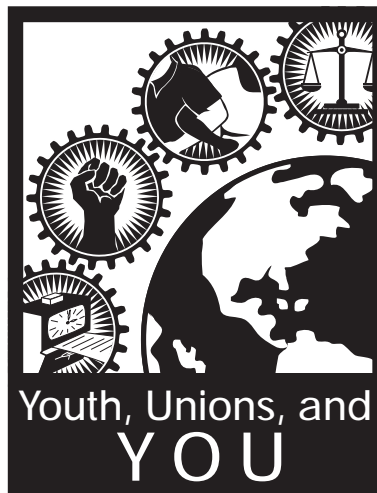


CAPP





Rights and Responsibilities in the Workplace

LESSON 1—CAPP 9/10

PRESCRIBED LEARNING OUTCOMES

Students will:

- describe/evaluate a variety of decision-making structures that exist in the workplace.
- relate provincial employment relevant to work experience and career plans.
- demonstrate a knowledge of basic workplace safety regulations.

OBJECTIVES

To introduce different types of legislation that protects rights in the workplace, and discuss the difference between jurisdictions and the changing nature of legislation.

INTRODUCTION/OVERVIEW

As an introduction to the concepts of regulation in the workplace, students will play a Jeopardy-style game with three categories: Employment Standards, Health and Safety, and Unions. The teacher will gain a sense of the students' workplace experience so he/she can gauge the level of need and interest.

BACKGROUND INFORMATION

This is adapted from Job Smart, the Canadian Labour Congress course for young adults about rights and responsibilities in the workplace. Participants will understand the different types of legislation that govern their rights in the workplace, and gain skills to interpret and respond appropriately to situations that arise in their own workplaces. Job Smart covers a number of workplace issues, including minimum standards, health and safety, human rights, sexual harassment, unions, organizing young workers, collective agreements, child labour, and solidarity. Five of the modules are incorporated into this resource, but the whole package, including supplementary materials, is available through The B.C. Federation of Labour, or the Canadian Labour Congress free of charge.

Young workers are more vulnerable in their jobs for a number of reasons:

- they experience proportionately higher unemployment.
- they are concentrated in lower skilled jobs where they are fairly easily replaced.
- they are unfamiliar with their rights.
- they are unaware of how to exercise their rights.
- they are unfamiliar with procedures and the identification of hazards.
- they are eager to please and therefore willing to take risks.

As a result, one in three younger workers experiences violation of employment standards or human rights legislation.

As you are introducing this lesson, ask students if they think the minimum wage and employment standards are the same across the country. Tell them that Alberta's minimum wage is significantly lower (around \$5.90), and ask them to think about why. Governments committed to improving employment standards have been in power in B.C.; whereas Alberta has had a conservative government for many years. Point out that employment standards differ and are not static.

MATERIALS

Chart paper, tape, markers, Jeopardy Game questions.

ACTIVITIES

1. The Jeopardy Game

Ask who has watched Jeopardy, ask someone to explain to the group how it is played, and sort the class into teams to play. As they play the game, you have the opportunity to briefly discuss each issue as it arises.

(Approximate time: 20 minutes)

Teachers Key to Jeopardy Questions and Answers

CATEGORY: UNION		
500	How most (about 95%) union negotiations end. (hint: strike/no strike)	What is without a strike?
600	The proportion of workers belonging to unions in Canada. (hint: 1/2, 1/3 or 2/3)?	What is approximately 1/3?
500	What unions fight for besides wages.	What is better working conditions, human rights, women's equality, health and safety, medicare and disability plans, social justice issues like child labour, etc?
CATEGORY: EMPLOYMENT STANDARDS		
200	To hire someone under this age, employers have to have permission of parents and school.	What is 15?
400	The number of official holidays at Christmas.	What is 2? (Christmas Day and New Year's)
200	The pay for overtime after eight hours work in a day.	What is time and a half for the first three hours then double time?
100	Who must pay for a staff uniform.	What is the employer?
300	What an employer is allowed to take off staff's wages for broken plates, cash shortage.	What is nothing?
CATEGORY: HEALTH AND SAFETY		
300	The age group with the highest ratio of work-related injuries 15–24 or 24+	What is 15–24?
600	The percentage of deaths at work for (15–19 year olds) that occurred in the service industry.	What is 25%?
600	The industry where work related injuries for 15–19 year olds was the highest (service, construction, logging, manufacturing or retail).	What is retail? (almost 1/2 of all injuries for this age group)
400	The most common type of work related injury for 15–24 year olds (burns, cuts, strains, broken bones, tendonitis, or amputations).	What are strains?

<p>Union</p>	<p>500</p>
<p>How most union negotiations end. (Hint: strike/no strike)</p>	<p>What is without a strike?</p>

<p>Union</p>	<p>600</p>
<p>The proportion of workers belonging to unions in Canada. (hint: $1/2$, $1/3$ or $2/3$)</p>	<p>What is approximately $1/3$?</p>

<p>Union</p>	<p>500</p>
<p>What unions fight for besides wages.</p>	<p>What is: better working conditions, human rights, women's equality, health and safety, medicare and disability plans, social justice issues like child labour, etc.</p>

Employment Standards

200

To hire someone under this age, employers have to have permission of parents and school.

What is 15?

<p>Employment Standards</p>	<p>400</p>
<p>The number of official holidays at Christmas.</p>	<p>What is 2? (Christmas Day and New Year's)</p>

Employment Standards

200

The pay for overtime after 8 hours work in a day.

What is time and a half for the first 3 hours then double time?

Employment
Standards

100

Who must pay for
a staff uniform.

What is the
employer?

Employment
Standards

300

What an employer
is allowed to take
off staff's wages
for broken plates,
cash shortage.

What is nothing?

<p>Health and Safety</p>	<p>300</p>
<p>The age group with the highest ratio of work related injuries 15-24 or 24+.</p>	<p>What is 15-24?</p>

<p>Health and Safety</p>	<p>600</p>
<p>The percentage of deaths at work for (15-19 yr olds) that occurred in the service industry.</p>	<p>What is 25%?</p>

<p>Health and Safety</p>	<p>600</p>
<p>The industry where work related injuries for 15-19 yr olds was the highest (service, construction, logging, manufacturing or retail).</p>	<p>What is retail? (almost 1/2 of all injuries for this age group)</p>

Health and Safety

400

The most common type of work related injury for 15-24 yr olds (burns, cuts, strains, broken bones, tendonitis or amputations).

What are strains?

2. Workplace Protection Brainstorm

With students, brainstorm the different workplace protections you have heard of. Have students put the different protections they come up with into the categories that actually exist in legislation, or match them to the legislation under which they are covered. Discuss each section very briefly, knowing that this can be expanded in subsequent lessons.

(Approximate time: 30 minutes)

DISCUSSION POINTS

The list should include the *Employment Standards Act*, the *Workers' Compensation Act*, the *Human Rights Act*, *Collective Agreements* and the *Labour Code*.

1. B.C. Employment Standards Act

This act covers minimum standards like the minimum wage. The act covers most if not all of their workplaces. Ask what other standards they saw in the jeopardy game. There were questions on minimum age for working, holidays, uniforms, and deductions from wages.

2. B.C. Workers' Compensation Act

This act governs health and safety in the workplace. It requires the employer to ensure that the work is safe and protects workers who are injured while working.

3. B.C. Human Rights Act

This legislation protects workers from discrimination on grounds ranging from their gender to their ethnic origins.

4. B.C. Labour Relations Code

This act deals with unions—how they organize, bargain, and operate. This act protects people who form unions or are in unions from being punished by management, and it forces management to respect the union in their workplace as the representative of the workers.

5. Collective Agreement

This is not a form of legislation like the others; it is nonetheless included because it is a legal document once it has been negotiated and voted on by the union members. This is the contract between the union and management setting out all the terms and conditions of employment such as the hours of work, vacations, and pay scales in a specific workplace or sector.



How are your rights protected in a unionized workplace?

LESSON 2—CAPP 10–12

PRESCRIBED LEARNING OUTCOMES

Capp 10–12

Career Exploration

Students will:

- identify, describe, and analyze the changes taking place in the economy, environment, society, and the job market.

Career Preparation

Students will:

- describe and evaluate a variety of decision-making structures that exist in the workplace.
- outline key features, and relate employment standards to their work experience and career plans.

Also for:

Social Studies 11

Skills and Processes

Students will:

- gather relevant information from the appropriate sources.
- develop, express, and defend a position on an issue and explain how to put the idea into action.
- collaborate and consult with others.
- recognize connections between events and their causes, consequences and implications.

Social Issues

Students will:

- identify major Canadian social programs and policies and their impact on Canadian society.
- recognize the importance of both individual and collective action in responsible global citizenship.
- identify and assess important social issues facing Canadians.

Political Issues

Students will:

- identify and assess political issues facing Canadians.

Legal Issues

Students will:

- demonstrate awareness of how to access the various levels of government in Canada.

Economic Issues

Students will:

- demonstrate awareness of disparities in the distribution of wealth in Canada.
- identify and assess economic issues facing Canada.

TITLE

How are your rights protected in a unionized workplace?

TIME

Two one-hour lessons.

OBJECTIVES

- to introduce the basic principles of legislation and the principles of collective bargaining.
- to develop students' beginning understanding of the collective bargaining structure and process.
- to explore what a collective agreement is and how contracts are negotiated.
- to outline the grievance procedure.

INTRODUCTION/OVERVIEW

This lesson is adapted from Module VII of the CLC's Job Smart course. Students will be introduced to B.C.'s labour law and union organizing activities and then will role-play the negotiation of a collective agreement. They will follow up with discussion of what comes after the collective agreement, will be introduced to the principle, "Grieve now, strike later," and will learn about the grievance process.

MATERIALS NEEDED

- Collective Agreement Role Play Roles
- Fairy Tales and Fables about Unions
- What About Unions
- CLC Labour Council Directory
- although not essential, an up-to-date copy of the B.C. Labour Code.
- breakout rooms for negotiating and caucusing to take place.
- a copy of your collective agreement or any other you might have as an example of CBA language.
- rubric for evaluating group participation and results.

ACTIVITIES

1. Introduction—Note taking activity (10–15 minutes)

On the board, write the italicized key words and discuss as follows:

Labour Relations Code—as with other types of legislations, there is a different labour code for each province and for the federal government

The Labour Relations Code is a law that *protects workers who form or participate in unions*. It says they cannot be punished in any way for their participation in a union. It also lays out the regulations for *forming unions* (e.g., they have to be voted for by a majority of members).

Once the union is elected, the law requires management to *recognize the union and bargain* with that union to decide the wages and working conditions for all employees.

The contract they negotiate and sign must be voted on by all the members (*ratified*), and it becomes the *collective agreement*. The collective agreement cannot be less/lower than the employment standards, and is usually better.

