety Rights and Responsibilities in the Workplace*
- *Student Handout 5: Employers' Health and Safety Responsibilities in the Workplace*
- *Teacher Resource 1: Rights and Responsibilities T-Chart Answer Key*
- *Student Handout 6: Refusing Unsafe Work*
- *Teacher Resource 2: Rights and Responsibilities Role Play*

Assessment Strategy

- *Assessment Tool 2: Rights and Responsibilities Assessment*

Preparation

- Print copies of the student handouts and teacher resources and review them before teaching the lesson.
- Cut out the roles included in the *Teacher Resource 2: Rights and Responsibilities Role Play* for easier distribution to students.

LESSON 2: Rights, Responsibilities, and a Safer Workplace

Instructional Plan

1. **Introduce** the subject by having students define rights and responsibilities. Have them generate a list of the rights and responsibilities that students have at school. Responses could include:

Rights	Responsibilities
<ul style="list-style-type: none"> • A safe environment • Capable teachers • Respectful treatment by teachers and fellow students • Protection from verbal and physical aggression • Access to a counsellor • Access to equipment that is well maintained and properly functioning 	<ul style="list-style-type: none"> • To respect teachers and fellow students • Not to interfere with the learning of others • To listen when others are speaking • To do homework • Not to be verbally or physically aggressive with other students • To put litter in containers • To report unsafe equipment • To report spills • To wear protective clothing when required (e.g., in PE, lab, shop)

2. **Ask** students to consider how the concept of rights and responsibilities applies to the workplace. Elicit some responses and discuss briefly. Ask students where they might be able to go to find out more information about workplace rights and responsibilities. Responses should include: employment centres, school or community career centres, the WCB, their supervisor and/or health and safety committee/safety representative, the public library, and online sources of work safety information (such as the WCB website and others that focus on the subject of worker safety). Write student responses on the board. Fill in any responses that students may have missed.
3. **Organize** students into small working groups of three to five. Distribute *Student Handout 3: Rights and Responsibilities T-Chart*. Have students work together to fill in the four quadrants of the chart.
4. **Involve** students in the creation of a class T-chart. Have volunteers read out their responses. Record all answers on the board in the form of a T-chart similar to the one on the handout. Instruct students to fill in any answers they did not already have.
5. **Distribute** *Student Handout 4: Workers' Health and Safety Rights and Responsibilities in the Workplace* and *Student Handout 5: Employers' Health and Safety Responsibilities in the Workplace*. Instruct students to fill in any additional rights and responsibilities not yet recorded on their T-charts. (You may want to refer to the information provided in *Teacher Resource 1: Rights and Responsibilities T-Chart Answer Key*.) Discuss briefly. Ask the class if there were any rights or responsibilities that surprised them.



LESSON 2: Rights, Responsibilities, and a Safer Workplace

Instructional Plan continued

6. **Inform** students that WCB's Occupational Health and Safety Regulations outline specific rights and responsibilities in the workplace. The regulations:

- State that workers must receive adequate direction and instruction
- Lay out supervisor responsibilities
- Describe the procedure a worker should follow in refusing unsafe work
- State that workers should not be subject to discipline for refusing unsafe work

7. **Ask** students to consider what they would do if they were asked to perform unsafe work. Would they agree to do it or refuse? What reasons do they have for their answer? (The most common response for students to give for refusing to do a task is "I might lose my job.") Ask them how they could refuse effectively. Inform students that the WCB Regulations state:

(1) A worker must not be subject to disciplinary action because the worker has acted in compliance with the regulations or with an order made by an officer.

(2) Temporary assignment to alternative work at no loss in pay to the worker until the matter is resolved is deemed not to constitute disciplinary action.

These regulations are based on **the worker's perception** of the hazardous situation, **not the employer's**.

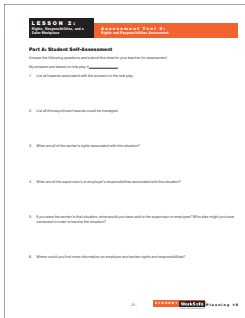
8. **Distribute** *Student Handout 6: Refusing Unsafe Work*. Review with students the WCB Regulations regarding the refusal of unsafe work. Discuss briefly.
9. **Invite** six students to volunteer to participate in three role plays, two students in each one. Using *Teacher Resource 2: Rights and Responsibilities Role Play*, distribute the roles to each pair. **Ask them not to discuss their roles with the other person in their pair.**

Have each pair briefly prepare and then perform their role play for the class. After each role play, invite the class to comment on how effective the worker was in conveying his or her safety concerns to the employer's or supervisor's attention. Ask how responsive the employer or supervisor was to the worker's concerns. Also ask the students what they would do if faced with such a response from their supervisor or employer.



LESSON 2: Rights, Responsibilities, and a Safer Workplace

Instructional Plan continued



Assessment

- Collect all student written work and then distribute *Assessment Tool 2: Rights and Responsibilities Assessment*. Instruct students to use one of the role plays as the basis for their answers to the questions in Part A. Collect these self-assessments and, in Part B, record your assessment of each student's work in this lesson.

Extensions

- Have students write their own role plays on the subject of workplace rights and responsibilities. Invite them to act out their role plays for the rest of the class.
- Ask students to interview their parents or guardians about worker rights and responsibilities in their workplaces. Have their parents or guardians ever been involved in, or witnessed, an unsafe situation or workplace accident that resulted in injury? What were the consequences? You may want to have students work individually or as a class to compose the list of interview questions.
- Work with the class to compose a list of classroom rights and responsibilities for both students and the teacher.