The labour code says that management has to negotiate with the union and both parties actually have to make compromises and *try to get an agreement* or a complaint can be made to the Labour Relations Board that they are not *bargaining in good faith*. (E.g., if management is stalling and seems not to be trying to meet or make efforts to reach an agreement or refuses to discuss certain items at all, the union can file a complaint with the Labour Relations Board that management is not bargaining in good faith.)

The Labour Relations Code also sets out the regulations for situations where management or the union charges the other with *breaking the rules*—such as where management fires someone for trying to organize a union, or the union organizers are persuading workers to join the union while they are actually supposed to be working.

2. Role Play: Collective Agreement (50 minutes including report back)

If students did the Employment Standards lesson, reconvene groups of three to five from that activity, or start new groups. Each group is then either the workers or the management from one of the four workplaces: McGrease Fast Food, You Think We Ink Printing Company, Gag Clothing Store, and Guzzle Gas Mart. Make sure that there are workers and management for each workplace. If there aren't enough students for eight full groups (management and union for each of the four workplaces), eliminate an entire workplace and conduct only three sets of negotiations (with six groups).

Explain the exercise: The groups will negotiate a collective agreement for each of the workplaces. One team in each company is management; one is the union. Now, instead of writing the employment standards, they will be negotiating a collective agreement. **The same set of issues will be negotiated: hours of work, vacation, and overtime.** They can definitely add to this if they have time and want to negotiate things like sick leave, other leaves, etc. **The only rule is that they must not be less than the employment standards, the minimum required by the law.** The groups are encouraged strongly to settle within the time limit, or they will be in a strike/lockout position. (If they do not know what a lockout is explain, this is where the management shuts the doors, not allowing the workers in until they agree to the management's terms for the contract.) Remember that according to the B.C. Labour Code, a strike or lockout cannot occur until negotiations have been conducted and both sides have acted in good faith and discussed all the articles but still are at an impasse.

This exercise is for them to refer back to the things they wanted in their employment standards and to negotiate with management—keeping in mind that both parties do want to keep the business running so jobs are kept (e.g. no ridiculous ideas—there are financial limitations) and that these have to be ratified by their membership. *For both parties, the key is to be reasonable but to get the best deal.*

Roles: The groups may want to elect a spokesperson (chief negotiator or co-chief negotiators) to deal with management, once they have agreed on the basic set of demands. They may also want to assign roles of note taker, observer, language writer.

Negotiations: Negotiations require some give and take. Usually, the groups start with a set of demands—the ideal—but they would settle for less if necessary in order to get a deal. The groups should meet on their own first, to decide exactly what their demands will be. Then they meet with the other party to negotiate. The groups can call a time-out to caucus if they need to speak in private about an offer or a compromise or a strategy.

Preparation: Give each group 10–15 minutes to come up with a set of demands to take to the table (also known as an objectives package).

Simulation: Bring the two groups for each workplace together to bargain. Tell them they have 30 minutes to negotiate a collective agreement. Circulate amongst the groups, making sure they are on track, and observing or keeping notes for evaluation. It's not a bad idea to end the class here if possible, and have the final collective agreement due the next day. Some students will meet outside of class to finish bargaining!

Report Back: Have someone from each company report the details of their contract. Record the main points of their agreements on the board, and compare them. Also compare them with the *Employment Standards Act* to ensure that they are better.

3. Conclusion: After the Collective Agreement (20–25 minutes):

Start a new flipchart sheet. Ask what main elements are in a collective agreement. List those the students discussed in the negotiations. Ask if they can think of others.

Possible answers:

- clauses on hours, breaks, vacations, holidays, sick leave and other leaves (like maternity, paternity, bereavement).
- pay scales.
- promotions/transfers.
- benefits (dental/eyewear).
- health and safety committees.
- discipline or dismissal.

Discipline: Discuss the concept of progressive discipline—this means that first, management speaks informally to the employee about a prob-

lem; then if the problem recurs, the employee gets a warning; if it happens again, the employee is given a one-day warning, then a suspension; then he/she is fired. These are the steps that must be taken before someone can be fired, unless what the person did was significant enough to be fired right away—stealing, threatening the supervisor (insubordination), or other just cause. Remind students that unions and collective agreements don't ensure that people can't be fired; they just provide a fair and objective process for discipline.

Introduce the Grievance Procedure: Another important part of any collective agreement is the procedure for solving conflicts—how complaints are made and solved and what is done when the other party is violating the agreement (not keeping their promises). Explain the concept of “Grieve now; strike later,” a guiding philosophy of the collective bargaining process that ensures stability on the workplace between rounds of bargaining. Usual grievance procedure looks like this:

1. Shop steward files complaint with supervisor on behalf of grievor.
2. If not solved, files complaint with supervisor's manager.
3. Files complaint with highest level of management (sometimes this is a hearing with a couple of managers and another employee).
4. The final step is to the Labour Relations Board for a hearing. This is pretty similar to going to court; only it's called arbitration.

Discuss some possible scenarios where the students' collective agreements could be violated and a grievance would be filed (two possible scenarios follow). Discuss the process. Note that going to arbitration can be costly for both parties. Ask each group to determine whether they would go to arbitration to ensure that the grievance was won (unions) or not won (employers) and why they would or wouldn't go to the trouble and expense of arbitration. (Groups need two to five minutes to discuss and report back)

a) Your collective agreement says you get overtime after 7 1/2 hours. You work 15 minutes overtime and get paid for only 7 1/2 hours.

b) Your collective agreement says those with more seniority get priority in bidding on particular jobs. A person with less seniority gets the job you bid on.

Conclusion Activity:

Assign journal entry (see criteria below) (15–20 minutes)

Extension Activity I: Have students write a speech or a newsletter item explaining why their collective agreement is a good deal, even though they don't have everything they wanted, to convince either their members (union) or their shareholders or board of directors (management) that it's a good deal for them and they should ratify it. Have them admit

the things they didn't get, but highlight what they did get and why it's the best they could do right now.

Extension Activity II: Have students follow a strike or lockout in your community as part of current events. Chart its progress according to the steps of the collective-bargaining process with which students are now familiar. Keep a wall-chart of newspaper clippings and photos. If job action occurs, have students go to the picket line to interview strikers, and have them contact the union and management for interviews as well. Possible assignments include essays, posters, television news programs, newspapers, scrapbooks, letter writing or writing in role, etc.

EVALUATION/ASSESSMENT

1. Evaluation of Collective Bargaining Role Play—use rubric provided and/or use following criteria

Collective Bargaining Simulation Criteria:

- all group members participated and contributed.
- all areas of collective agreement were bargained.
- negotiating team made an honest effort to compromise and reach a settlement without giving up its original objectives.
- students stayed in role and always had the interests of their group in mind when they were bargaining.

2. Evaluation of Collective Agreement

Criteria:

- neat and error free.
- all assigned areas were bargained.
- language meets or exceeds provisions of Employment Standards Act
- language is understandable.
- notes taken during bargaining are included (notes for both sides).

3. Journal entry reflecting on collective bargaining process. (What did you learn that you didn't know? What did you enjoy/not enjoy? Would you like to do this for your job? Etc.)

Criteria:

- neat and error free.
- entry shows thoughtful and serious consideration of the collective bargaining experience.
- entry mentions specific aspects of the negotiations that the student found interesting, new, surprising, challenging, etc.
- entry reflects on student's level of participation in the collective bargaining simulation.

Collective Bargaining Simulation: Rubric for Evaluation

	1	2	3	4
Participation	Group does not engage. Teacher has to intervene and redirect discussion more than once.	Group is engaged, but one person tends to dominate or compensate for the rest of the group's lack of involvement.	Group is engaged and works well together. They explore the topic thoroughly.	Group is engaged and explores the topic using a high level of discussion. All members are recognized and encouraged to contribute.
Role Play Characterization	Group's discussion is largely superficial or glib. Do not seem to be trying to be in role.	Group considers some details but is not practical or realistic.	Group's discussion remains realistic and grounded in details and practicality, but doesn't take all factors/influences into account.	Group takes into account the various factors and incorporates a good understanding of them. Students are in role and remain so throughout.
Collective Bargaining Process	Group negotiates but doesn't appear to understand the give and take of bargaining, or willingly gives away the things it should be holding out for.	Process is followed, but without particular enthusiasm.	Group is engaged in bargaining process. Discussion reflects understanding of their positions and bargaining goals.	Group is immersed in collective bargaining and shows thorough understanding of realities for both sides. Uses well-thought-out strategy.
Collective Agreement	Agreement is incomplete and would be difficult to follow. Not all clauses are negotiated. Work is shoddy and difficult to read.	Collective agreement includes all required clauses, but they are difficult to understand, do not factor in other contingencies, or would be impractical.	Collective agreement includes all clauses and would be easily implemented in a workplace.	Collective Agreement includes all required clauses and possibly more. It is comprehensive and "sounds like" real life contract language. Presentation is neat, grammatically correct, and easy to read.

CASE STUDY: EMPLOYMENT STANDARDS

You Think We Ink Printing Company

Employer

You have a medium-sized printing company with 100 employees and five retail outlets. There is often the need to do printing through the night because of last-minute rush jobs, but not always. The work during the day is usually the same and is constant. You have a regular day staff but have to get them to work on the nights when you have rush jobs. The company is doing well-making a profit, though not extremely profitable. There is high unemployment right now, and it isn't much of a problem to find casual workers and to fill a spot when it comes open. There is a fair bit of training involved in hiring someone.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In the first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
 - How much you pay for overtime
-

CASE STUDY: EMPLOYMENT STANDARDS

You Think We Ink Printing Company

Workers

You work for a medium-sized printing company with 100 other employees in five outlets. There is sometimes the need to do printing through the night because of last-minute rush jobs, and this requires extremely long days. The work during the day is usually the same and is constant, so the shifts are pretty regular. The company is doing well-making a profit, though not extremely profitable. You are being paid at \$10 hour. There is high unemployment right now.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
- How much you get paid for overtime

CASE STUDY: EMPLOYMENT STANDARDS

McGrease, Fast Food Joint

Employer

You run a burger and fries company with five outlets. It has steady business and is fairly profitable. The business is 24 hours, and the pay is minimum wage. You have 40 employees, many of whom are immigrants or students. Turnover is high.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
 - How much you pay for overtime
-

CASE STUDY: EMPLOYMENT STANDARDS

McGrease, Fast Food Joint

Workers

Work at a burger and fries company with five outlets. It has steady business and is fairly profitable. The business is 24 hours and the pay is minimum wage. 40 people work there, many of whom are students or immigrants. The work is okay but tiring because of the hectic pace and constant cleaning.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
- How much you get paid for overtime

CASE STUDY: EMPLOYMENT STANDARDS

Guzzle Gas Mart

Employer

You have a franchise gas station/convenience store with 25 employees. The business operates 24 hours a day, seven days a week. The gas station is busy during the day and slower at night. All the employees work part-time. The company is making a profit, though not extremely profitable as other Guzzle Gas franchises in the area. It is a problem to find part-time workers who are willing to work the graveyard shift. There is some training involved in hiring someone new, and often they quit again within a few weeks.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
 - How much you pay for overtime
-

CASE STUDY: EMPLOYMENT STANDARDS

Guzzle Gas Mart

Workers

You work for a franchise gas station/convenience store. The business operates 24 hours a day, seven days a week. The gas station is busy during the day and slower at night. All the employees work part-time. The work during the day is usually the same and is constant so the shifts are pretty regular, but afternoon and graveyard shifts are slower, and employees are required to work alone on the graveyard shift. The company is making a profit. You are making minimum wage. There is a constant turnover of staff, and you are required to train new employees.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
- How much you get paid for overtime

CASE STUDY: EMPLOYMENT STANDARDS

GAG clothing outlet

Employer

You have a GAG (national company) franchise in the mall, and employ 25 people, full and part time. The manager is an adult, as are two or three of the staff, but the vast majority of the workers are teenagers. The store is open late Wednesday to Saturday and you need your workers to stay throughout the shift. The store is extremely profitable especially because of the high mark-up over the wholesale prices, although the mall rent is very high because of your high-traffic location, and you also pay high franchise fees to GAG clothing corp. international. Job training is minimal. What you need are friendly attractive workers who look good in the GAG clothes they wear. They also need to be flexible in terms of their hours, available weekends and evenings and on short notice.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
 - How much you pay for overtime
-

CASE STUDY: EMPLOYMENT STANDARDS

GAG clothing outlet

Workers

You work for the GAG clothing outlet in the mall. It is a popular place to work because it seems really cool to wear these clothes. The work is frantic at times and boring at times. You have to fold clothes, ring in orders, clean the store, watch for shoplifters, size and sort the clothes, and encourage customers to purchase items. You are expected to help the store reach sales targets. The shifts aren't always regular, and it is really busy around September, Christmas, and spring break.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

FAIRYTALES & FABLES

About Unions

Most Canadians don't really get a chance to know much about unions. You might think that unions are greedy, always on strike, support violence on picket lines and try to wreck the economy. The little you have learned in school, read in newspapers, or seen on television might have you convinced that every time you hear the word *union* you associate strike action with it.

This article will not make you love unions. What arguments could possibly offset the images and myths conjured up by exposure, or lack of exposure, to the television and newspaper stories you get? Instead, you may find a view of the working world and its politics that you probably won't find on tomorrow's editorial page or on the evening news. You may find some fresh answers to questions you might have heard. Who knows? You may have asked them yourself.

1. "Why are people forced to join unions and pay dues?"

A union is created in a workplace when the majority of workers there sign membership cards—usually in secret—to join the union. That action leads to a secret government-supervised vote to determine whether the majority of people want the union to represent them or not. However, most people in unions don't take part in a vote or organizing drive, and join existing unions in their workplace when they are hired.

It takes a lot of courage for workers to organize a union. The employer uses all kinds of tactics and strategies to try to persuade their workers not to join. The employer usually resorts to fear and intimidation tactics to keep the union out, and in many instances workers get fired. Despite employer opposition, unions exist because the majority of workers believe very strongly that the introduction of a union at their workplace will better their lives by improving working conditions, wages, and benefits.

People who oppose unions are not forced to join the union or sign membership cards. They are however, required to pay dues. There are several reasons for that.

First, if every worker in a workplace benefits from a union contract, everyone should pay dues. If a union wins a wage increase, the increase goes to every worker, not only to those who pay dues. If the union negotiates other benefits such as vacation, entitled leave, or job security, the same holds true.

Second, union members pay dues to finance the operation of their union. Arguably, if the union costs nothing, it probably wouldn't be worth anything. Union dues pay for operating a local union, bargaining, hiring staff, legal services, sending delegates to conventions, strike funds, insurance, education and per capita portions to central bodies such as the CLC.

Another large portion of most unions' dues is spent on "organizing the unorganized." About one-third of all Canadian workers are represented by unions. There are millions of people without protection, and employers are able to use those workers to undercut hard-won and decent union contracts by operating non-union workplaces and competing with unionized establishments. How much unions get in wages and benefits depends on how strongly they have organized the industry or service.

Another reason that people should pay dues is that in democratic countries, where democratic principles apply, the will of the majority usually determines the outcome. Unions, being democratic institutions where members participate and have a vote, recognize that if the majority of people want a union in their workplace, that majority should be represented by a union. When that happens, the law says that unions must represent all people in the workplace—even those who voted against the union.

There are a lot of phony arguments about forcing workers to pay dues if they opposed the union. If you examine those arguments, they disappear. People pay municipal, provincial, and federal taxes, whether or not they voted for the person or political party in office. You get your street cleaned, the protection of fire fighters and police, and the protection of federal laws and agencies because you pay for them. You simply cannot opt out.

It's the same in the workplace. Every worker is protected by the union. Every worker gets the benefits of a union contract. Every worker should belong. Anti union free riders are undemocratic. If a union negotiated a wage increase and benefits, would those same anti union people refuse to take their raises?

2. "Unions are always making unreasonable demands."

What is a reasonable wage demand? One that meets the workers' needs? One based on the employer's ability to pay? One that's tied to productivity? Or one that the media thinks is responsible?

The fact is that nobody has yet devised a workable formula for determining wage increases that would be considered reasonable by the workers, by their employer, by the public, by the press, and by the government. One group or another will always be unhappy.

Besides, most employers-except occasionally, when in genuine financial stress-still refuse to open their books to union negotiators. Unions are thus denied access to the data on profits, productivity, and labour costs that they must have in order to formulate "reasonable" demands. The only alternative in our private-enterprise society is to go for as much as unions think their members are entitled to. To some segments of our society, anything they try to negotiate is too much.

3. "Unions are only interested in money."

Who isn't? Only people with enough money not to worry about lay offs, job security, or on-the-job injuries don't have these worries.

But unions have always been concerned about more than wages. Some of the first goals of organized labour were better working conditions: eliminating the child sweat shops, expanding public education, and reducing the number of working hours. Over the years, labour has led the fight for medicare, workers' compensation, occupational-health laws, tougher human rights codes, and equal pay for work of equal value.

Unions have also spearheaded all serious attempts to make jobs less boring and less dangerous. Unions know that productivity increases when work has more meaning and that absenteeism falls and the economy and community are improved.

Unions must always be responsive to their memberships' needs and desires. Times have changed, and the world has become much more competitive. Today union memberships are primarily concerned with issues such as job security, health and safety, retraining, and education. It should come as no surprise that union demands reflect those concerns.

4. "Unions are strike happy."

Unions negotiate for agreements-not strikes. No union wants a strike. Strikes develop when both sides can in no other way reach an agreement. To union members, a strike means sacrifice to themselves and their families. Workers won't go on strike unless the issues involved are so great they are worth the sacrifice. Unions always conduct membership votes before taking strike action, and a strike occurs only when it has been approved by a clear majority.

It is inconceivable that workers would walk a picket line in all kinds of weather, sometimes having confrontations with police and strikebreakers, existing on strike pay that is only a fraction of their normal income, if a majority of them were opposed to the strike. It simply couldn't happen.

Most union leaders measure their success by the extent to which they can avoid strikes, and they do manage to settle 97 out of 100 contract negotiations without a strike. But a 0.970 batting average evidently doesn't satisfy some of the public and the press. Strikes are controversial, and controversy makes news. This, no doubt, is why many people think strikes are the rule rather than the exception.

Management can trigger a strike simply by refusing to bargain. But the union has to take the first overt action, and the strike is the first visible sign of dispute. This probably accounts for the public's blaming unions for strikes in many cases.

But the right to strike—or the right to withhold one's labour in unison and agreement with fellow workers—is crucial to maintaining democracy. In totalitarian countries, the right to strike is prohibited, along with all other freedoms. The right to strike is a matter of freedom, and a democracy cannot function without freedom.

5. "Aren't unions too big and powerful?"

Comparing "BIG UNIONS" to "BIG CORPORATIONS" and "BIG GOVERNMENT" is a favourite trick of the media and other groups like the Canadian Chamber of Commerce.

"Big" and "powerful" are relative terms. Most Canadian unions are quite small, and together they represent less than 40% of the country's workforce.

Even the largest unions, in terms of size and resources, pale by comparison with multinational corporations such as INCO, EXON, Canadian Pacific, and General Motors.

In Canada, few politicians dare interfere with "free enterprise." Business can set prices, sell products, and throw money into anything from advertising to a new executive washroom without supervision or restraint. Governments will usually give business money or tax breaks to do that.

Politicians feel differently about unions. They have required legal certification, formal backing from a majority of the workers the unions wish to represent and a long, complicated legal process before they can call a strike. Government can intervene in strikes, force workers back to the job, and impose a settlement. It can fine or jail workers who refuse to work. Do you ever see governments try those tactics on companies?

Unions are made up of all kinds of people. They're human. They negotiate for what they can get. After all, they get plenty of examples from the business world. We all have ringside seats to watch profiteering by oil companies, supermarket chains, and banks.

If unions were even one-tenth as powerful as they are thought to be, they would be able to organize the six million Canadian workers still outside unions. They would be winning more of their strikes and increasing their members' wage rates a lot more than they actually are.

6. "Unions were good at one time, but haven't they outlived their usefulness?"

The Toronto Globe and Mail made this argument on May 6, 1886. Over 115 years have passed, and unions continue to grow and become a more acceptable part of Canadian life. Unions will never be out of date so long as some people control the lives of others by determining how much they earn or work or what kind of job they are entitled to.

Since the time of the *Globe and Mail* editorial, thanks almost wholly to unions, Canadian workers have made impressive progress. Historians admit that union bargaining power, not government or corporate charity, has helped move millions of Canadian out of poverty. Unions have also given workers the purchasing power that has kept our economy functioning. Some of our strongest unions are in industries like steel, mining, and pulp and paper, where Canadian workers have also achieved a productivity second to none in the world.

Without unions, in 1886 or now, how many Canadian workers would have ever been granted a decent wage or the leisure to enjoy it? You can't have prosperity or social justice when two-thirds of the people are broke. Thanks to the wage levels established by the Labour Movement, even unorganized and anti union workers have benefited.

It is more important than ever to recognize that without a collective agreement outlining the conditions of work, wages, and benefits, the employer has the right to treat its workers in any way it wants. Workers would have no protection from a management that could alter any work process or pick favourites and pit worker against worker. Without a union, acting as a form of insurance and security, workers are like sitting ducks in a shooting gallery.

7. "The public is not represented in-and is the innocent victim of—strikes by workers in the public sector." Unions in the public sector have to bargain directly with government officials or their agents. Who are these officials representing if not the public? The mandatory conciliation process, along with the other legal rituals that must be followed before a legal strike can begin, are all imposed by government in the name of the public. Unions simply follow the rules.

Public employees are exactly what their label implies. They are the public's employees. They are our employees, and when they go on strike, they do so for the same reason employees in the private sector go on strike: because they are dissatisfied with the way we, through our elected representatives, are treating them.

If the service provided by postal workers, by garbage collectors, by hospital workers, and by workers in transportation and other key industries are truly essential, why are such workers so often among the lowest paid? If their jobs are so indispensable, why are they not treated accordingly?

The public, as an employer, really has no more right to claim immunity from strikes than any other employer that doesn't make an honest effort to treat its workers fairly. When government refuses to bargain in good faith, unions representing public employees have no alternative but to exercise their right to strike, when their members vote for that action.

People who may be hurt by such strikes should make an effort to look at both sides of the dispute to determine if their employees' demands are justified. If this is clearly the case, then public pressure should be directed at governments to offer a fair settlement, rather than force unions out on strike because it might be politically convenient; or once a strike is enacted, impose back-to-work legislation or strike-breaking laws.

8. "Unions protect the lazy...the people who should be fired."

No union contract requires an employer to keep a worker who is lazy, incompetent, or constantly absent or tardy. The union does make sure dismissals are for just cause—for real reasons—not personality clashes between supervisors and employees.

Research into decisions by neutral arbitrators who have reinstated workers deemed wrongly fired shows that most of those workers were still on the job a year later. They got a second chance to keep their jobs, thanks to the union.

That's what a union contract is—job insurance for good employees. If you can't do the job, you can't keep it.

Older employees can't be fired as they once were when they're considered not as useful to their employer. Women who have a union can't suffer discrimination from their boss because the boss fears they may get pregnant, for example. In that way, unions do protect people's jobs. That's the purpose of a union.

Some management people understand that and support it. Robert S. Hatfield, former chair of the Continental Group, one of the world's biggest firms, said, "When I first started working in a factory in 1936... The whim of the boss could make the difference, and sometimes that meant swallowing a lot of abuse, with no way to talk back... It came home to me then, as never before, that human dignity is very precious... Now when I think of the humanity

and dignity that underpins the relationships today of all working people... I know that our unions have a lot to be proud of, because it was the union movement that spearheaded the effort and made it happen."

9. "Unions only care about themselves."

If you look back at Canada's history, you'll observe that many of the rights and benefits we all enjoy were initially fought for and won by unions. The Labour Movement was in the forefront of the struggles for public healthcare, for public education, and for minimum wages and employment conditions.

We work 40 hours a week or less instead of 60 or more because the unions periodically went on strike for a shorter work week, despite the warnings of employers that they'd never be able to afford it. Many of us will receive pensions from our employers when we retire because unions went on strike for that benefit too. And pay-equity provisions have recently been added to many workers' benefits, largely because their unions fought for it. No matter where you look, unions are involved in things that make the community better. Unions have always lobbied to pass on to others the benefits won in bargaining: medicare, prepaid dental insurance, income when you're off sick, and pensions.

In cities around Canada, you'll find union-built, non-profit housing. You'll find unions working with the United Way, providing scholarships for young people to go to university, providing unemployment counseling, and promoting sports for youngsters. Unions inspired the civil rights movements in Canada and helped found, and still support, the Canadian Civil Liberties Association, the Canadian Council of Retirees, the co-operative movement in Canada, many credit unions, the Canadian Health Coalition, and numerous environmental and peace groups. Far from caring only about themselves, unions represent the public interest.

10. "Why do these fairytales and fables about unions exist?"

The fables and fairytales we hear about unions are attempts by people who don't have real information to explain things they cannot or will not understand. Unions are not loved by the captains of industry, big business, and the media. Time and time again, Labour is presented by newspapers, radio, and television as the most unreliable and disruptive part of our national economy.

The unions, and the circumstances involved, may be different at various times, but the media message is almost always the same. Trade unions are an unpredictable and destabilizing element in the otherwise smoothly operating machinery of the country.

This type of journalistic presentation neatly splits the individual's role as a worker from his/her role as a consumer and a member of the public. News media seem to be more concerned with our temporary inconveniences as consumers because of strikes than with the ongoing struggle to improve pay, job security, and working conditions.

If one were to believe the media, one would think that unions are ready to go on strike at the drop of a picket sign. But the hard facts tell another story. 97 out of every 100 collective agreements are negotiated by unions without a strike. This side of the picture is not "sexy" enough for the newspapers. Unions seem to make news only when they are in some kind of confrontation.

Not all media reporting of the Labour Movement is negative, but whatever journalists have to say about the achievement of trade unions seems to get drowned out in the continual clamour of unfavourable coverage. The major electronic and print media in the country are owned by the government or private business—the entities that hold an unfavourable view and adversarial position toward the Labour Movement.

News coverage cannot be taken in isolation from the entertainment and commercial output of the media. Images of workers presented in the news are supported by their depictions in sitcoms, dramas, movies, soap operas, and even advertisements. Unions are rarely allowed to intrude into the unreal worlds of TV and film.

Workers in TV and movies usually have simplistic minds and lack real substance in their characters. They are almost always unorganized and presented as individuals rather than as having group interests—their concerns are generally trivial and remain secondary to those of their employers. Should we be surprised that many Canadians are labour illiterates?

Perhaps unions have “image” problems because they make people face unpleasant realities. There really is unfairness in the workplace. Many people don’t earn enough money to live on. Many people must work on jobs that are beneath their dignity or make them unhappy. When people feel a sense of powerlessness or helplessness on their jobs or in their workplaces, most turn to unions to help resolve their problems. Only when that happens do workers realize that the fairytales and fables they once believed about unions are exactly that.

WHAT ABOUT UNIONS?

Unions are groups of working people who join together to talk to employers about wages and conditions of work instead of talking to employers on an individual basis. Joining a union is your right as a Canadian, guaranteed in the Charter of Rights and Freedoms. The Labour Relations Code of British Columbia protects your right to join a union. Union workers receive higher wages and better benefits. Unions act for your interests in areas such as:

- unsafe working conditions
- harassment in the workplace
- disputes over promotions
- job security
- wages and benefits

Unions also help members with cases at Workers’ Compensation Board and with EI claims during layoff.

Unions can also play a part in working for social justice in the larger community and society. Before unions were established there was no: job security, seniority, representation, grievance procedure, promotional opportunities, job classifications, health and safety programs, protective equipment, preference of shift, relief periods, work standards, uniform pay scale, guaranteed wage increases, cost-of living raises, overtime pay after eight hours, time and a half for Saturdays, double time for Sundays, shift premiums, call-in pay, rotation of premium time, paid vacations, paid absence allowance, jury duty pay, bereavement pay, life insurance benefits, sickness and accident benefits, medicare protection, supplemental unemployment benefits, short-work-week benefits, severance pay, early retirement, prescription drugs, dental program, voluntary overtime, health-and-safety committee, paid holidays, employee-assistance program.

HOW TO BRING THE UNION TO YOUR WORKPLACE

A majority of the workers must sign a membership card. Once a solid majority has signed up, the union will apply for certification to the Labour Relations Board. Once the board checks to see that enough people have signed up, it will certify the union to represent you in contract negotiations with the employer.

Your decision to join the union is kept confidential—the employer does not find out who signs up or how many signed up.

Your right to join a union is *protected by law*. It is illegal for the employer to threaten or discriminate against anyone for union activity.

All important decisions about your contract are made by a vote of you and your co-workers only.

Joining a union is your right, but few employers welcome the idea of having to deal with a union and some will punish, even fire, workers who try. So organize effectively, but quietly.

Pacific Region—Labour Council's Directory

CAMPBELL RIVER, COURTENAY & DISTRICT LABOUR COUNCIL

2-830 14th Avenue
Campbell River, BC V9W 4H4
Tel: 250-287-3884
Fax: 250-336-2100

EAST KOOTENAY & DISTRICT LABOUR COUNCIL

104-105 - 9th Avenue South
Cranbrook, BC V1C 2M1
Tel: 250-489-4518
Fax: 250-417-0917

KAMLOOPS & DISTRICT LABOUR COUNCIL

Box 562
Kamloops, BC V2C 5L2
Fax: 250-314-0435

KITIMAT, TERRACE & DISTRICT LABOUR COUNCIL

PO Box 238
Terrace, BC V8G 4A6
Tel: 250-635-5080
Fax: 250-635-5080

MT WADDINGTON, NORTH VANCOUVER ISLAND LABOUR COUNCIL

PO Box 2105
Port Hardy, BC VON 2P0
Fax: 250-956-4699

NANAIMO, DUNCAN & DISTRICT LABOUR COUNCIL

PO Box 822
Nanaimo, BC V9R 5N2
Tel: 250-753-0201
Fax: 250-754-5544

NEW WESTMINSTER & DISTRICT LABOUR COUNCIL

722-12th Street
New Westminster, BC V3M 4J9
Tel: 604-524-9311
Fax: 604-524-0996

NORTH OKANAGAN LABOUR COUNCIL

Box 789, Station A
Kelowna, BC V1Y 7P4
Tel: 250-491-7697
Fax: 250-491-3668

PEACE RIVER DISTRICT LABOUR COUNCIL

10516-96th Street
Fort S. John, BC V1J 3R2
Tel: 250-785-5050
Fax: 250-785-6700

PORT ALBERNI & DISTRICT LABOUR COUNCIL

3940 Johnston Road
Port Alberni, BC V9Y 5N5
Tel: 250-724-7966
Fax: 250-724-7966 *manual

POWELL RIVER & DISTRICT LABOUR COUNCIL

c/o 6239 Walnut Street
Powell River, BC V8A 4K4
Tel: 604-483-9800
Fax: 604-483-3369

PRINCE GEORGE & DISTRICT LABOUR COUNCIL

Box 1449
Prince George, BC V2L 4V4
Tel: 250-564-1173
Fax: 250-564-1171

**PRINCE RUPERT
LABOUR COUNCIL**

869 Fraser Street
Prince Rupert, BC V8J 1R1
Tel: 250-627-1929
Fax: 250-627-8833

**QUESNEL & DISTRICT
LABOUR COUNCIL**

Box 4245
Quesnel, BC V2J 3J3
Tel: 250-992-7725
Fax: 250-992-7725

**SUSHWAP COLUMBIA
LABOUR COUNCIL**

Box 1230
Revelstoke, BC VOE 2S0

**SOUTH CARIBOO
LABOUR COUNCIL**

Box 4660
Williams Lake, BC V2G 2V6
Tel: 250-392-3665
Fax: 250-398-6218

**SOUTH OKANAGAN
BOUNDARY LABOUR COUNCIL**

206-598 Main Street
Penticton, BC V2A 5C7
Tel: 250-493-7252
Fax: 250-492-7252

**SUNSHINE COAST &
DISTRICT LABOUR COUNCIL**

PO Box 1391
Gibsons, BC VON 1V0
Fax: 604-886-2785 *manual

**VANCOUVER & DISTRICT
LABOUR COUNCIL**

140-111 Victoria Drive
Vancouver, BC V5L 4C4
Tel: 604-254-0703
Fax: 604-254-0701

VICTORIA LABOUR COUNCIL

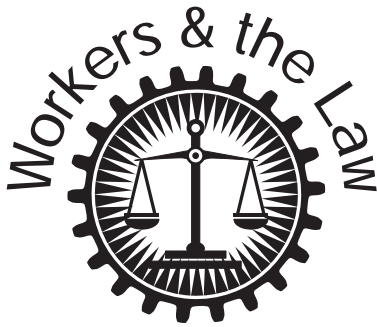
1-2750 Quadra Street
Victoria, BC V8T 4E8
Tel: 250-384-8331
Fax: 250-383-1603

**WEST KOOTENAY & DISTRICT
LABOUR COUNCIL**

c/o 101 Baker Street
Nelson, BC V1L 4H1
Fax: 250-364-9932

**MACKENZIE & DISTRICT
COMMITTEE OF LABOUR**

PO Box 1349
Mackenzie, BC VOJ 2C0
Tel: 250-997-6890
Fax: 250-997-6997



What Are Employment Standards? (Dream Minimums)

LESSON 3—CAPP 9–12

PRESCRIBED LEARNING OUTCOMES

Students will:

- outline key features of the Employment Standards Act (CAPP 9).
- relate provincial employment standards relevant to their own work experience and their career plans (CAPP 10–12).

LESSON TITLE

What Are Employment Standards? (Dream Minimums)

OBJECTIVES

To foster an understanding of the general purpose of the Employment Standards Act, its evolution, and why it is needed, and to familiarize participants with the basic rights under the act.

INTRODUCTION/OVERVIEW

Students will role play as employers and workers from different workplaces, and, in role, will devise ideal minimum work standards.

BACKGROUND INFORMATION

Make sure you are familiar with the content of the handouts for this section.

MATERIALS NEEDED

Highlights of the employment standards act.
Handouts for group exercise (Dream Minimums).

ACTIVITIES

- | | |
|--|--------|
| 1. Introduction | 5 min |
| 2. Brainstorm <i>Areas in the Act</i> | 5 min |
| 3. Role Play <i>Dream Minimums</i> | 20 min |
| 4. Discussion <i>Areas under the Act</i> | 15 min |
| 5. Summary | 5 min |

Introduction:

Discuss the *purpose* of employment standards legislation.

Discussion points:

The main purpose is to ensure that B.C. Workers have at least *minimum standards in terms of wages and terms of employment*. The law sets out certain basic *rights for employees and obligations of employers to promote fair*

treatment. These minimums such as the minimum wage apply to most workers with a few exceptions that will be discussed later.

History Discuss the fact that in the late 1800s and early 1900s there weren't any employment standards and workers were struggling and being jailed for trying to get these standards. The printers who were jailed for going on strike in the 1870s were only asking for a nine hour day. In those days child labour was legal, with 8 year olds working around machines from 6:00 a.m. to 6:00 p.m. Some employers beat their employees and, in Montreal, one company had a black hole or pit where they put workers to discipline them.

Slowly and over many years, the employment standards evolved as workers pressured the government to enact legislation to prevent these atrocities. Thus we have the employment standards and other workplace legislation which we struggle to protect from erosion today.

BRAINSTORM AREAS UNDER THE ACT

Ask, What are some of the basic areas covered by the act?

If the students don't come up with answers, try suggesting prompts such as breaks in the day-this is under hours of work. Don't expect exact words here, (If they say, firing, put termination of employment), and don't wait too long for students to come up with the answers. Just write them up. Do not discuss these in detail. This is just to list them quickly; they will be discussed in detail after the role play. The list should include:

- hiring employees
- hours of work
- leaves
- overtime
- paying wages
- statutory holidays
- termination of employment
- vacation

DREAM MINIMUMS ROLE PLAY

a) Break the participants into an even number of groups with four or five per group. You will need a set of case studies (the *employer* and the *worker*) for each workplace.

- You Think We Ink (printing company)
- McGrease (fast-food restaurant)
- Guzzle Gas Mart (gas station/convenience store)
- GAG (clothing store)

See case studies from Lesson 2, pages 199–202.

b) Explain the exercise: The idea is to make employment standards up. Each group gets to make up standards, keeping in mind their perspective, either as employer or worker, and their workplace. Ensure that each team is paired up with the employer and worker group

for their company to feel more personally involved in the standards set by the company. This will be important for the negotiations in a later module. They will only be deciding on three categories: hours of work, overtime, and annual vacation, though they may add others if they have time.

c) Give the case studies to each group—employer and worker for their worksite.

d) Role-play: Give them 10 minutes to work as groups on the dream minimums. Have a spokesperson report back from each group. Write their standards on the chalkboard or flipchart. Discuss the similarities and differences between the groups.

e) Discussion: This exercise should show the difference between the interests of the employers and workers. It clarifies the role of the government in determining the minimum wage and other standards to ensure decent working conditions and to find a middle road between different interests.

CLASS DISCUSSION—AREAS UNDER THE ACT

Return to the items on the list initially (BRAINSTORM)—categories under the Employment Standards Act. Refer back to their ideal minimums—compare these to the realities of the Employment Standards Act. It may be surprising that the most conservative of employers among them may appear generous in light of the actual minimums.

Discuss the areas under the act in more detail. *For each of the areas, ask students if they have ideas of what may be covered and what the minimums are.* Ask if they have examples. Encourage discussion of real situations to get them to put this into the context of their own experience. Note that if they have specific questions on their own case and are asking for an interpretation of the act, they should contact a branch. (Bring attention to the poster and guide to the code.)

HIGHLIGHTS OF THE EMPLOYMENT STANDARDS ACT

i. Hiring Employees:

To hire someone under 15, the employer must have permission of the board, school, and parents.

ii. Paying Wages:

- Minimum wage—(\$7.65/hr at present, increasing to \$8/hr in November 2001).
- Pay—Staff must be paid at least twice a month.
- If an employer fires someone, they must be paid within 48 hours in full.
- If you *quit*, you must be paid in full within six days.
- Deductions—costs like broken items, car insurance deductibles, dine and dash, and shoplifting cannot be deducted from the wages of staff.

iii. Hours of Work:

- Notices of shifts—employers must post notices saying when shifts start and end and when the breaks are scheduled.
- Change of shift—you must be given at least 24 hours of notice or paid overtime.
- Breaks—a half hour meal break has to be given after an employee has worked five hours in a row. The employer isn't required to pay for the break unless the employee is expected to be available for work (take your break at the counter in case you are needed). Note: coffee breaks are not required to be given.

iv. Overtime:

- Standard hours: are eight per day and 40 per week. Overtime is daily or weekly, calculated separately. (In Alberta, the weekly hours are 44 before overtime kicks in.)
- Daily overtime is paid for hours over eight hours at time-and-a-half for first three hours and double time after that.
- Weekly overtime time-and-a-half for the first eight hours over 40, then double time after that.
- Flexible work schedule arrangements are possible—by agreement. Example: 10 hours per day for four days.

v. Holidays:

- Nine Statutory holidays: New Years Day; Good Friday; Victoria Day; Canada Day; British Columbia Day; Labour Day; Thanksgiving Day; Remembrance Day; Christmas Day. Note: This doesn't include Easter Sunday, Easter Monday or Boxing Day.
- To get paid for the holiday, you have to have worked for at least 30 days. If you work the holiday: time-and-a-half for the first 11 hours then double time plus another day off with pay. If the statutory holiday falls on a day off, then you get another day off with pay.
- Part-time: you have to have worked at least 15 of the last 30 days before the holiday and have a regular schedule of hours—then you get a day's pay.
- Part time irregular hours—you get an average pay.

vi. Annual Vacation:

- General—two weeks after 12 months employment the three weeks comes after five years (must be consecutive) under one year. If you work more than five days but less than one year, the vacation must be paid out at 4%.

vii. Special Clothing:

- An employer that requires you to wear a uniform or special brand of clothing has to provide, clean, and maintain it. Note: There was a recent decision that where the employer requires a specific colour and style of clothing, the employee may be required to pay unless it is specified what brand, even if the employer provides the clothing.
- An employer cannot withhold wages or require a deposit for clothing that is a uniform or special brand.

NOTE: Special clothing includes “special brand” (Club Monaco, Gap, Benetton, etc.). It does not cover what is referred to as “dress code.” You may be required to wear black slacks (style and fabric to be determined by the employer), black leather runners and white blouse/shirt in your job. The employer may even offer to (bulk) buy the clothing he/she requires you to wear to ensure uniformity, and reduce the employee’s cost. THIS IS NOT SPECIAL CLOTHING BUT IS DEFINED AS “DRESS CODE.” In this case, your employer does not have to provide the clothing, clean, or maintain it.

viii. Termination of Employment:

- Just cause—no notice required. Generally the government encourages the employer to use a step by step process for discipline in situations where an employee repeatedly does something wrong. The steps include: verbal warning first, second verbal warning, then a written notice saying that you may be terminated, fourthly, a suspension without pay, and finally, termination without further notice or compensation. Where the incident was very serious such as stealing or assaulting a co-worker, then these steps are not necessary and the employer can go immediately to termination without notice or pay. This is called “just cause.” Where someone is dismissed without just cause, a complaint can be filed with employment standards and they will investigate.
- Notice or severance for dismissal without cause—after three months but under one year, one week; after one year, two weeks; after three years, three weeks plus one for each additional year. (Note this can be in notice, pay or a combination of both.)

SUMMARY

Use the chalkboard/flipcharts from the session to summarize the materials covered.

EVALUATION/ASSESSMENT

See attached rubric to help you analyze the group work. Give all the students or groups a copy of the rubric before you start the exercise so they know what you will be looking for.

Role-play activity: Rubric for evaluating group participation and results.

	1	2	3	4
Participation	Group does not engage. Teacher has to intervene and redirect discussion more than once.	Group is engaged, but one person tends to dominate or compensate for the rest of the group's lack of involvement.	Group is engaged and works well together. They explore the topic thoroughly.	Group is engaged and explores the topic very thoroughly including using higher thinking and having a high level of discussion.
Practical aspect	Group's discussion is largely superficial or glib.	Group considers some details but is not overly practical.	Group's discussion remains realistic and grounded in details and practicality, but doesn't take all factors/influences into account.	Group takes into account the various factors and incorporates a good understanding of them.
Originality/ imagination	Group has ideas, but they are unoriginal, and members of group haven't activated their imaginations particularly.	Ideas are adequate but are not particularly original.	Group's discussion is original. They have used details/practicalities combined with good, imaginative ideas.	Group's discussion is creative, original, and interesting. They successfully incorporate practical details with visionary ideas.
Presentation	Message is unclear. Group is not working together, and it shows. Didn't keep the class's attention, or was not understandable.	Group delivers its message, but it may not be very clear. One person may dominate.	Group explains its results competently. It is clear the group has worked together.	Group clearly explains their role and results to the whole class, then outlines their decisions convincingly with exciting delivery style. Group has clearly worked together closely.

Knowing and Protecting your Rights Under Employment Standards



LESSON 4—CAPP 10/11 (and Possibly CAPP 9)

PRESCRIBED LEARNING OUTCOMES

CAPP 10 & 11

- relate provincial employment standards relevant to work experience and career plans.

CAPP 9

- outline key features of the *Employment Standards Act* relevant to work experience and career plans.

LESSON TITLE

Knowing and Protecting your Rights Under Employment Standards

TIME

Approximately two hours.

OBJECTIVES

- to practise using the Guide to Employment Standards to answer questions.
- to practise using the Employment Standards poster as a resource to answer questions.
- to identify general types of work that are not covered by the Employment Standards Act.
- to identify and discuss options available for addressing problem situations in the workplace, and possible consequences.
- to apply students' learning about the act to real case studies.

INTRODUCTION/OVERVIEW

The lesson is based on Module III from the CLC's Job Smart course. Students will become familiar with employment standards that exist in B.C. and will consider how they relate to their own workplace experience. They will be given questions and enact scenarios in which those questions would arise; they will brainstorm employment standards violations of which they are aware, and they will enact scenarios in which they respond to those violations; they will examine real case studies of employment standards violations and apply the act to them.

BACKGROUND INFORMATION

Abbreviation to know is IRO—industrial relations officer, Employment Standards Branch, Ministry of Labour.

When discussing situations in which the *Employment Standards Act*, or part of it, does not apply, students will find some issues particularly relevant: part-time workers and temporary contract workers, the danger that under-the-table work may not be covered as with self-employed or contract workers; paper deliverers, and babysitters; work within and for schools. Consider also the variances to exclude some workers from coverage under the act, where special regulations are granted for such workers as farm workers, fishers, truck drivers, and others whose work isn't as regular as other types of work.

MATERIALS NEEDED

- Guide to Employment Standards (2001 version available in this package, additional copies available from Employment Standards branch—check in the blue pages under Employment Standards for branch in your community).
- Handout—Employment Standards Questions for Groups.
- Handout—B.C. Labour Council Contacts.
- Handout—Employment Standards Case Studies.
- A copy of the *Employment Standards Act*.
- Handout—Tips for Restaurant Workers (give out after completion of lessons).
- Handout—12 Important Facts about the Employment Standards Act (give out after completion of lessons).

ACTIVITIES

PART I (40 minutes)

1. Hand out copies of the Guide to Employment Standards, and discuss briefly its layout and different sections.
2. Hand out “Group Questions on Employment Standards.” Ask if the students have questions from their own or their friends'/families' work experience. Record suggestions on the board.
3. Break students into groups of four, and assign each group one of the questions or one of the questions from their own experience. Groups should all have different questions.
4. Task: Find the answer to the assigned question, and enact a scene in which this question would arise and be answered.
5. Have groups perform scenes (criteria for grading to follow).

ACTIVITIES

PART II (15 minutes)

1. Ask groups to brainstorm ideas of situations in which the employment standards would not apply, and report back (two to four minutes). Create class list on board, discussing reasons for exclusions. You may need to make additions so that the list includes the following:
 - **Part-time workers**—minimum standards apply with a few exceptions (e.g., holiday pay is pro-rated, calculated on average number of hours worked instead of on a full day's pay).

- **Temporary Contract Workers**—as a temporary worker, you are still covered by the act with exceptions: for vacation, you have to work five days to be eligible; for holidays you have to be employed at least 30 calendar days; under termination of employment, you get no notice or severance if you have worked less than three months or if you are hired for a specific period of time.
- **Working under the table**—may not be covered by the act. Working under the table means working without registering with the government or paying taxes. If an employer does not ask for your Social Insurance Number, you are probably working illegally.
- **Government sponsored employment creation programs, or on the job training programs** may not be covered by the act.
- **Self-Employed/Contract Workers and Volunteers**—people who make their own agreements for a set project or period of time are not covered by the act. However, if you are treated as an employee and do work similar to that of regular employees, you may be able to argue that you are one. When the Employment Standards Board is contacted, it will investigate to find out if the relationship looks like that of an employee. Contract workers need to keep track of all hours worked and expenses.
- **Professionals** (e.g., doctors, lawyers)—not covered by act.
- **Irregular workers—truck drivers, fishers, and farm workers** in particular have such irregular hours and work circumstances that the provisions of the Act are impractical. Instead they are able to arrange different standards for pay and hours of work.

ACTIVITIES

PART III (30–40 minutes)

1. Ask for examples from the class in which a student's employer (or a case students have heard of) was not fulfilling the terms of the act. Compile as many situations as there are original groups (if students don't have examples, have them develop examples from their original questions and scenes).

Task: Have groups brainstorm possible responses to the violation. Consider as many options as possible, even if ill advised. Record on flip chart, noting pros and cons of each. Have groups report back options, with the teacher compiling a master list on the board. The master list should eventually include the following:

- anonymously calling Employment Standards Branch for more information or advice.
- calling the district CLC office.
- discussing with family or friends.
- discussing with supervisor's manager.
- doing nothing.
- filing a formal complaint with the Employment Standards Branch.
- going to your union.
- informally talking to supervisor.
- quitting.
- waiting until you leave the job, then taking an action.

2. **Task:** Have groups enact their violation and the follow up. Debrief each enactment with the class to determine whether it was realistic, whether the action was effective, and what alternatives the worker had.

Discussion Points for Debriefing

- Encourage students to discuss the issue with family, Employment Standards, their union, or the District Labour Council office before taking action.
- It is also a good idea to approach the supervisor first to try to resolve an issue, to try to prevent more tension in the future. However, that may not be an option and may not be successful.
- Consequences to consider: The law says that the employer cannot punish you for filing a complaint, but that doesn't mean that they can't make your life difficult. There have been incidents where the employee who complained was fired and then had to file a second complaint with Employment Standards for unjust dismissal. There are also situations where a part-time employee's hours are significantly reduced after he/she goes to Employment Standards. There will definitely be tension. Even in situations where an anonymous call is placed to Employment Standards requesting that it investigate, if the workplace is small, the employer may guess or assume who called. For these reasons, choosing to do nothing, or to quit, or to do nothing until you quit, may be realistic and understandable options. It may be that the job is short term (e.g., a summer job) and you can wait until the end of the contract to file a complaint that falls within the six-month time limit.
- Filing a Complaint: If you choose this route, you must do so within six months of the incident or of the incident's coming to your attention. The Employment Standards Branch will investigate and make a decision. If either the employer or the employee disagrees with the decision, he/she can appeal it to a tribunal—a mini-hearing. (The IRO will review only the past two years of records for back pay.)
- Employment Standards has a backlog in the Lower Mainland, so it could take up to six weeks before starting to investigate a complaint. If you can't get through on the phone, make a complaint in writing to the IRO.

ACTIVITIES

PART IV (20–30 minutes)

1. Hand out Employment Standards Case Studies. Have students respond to case studies and fill out You Be The Tribunal responses (in groups or individually).
 2. Hand out Employment Standards Case Studies Verdicts, and have students compare their responses with the tribunals' responses.
- OR
3. Collect Case Study responses for marking, and then hand out the verdicts and discuss.

EVALUATION/ASSESSMENT

1. Criteria for Group Scenarios

- all members of the group participate and contribute meaningfully in the group activities.
- group members all have roles of similar importance in enactment(s).
- issue is clearly represented and easily understood by viewers.
- issue and response are realistic and believable.
- presentation reflects accurate understanding of the provisions of the act.

2. Criteria for Case Studies—You Be The Tribunal

- responses are complete and comprehensive.
- responses show understanding of provisions of the act.
- responses refer to specifics of the act or the Guide to Employment Standards.

EMPLOYMENT STANDARDS QUESTIONS FOR GROUPS

1. Do I have to work *overtime* if my boss asks me to?
2. If I am at work for an hour, but it is slow, can my boss send me home?
3. Can I work a split shift of 6 a.m. to 10 a.m. and then 7 p.m. to 11 p.m.?
4. Can I work at a restaurant for \$5 per hour plus tips, which would most likely bring my salary to about \$8 per hour?
5. Do I have to attend staff meetings scheduled on my day off?
6. Can I have time off work if my dad is sick, to go to my grandmother's funeral, or to study for my Chem 12 provincial exam? Would that time be paid if I were sick?
7. If I get fired, does my boss have to give me notice or pay me severance? Does she or he have to give me a reason?
8. Will I get time and a half if I work on Christmas? Boxing Day? New Year's Eve? New Year's Day?
9. Can I work through my annual vacation and be paid for this time as well as receive vacation pay?

ANSWERS TO “ EMPLOYMENT STANDARDS QUESTIONS FOR GROUPS”

1. Do I have to work *overtime* if my boss asks me to?

Answer: Yes. Overtime can be required as long as the appropriate overtime rate is paid and the hours worked are not excessive or detrimental to the employee's health or safety.

Found on page 28 of Guide to Employment Standards under Frequently Asked Questions section.

2. If I am at work for an hour, but it is slow, can my boss send me home?

Answer: Yes, but you must receive four hours' pay for situations where you show up and start work, but the employer sends you home; two hours if you show up but do not start. Two hours for students on a school day. Students can also be scheduled for two-hour shifts on school days.

Found on page 10 of the Employment Standards Guide under Hours of Work section.

3. Can I work a split shift of 6 a.m. to 10 a.m. and then 7 p.m. to 11 p.m.?

Answer: No, the shifts have to fall within 12 hours. Additionally, you must be given at least eight hours off between shifts and have at least 32 hours off in a row each week.

Found on page 10 of the Employment Standards Guide under Hours of Work section.

4. Can I work at a restaurant for \$5 per hour plus tips, which would most likely bring my salary to about \$8 per hour?

Answer: No. Nor can an employer pay a salesperson a wage below minimum wage plus commission.

Found on the Poster under Minimum Wage section.

5. Do I have to attend staff meetings scheduled on my day off?

Answer: Yes, you have to attend, but if the meeting is on a day off, then you may be entitled to overtime or minimum daily pay. The employer must pay for attendance at staff meetings, job orientation, or training according to the hours-of-work requirements.

Found on page 28 of Guide to Employment Standards under Frequently Asked Questions section.

6. Can I have time off work if my dad is sick, to go to my grandmother's funeral, or to study for my Chem 12 provincial exam? Would that time be paid if I were sick?

Answer: Yes, you can take time off, but you will not be paid. You are permitted five days per year of unpaid leave to meet family responsibilities such as care, health, or education.

Found on Page 15 of the Employment Standards Guide under Leaves and Jury Duty Section.

7. If I get fired, does my boss have to give me notice or pay me severance? Does she or he have to give me a reason?

Answer: No. If you have worked less than three consecutive months, the employer is not required to give you notice or pay you severance. If you have worked more than three months, the employer must give you notice or severance if there is no cause; however, if there is cause (e.g., theft, failure to show up for work, etc.) they need give you neither notice nor severance.

Found on page 19 of the Employment Standards Guide, under Termination of Employment Section.

8. Will I get time and a half if I work on Christmas? Boxing Day? New Year's Eve? New Year's Day?

Answer: Christmas Day and New Year's Day are statutory holidays. Boxing Day and New Year's Eve are not. Statutory pay provisions are in effect for Christmas and New Year's.

Found on the Poster under Statutory Holidays section.

9. Can I work through my annual vacation and be paid for this time as well as receive vacation pay?

Answer: No. An Employer must ensure that an employee takes his or her annual vacation as time off from work. That is what vacation means—time off with pay!

Found on Page 28 of the Employment Standards Guide under Frequently Asked Questions.

EMPLOYMENT STANDARDS CASE STUDIES

1. *Via Contracting Ltd. v. British Columbia (Director of Employment Standards) (May 31, 1996), 112/96 (B.C.E.S.T.) S. Wolfgang (6 pages).*

ISSUE: Hiring—Wage Rate advertisement—Wage Claim

FACTS: The employees provided the employer with a record of hours worked. The employer crossed out those hours he felt were inflated. No record of hours worked was supplied to the employees. The employees alleged they were offered \$10 per hour when they first heard about the job. The job was advertised as having a salary of between \$10 and \$16 per hour. The employer, in fact, paid only \$8 per hour.

YOU BE THE TRIBUNAL

What are the pertinent facts to consider?

Has employer violated the *Employment Standards Act*? Yes No

How? Quote relevant aspects from the guide:

What should be the result?

2. *Van Isle plywood Sales Ltd. V. British Columbia (Director of Employment Standards) (February 29, 1996), 018/96 (B.C.E.S.T.) R. Sillis (seven pages).*

ISSUE: Hours of Work—Overtime

FACTS: The employee worked nine hours per day Monday to Friday and seven-and-half hours Saturday. The employee was paid a monthly wage that did not include overtime payments.

YOU BE THE TRIBUNAL

What are the pertinent facts to consider?

Has employer violated the *Employment Standards Act*? Yes No
How? Quote relevant aspects from the guide:

What should be the result?

3. *Fleetwood Coffee House Inc. v. British Columbia (Director of Employment Standards) (May 1, 1996), 080/96 (B.C.E.S.T.) J.W. Brown (three pages).*

ISSUE: Wages—Deductions—Shortfall in cash

FACTS: The employer withheld wages. The employer submits that the deduction was for shortfalls in cash (i.e., the employee's cash register balance was short.)

YOU BE THE TRIBUNAL

What are the pertinent facts to consider?

Has employer violated the *Employment Standards Act*? Yes No

How? Quote relevant aspects from the guide:

What should be the result?

CASE STUDY VERDICTS

1. *Via Contracting Ltd. v. British Columbia (Director of Employment Standards) (May 31, 1996), 112/96 (B.C.E.S.T.) S. Wolfgang (six pages).*

RESULT: The employer was obliged to pay the employees \$10 per hour salary. The job has been advertised as paying a minimum rate of \$10 per hour and it is contrary to the act to induce a person to employment through false representations.

REASONS: The failure of the employer to maintain records left the tribunal no alternative but to accept the employees' records. The job was advertised at a minimum rate of \$10 per hour. It is contrary to the act to induce a person to employment by misrepresenting wages. The employer was obliged to pay a salary that was at least equivalent to the minimum amount advertised for the positions.

STATUTES CONSIDERED: E.S.A., ss - S (c), 21, 79, 86, 88(1)

DECISIONS: Employees were owed wages at advertised rate.

2. *Van Isle plywood Sales Ltd. V. British Columbia (Director of Employment Standards) (February 29, 1996), 018/96 (B.C.E.S.T.) R. Sollis (seven pages).*

RESULT: An employer will be required to pay overtime rates for hours worked in excess of eight hours per day or 40 hours per week.

REASONS: The employer failed to post an hours-of-work notice or to maintain an accurate record of hours worked, both of which are required by the act. Time worked over eight hours per day or 40 hours per week must be paid at overtime rates.

STATUTES CONSIDERED: Employment Standards Act, S.B.C. 1980, c 10.

DECISION: The employer must pay the employee overtime.

3. *Fleetwood Coffee House Inc. V. British Columbia (Director of Employment Standards) (May 1, 1996), 080/96 (B.C.E.S.T.) J.W. Brown (three pages).*

RESULT: "It is not appropriate to try to effect recovery of allegedly missing money by refusing to pay an employee."

REASONS: The act is quite clear than an employer must not, directly or indirectly, withhold, deduct or require payment of all or part of an employee's wage for any purpose other than in accordance with the act. Shortfalls in cash are not deductible from an employee's pay. "It is not appropriate to try to effect recovery of allegedly missing money by refusing to pay an employee."

DECISION: The employee is entitled to wages.

12 IMPORTANT FACTS ABOUT THE EMPLOYMENT STANDARDS ACT

- Secondary students working at their schools, newspaper carriers who attend school and work 15 hours a week or less, and baby-sitters are not covered under the act.
- The minimum wage in British Columbia is \$7.65 per hour, increasing to \$8 in November 2001.
- Overtime pay is time-and-a-half after eight hours in a day or 40 hours in a week and double time after 11 hours in a day and 48 hours in a week.
- An employer may require an employee to work overtime as long as the applicable overtime wage rates are paid and the hours worked are not excessive or detrimental to the employee's health or safety.
- A school student who starts work on a school day must be paid for a least two hours. On non-school days, a student who starts work must be paid for at least four hours.
- All employees must be paid at least twice a month in Canadian currency.
- An employee must not work more than five hours in a row without a half-hour meal break. Employers are not required to provide coffee breaks.
- There are nine statutory holidays in British Columbia. Full-and part-time employees who have been employed for 30 calendar days qualify for some holiday pay.
- An employee is entitled to two weeks paid vacation after one year of consecutive employment. Vacation pay must be at least 4% of the employee's total earnings from the previous year.
- An employer must post notices stating when work starts and ends, when each shift starts and ends, and when meal breaks occur.
- An employer must give an employee 24 hours notice of a change in shift unless the employee is paid overtime for the time worked or the shift is extended before it ends. A split shift must be completed within 12 hours from the start of the shift.
- An employee must have at least 32 hours in a row free from work each week.

If you have any questions about your rights under the act,
Call 1-800-663-3316.

RESTAURANT WORKERS INFORMATION SHEET

TIPS

Tips or gratuities are not considered wages.

Restaurant workers must be paid at least the minimum wage, even if they receive tips or gratuities.

UNIFORMS

If an employer requires an employee to wear special clothing, including a uniform or a specific brand of clothing, the employer must provide, clean, and maintain it. Where the employer and a majority of employees agree that the employees will clean and maintain the clothing, the employer must reimburse the employees for these costs.

An employer must not withhold wages or require a deposit from an employee for special clothing provided by the employer.

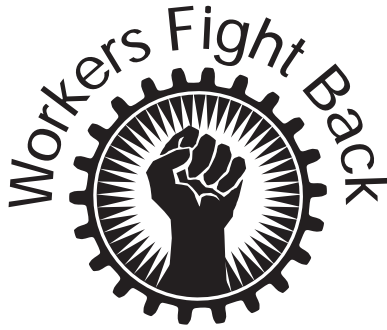
DID YOU KNOW?

An employer cannot require an employee to pay any of the employer's business costs. For example, if the cash is short or you break a dish, your employer must cover the costs.



Hackers: The new Luddites

When anti-nuclear computer hackers broke into the computer of Inua's main reactor, they recalled the machine-smashing Luddites of 200 years ago. Born of the British industrial revolution, they fought back against the new textile mills that put small weavers out of work, destroyed village life and built hellish factory towns. Both groups were reacting to a capitalist class wielding powerful new machines that threatened their way of life without their consent. Like the Luddites, hackers of the 90s believe that technology should benefit all of society and not just the wealthy few.



Change the World... How? (WebQuest)

LESSON 5—CAPP

PRESCRIBED LEARNING OUTCOMES

Skills and Processes 1

Students will:

- communicate effectively in written and spoken language or other forms of expression.
- demonstrate an ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments.
- gather relevant information from appropriate sources.
- assess the reliability currency and objectivity of evidence.
- assess the influence of mass media on public opinion.
- develop, express and defend a position on an issue, and explain how to put ideas into action.

Skills and Processes 2

Students will:

- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others.
- demonstrate appropriate research skills, including the ability to:
 - develop pertinent questions about a topic, an issue or a situation
 - collect original data.
 - use a range of research tools and resources.
 - compile and document task-specific information from a wide variety of print and electronic sources.
 - evaluate and interpret data for accuracy, reliability and point of view.
- recognize connections between events and their causes, consequences and implications.

Social Issues 2

Students will:

- recognize the importance of both individual and collective action in responsible global citizenship.
- identify and assess social issues facing Canadians.

Political Issues 2

Students will:

- describe and assess Canada's participation in world affairs.
- identify and assess political issues facing Canadians.

Ministry mandated integration of information technology skill development in all the curricular areas is also satisfied by this project's activities.

INTRODUCTION

You are a young person who would like to make a difference in today's world. That's natural. When we watch TV, read the newspaper, and look around ourselves even in our daily lives, we see things that distress us; violence, poverty, injustice, sexism, racism, you name it, there are problems in this world, and we would all like to see some real changes. The problem is how to get things rolling. Everyone seems to have their own interests and focuses. People are really busy these days! How can we get people to work together on a local, provincial, national or even global scale to bring about progressive change?

Of course you may have heard about celebrities who speak up on certain issues. You may know about people in your province or city who have cleverly pursued an issue to help change come about. These people are fairly rare. What really gets change happening is groups of ordinary people working together in an organized and inspired way to learn about, understand, and develop plans about issues; and who then start acting to bring about change. The key is working together, what union activists call solidarity, and this is possible today more than ever before.

One of the greatest tools available to activists today is the internet. Never before in the history of the world has there been such a resource for information and communication available to so many people who are working to improve our world. Instead of isolated individuals or groups trying to solve a problem, now we have access to experts and veterans of past struggles. We find solidarity all around the world for the issues we care about. Also the voices of youth are a driving force in activism especially now in the world of organizing on the internet.

When we use the Internet for our research we must be careful because many people post their personal opinions or only know a sliver of the whole story. In the following WebQuest, you will use the power of teamwork and the abundant resources on the Internet to learn all about activist strategies. Each person on your team will learn one piece of the puzzle and then you will come together to get a better understanding of the topic. You will notice a theme among all these campaigns: regular people trying to enact change. Join them, it is your opportunity to participate as a world citizen. Welcome to this activist world.

THE QUEST

What is the best strategy for enacting change in this world? How can a regular citizen make a difference? Your group will explore three popular strategies for mass campaigns. Strikes and other union actions, boycotts, and international "shame" campaigns. You will then develop a plan for a campaign about an issue you care about. Watch out world!

THE PROCESS AND RESOURCES

In this WebQuest you will be working together with a group of students in class. Each group will answer the task or quest(ion). As a member of the group you will explore Webpages from people and groups all over the world who care about problems in our world today. Because these are real Webpages we're tapping into, not things made just for schools, the reading level might challenge you. Feel free to use the online Webster dictionary or one in your classroom.

You'll begin with everyone in your group getting some background before dividing into roles where people on your team become experts on one part of the topic.

Phase 1—Background: Something for Everyone

Use the Internet information linked below to answer these basic questions:

1. What is a union?
2. What is a boycott?
3. What is an international "shame" campaign?

Be creative in exploring the information so that you answer these questions as fully and insightfully as you can.

- Just do it! Boycott Nike!
<http://www.geocities.com/athens/acropolis/5232/>
Website about the NIKE boycott. Includes updates and accomplishments.
- The International Labour Solidarity Website
<http://www.labournet.org/>
Website that helps co-ordinate international solidarity for workers and strikes.
- Free the Children International
<http://www.freethechildren.org/>
Great homepage about the campaign against child labour.

Phase 2—Looking Deeper from Different Perspectives

INSTRUCTIONS

1. Individuals or pairs from your larger WebQuest team will explore one of the roles below.
2. Read through the files linked to your group. If you print out the files, underline the passages that you feel are the most important. If you look at the files on the computer, copy sections you feel are important by dragging the mouse across the passage and copying/pasting it into a word processor or other writing software.
3. Note: Remember to write down or copy/paste the URL of the file you take the passage from so you can quickly go back to it if you need to prove your point.

4. Be prepared to focus what you've learned into one main opinion that answers the "Big Quest(ion)" or task based on what you have learned from the links for your role.

BOYCOTTS

Use the Internet information linked below and other sites you may find with a browser or by following boycotts:

1. What is a boycott? How does it work?
2. Explain how the Nestle boycott worked and whether or not it was successful.
3. What is the focus of the NIKE boycott?
4. What other boycotts are there going on?
5. How did the Montgomery bus boycott have a long term lasting effect?

– Infact homepage

<http://www.infact.org/>

Home Page of Infact, a national grassroots corporate watchdog organization.

– Why boycott Nestle? Risks of artificial feeding

<http://www.geocities.com/heartland/8148/nestle.html>

Website with many links about the Nestle baby formula boycott, includes history of the boycott.

– Yes! The Nestle boycott is on!

<http://www.infactcanada.ca/newsletters/spring95/boycott.htm>

Article about the nestle boycott, clear and concise.

– The Montgomery bus boycott page

<http://socsci.colorado.edu/~jonesem/montgomery.html>

Historical site about the famous Montgomery bus boycott, including links and a teacher/lesson guide.

– Clean Clothes Campaign Europe

<http://www.cleanclothes.org/index.htm>

Excellent site about the anti-sweatshops campaign. Links, resources, details about urgent appeals, NIKE boycott etc.

– Boycott Nike Home Page

<http://saigon.com/~nike/>

The title says it all! Homepage, links, updates, urgent reports.

– Global Exchange Nike Campaign

<http://globalexchange.org/economy/corporations/nike/protests.html>

Articles about protests that took place at the opening of a NIKE store in San Francisco!

INTERNATIONAL "SHAME" CAMPAIGNS

Use the Internet information linked below, and other sites you may find with a browser or by following links, to answer these questions specifically related to international campaigns:

1. Explain the main purpose behind the 'Free the Children' campaign.
2. What are sweatshops and why is there a campaign to prevent this type of workplace?
3. What is the link between the conditions of the NIKE workers and the students in your school?

4. How many different people or groups can you find out are working on the “Sweatshops” campaign?
5. Explain how sanctions against the apartheid regime in South Africa were a part of a historically successful international “shame” campaign.
 - Blood, Sweat and Shears, the campaign against sweatshops
<http://www.corpwatch.org/feature/sweatshops/>
Facts and information about the anti-sweatshop campaign
 - Nike must stop exploiting my students!
<http://www.corpwatch.org/feature/sweatshops/students.html>
Article about how teens in North America are used as unwitting advertising agents for NIKE.
 - NIKE demonstration results
http://www.summersault.com/~agj/clr/alerts/nike_demo_resul.html
Personal account of a demonstration inside a mall.
 - A tribute to international solidarity support
<http://www.anc.org.za/ancdocs/history/aam/symposium.html#Katjavivi>
A tribute given to the support by the international community that helped bring about the end of the apartheid system in South Africa.
 - Anti-apartheid and solidarity movements
<http://www.anc.org.za/ancdocs/history/aam/>
A site about the struggle for freedom in South Africa. We can see how international pressure paid off!

UNIONS, STRIKES, AND SOLIDARITY

Use the Internet information linked below and other sites you may find with a browser or by following links, to answer these questions specifically related to unions, strikes, and solidarity:

1. What is a union?
 2. How does a strike work? Are they usually successful? Why or why not?
 3. What is the point of international solidarity? Do we need it here in Canada?
 4. Do unions have anything to do with workers your own age?
 5. What is a current strike, lockout, or other action going on TODAY? Explain this issue to your group.
- Campaign for Labour Rights
<http://summersault.com/~agj/clr/index.html>
Campaign for Labour Rights mobilizes grassroots activism throughout the United States for campaigns to end sweatshop abuses and child labour.
 - UFCW child labour campaign
<http://www.ufcw.ca/pubs/clabour/index.htm>
United Food and Commercial Workers union links and information about child labour.
 - Youth, work and unions
<http://www.clc-ctc.ca/youth/unions.html>
Canadian Labour Congress website about youth, work and union issues, explains various aspects of organizing. Also includes many links.

- Washington Alliance of Technology Workers
<http://www.washtech.org/organize.php3>
Homepage of WASHTECH, the union busy organizing the high-tech workers in the Seattle area.
- Women organizing to defend their rights!
<http://www.fiet.ch/commerce/Walmart2.htm>
Website describing the campaign for the defense of worker's rights in Wal-Mart—overview of the global scope of the anti-Wal-Mart campaign.
- May Day on the web!
<http://www.mayweek.ab.ca/>
A site with information and history about May Day, the international workers' holiday.
- Comprehensive labour directory
<http://www.xpdnc.com/>
Fantastic site of information and links, including a glossary of terms and a labour history index.
- Labour start, where trade unionists start their day
<http://www.labourstart.org/>
Great site of updated campaigns and organizing. Check it out!
- Trouble at work, a place to seek help
<http://www.troubleatwork.org.uk/>
A site with information, links and advice for people having trouble with their workplace.

Phase 3—Debating, Discussing, and Reaching Consensus

You have all learned about a different aspect of the many common activist strategies. Now group members come back to the larger WebQuest team with expertise gained by searching from one perspective. You must all now answer the task/quest(ion) as a group. Each of you will bring a certain viewpoint to the answer: some of you will agree and others disagree. Use information, pictures, movies, facts, opinions, etc. from the Webpages you explored to convince your teammates that your viewpoint is important and should be part of your team's answer to the task/quest(ion). Your WebQuest team should write out an answer that everyone on the team can live with.

Phase 4—Real World Feedback

You and your teammates have learned a lot by dividing up into different roles and learning from websites about different campaigns and strategies. Now's the time to put your learning into action!

1. As a group, brainstorm ideas about problems in the world that bother you. Decide which of these problems you would most like to work on and see real change. Do not focus on one of the campaigns you have researched in Phase Two.
2. Give background information that shows you understand your chosen topic/problem/issue. This could be backed up by Internet or print-based research, or could be your original work that you explain thoroughly.

STATE THE TASK/QUEST(ION) AND YOUR GROUP'S ACTION PLAN

3. Develop a plan for your campaign. Make sure to be specific in terms of your actions. Please address these questions specifically:
 - a) How will you attract people to act with you for your cause?
 - b) How will you know your activism is successful?
 - c) What are your short-term, mid-term and long-term goals for the action?
 - d) What sacrifices will be required of you in terms of time, money or other resources for the action to be successful?
4. Have each person on the team take an active role in this development of the campaign. Divide up the work so that one person doesn't experience burnout or frustration. You will present your action plan to the class. If you have done a good job, the other students may want to join the campaign or help you find more people with that concern! See how the dream grows? You may want to write letters together to government or business... or start petitions, or link with someone else working on the same issue on the other side of the world... or develop resources for others... the possibilities are limited only by your imaginations and the depth of your commitment to this issue you have chosen.
5. Report as a group as your teacher advises you. Perhaps you will be required, to present in front of the class, present "your issue" in a web site format, link your campaign to your school's website, or submit it in print format to your teacher. A further idea would be to submit your ideas and work to the webmaster of a site related in some way to your issue of choice. The teacher must receive a copy of this submission.

CONCLUSION

So you have finished your project. Is it possible for an individual to make a difference in today's world? Is it easy? Is it worth it? When you start to understand a topic as broad or complex as activist strategies you may realize that when you only know part of the picture, you only know part of the picture. Now you all know a lot more. Nice work. You should be proud of yourselves! How can you use what you've learned to see beyond the black and white of a topic and into the grayer areas? What other activist strategies could still be explored? Remember, learning never stops.

WebQuest Marking Rubric for Change for “Change the World...How?” Group Work

	Beginning 1	Developing 2	Accomplished 3	Inspiring and exemplary 4	Score
Presentation of campaign topic	Basic idea there but unfocussed and not original	Original idea presented somewhat incomplete	Very interesting, clearly presented, original	Immediately captures imagination of audience, clear and original	
Supporting information and originality	Vague or sketchy background information	Gives information that is accurate but perhaps not broad	Interesting and relevant information from a variety of sources	Original ideas, great variety of background resources, support position cleverly	
Well organized	Elements are related to each other, but scattered	Organized and fairly clear	Very well organized	Organization of presentation is inspiring to reader/audience	
Format/grammar/spelling	Errors in spelling/grammar/writing style inhibit reader or listener's understanding	Some errors, or style might occasionally distract reader/listener	Clear, mostly correct, only minor errors that don not distract reader/listener	No discernible errors, punchy, clear and gripping writing/speaking style	
Finding appropriate (international?) person to report to or ask questions of or collaborate with	Formulated a basic question/consultation to ask but didn't find anyone to send it to	Found/identified someone to communicate with and have successfully developed a question/consultation for them	Found a relevant person to communicate with and have communicated a topical, thoughtful, and well-developed question/consultation	All of the “accomplished level’s achievement, plus a useful response from this person has added to your project and is used in your presentation	