

# Employment Law

## Topic Development Ideas

### *Classes might want to learn more about...*


- employment equity
- employment standards, including safe working conditions and practices, layoffs, and vacation pay
- legal deductions from earnings (e.g., tax, employment insurance, union dues)
- legal issues of harassment, including what constitutes harassment
- Ontario Human Rights Code
- rules, regulations, and restrictions regarding filing claims with Employment Insurance and the Workplace Safety and Insurance Board
- WHMIS (Workplace Hazardous Materials Information System) and its legal requirements


## Strategies for Learners


### *Learners find it useful to...*

- ask for clarification when filing a claim
- document incidents in the workplace as they occur
- paraphrase and repeat to check understanding of employment laws
- role-play reporting a situation about a rights violation to an employment standards officer


## Resources for Developing and Teaching Topic


 *Steps to Employment* – any workbook: Unit 4, “Workplace Law in Ontario”


 *It's Your Right*


 guest speaker from a community legal clinic

 Canadian Human Rights Commission: <http://www.chrc-ccdp.ca>


 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>

 Employment Standards Act Fact Sheets: <http://www.gov.on.ca/LAB/es/ese.htm#fact>

 Ontario Human Rights Commission: <http://www.ohrc.on.ca>

 Settlement.org: <http://www.settlement.org> (Employment)

 The Ontario Federation of Labour: <http://www.ofl-fto.on.ca>

 Workplace Safety and Insurance Board: <http://www.wsib.on.ca>

 **Ontario ministry of labour**

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- avoid answering questions in a situation where rights may be violated
- ask for and respond to recommendations and advice
- make a suggestion about how to solve a problem in the workplace and provide reasons
- give a summary of the main points of a presentation about employment laws
- tell a detailed story about a situation where rights have been violated, including reasons and consequences
- understand details in a spoken exchange that involves suggestions, advice, or requests
- understand factual details and some implied meanings in a 10- to 15-minute presentation
- find information in a moderately complex three- to five-paragraph text
- take notes from a 10- to 15-minute oral presentation about employment standards
- write a one- to two-paragraph report describing a workplace-related experience

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*minimum wage, parental leave, severance pay, pay equity, equal opportunity, statutory holidays*)
- idioms (*get a pink slip, be fired, get sacked*)
- conditional sentences: real, unreal (*If you work overtime, you will get paid time and a half; If you hadn't come late so many times, you wouldn't have been fired*)
- logical connectors (*but, because*)
- modals: suggestions, advice, requests
- questions: embedded, tag, wh-
- verb tenses: simple present, present continuous, present perfect, simple past, past continuous
- pronunciation: sentence stress in conditional sentences

## Sample Tasks

1. In groups, discuss a list of problems in the workplace and give suggestions and advice.
2. Listen to a presentation about employment law in Ontario and identify the main points and most important details.
3. Read short case studies about workplace situations. Decide if workers' rights have been violated and how by referring to information in the Employment Standards Act.
  - **Novice:** Work in a group to prepare a PowerPoint presentation for the class to defend your decisions in Language Task 3.
  - **Skills:** (PowerPoint) Create a Blank Presentation, Font, Font Alignment, Show a Presentation
4. Write about a situation where an employee's rights were violated.

## Additional Tasks

- **Novice:** Cut terms and paste beside definitions in a scrambled instructor-made file about vocabulary related to the Employment Standards Act.
- **Skills:** Open, Save, Cut, Paste, Drag and Drop

# Immigration Law

## Topic Development Ideas

### *Classes might want to learn more about...*

- changes to immigration laws
- citizenship application process
- classes of immigrants (e.g., family, investor, entrepreneur, independent)
- community legal clinics that can assist in the immigration process
- documentation needed for a refugee hearing
- immigrant aid agencies located in most large cities in Ontario
- impact of immigration in Ontario
- legal aid
- OHIP and immigration status
- refugee types (claimant and convention)
- rights and responsibilities of permanent residents and citizens (e.g., voting rights)
- what to do if arrested or detained

## Strategies for Learners

### *Learners find it useful to...*

- access legal counselling in first language
- ask a lawyer or community legal worker to be present at the immigration interview/hearing
- find immigration information on the Internet
- find the telephone number of an immigration lawyer in the telephone directory or on the Internet
- seek assistance from an agency or immigrant settlement services to deal with the immigration process
- take notes during an immigration interview

## Resources for Developing and Teaching Topic

- 📖 *Brainwaves*: Part 3, “Immigration Policy”
- 📖 *Ontario Reader 1999*: “Nation of immigrants”
- 📖 *Teaching Human Rights in Ontario*
- 🔗 *CLB Listening/Speaking Resource*: Settlement dialogue 56
- 🌐 Explore Canada – Canada Today – Page 1 – Immigration after World War II – Levels 1 & 2
- 🌐 Citizenship and Immigration Canada: <http://www.cic.gc.ca>
- 🌐 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Immigration and Citizenship)
- 🔑 **immigration Canada**

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- tell a detailed story, including reasons and consequences
- ask for and give information about immigration
- describe a moderately complex process (e.g., the immigration process)
- understand simple directions on the telephone (e.g., to location of immigration hearing)
- understand factual details and some implied meanings in a 10- to 15-minute presentation
- find information in brochures about immigration procedures and laws
- understand a one-page moderately complex interview, news item, or story about immigration
- write a one-paragraph letter or e-mail message about an immigration matter
- write a one- or two-paragraph text about immigration

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*immigration officer, employment authorization, sponsor, immigration hearing, landed, deportation, admission, emigrate from, immigrate to, port of entry, proof of financial situation, the point system*)
- logical connectors: conjunctions, transition words
- modals: requests, past models
- passive voice
- prepositions: location, time
- sequence markers
- verb tenses: simple past, simple present, present perfect, past perfect
- pronunciation: word stress and –ion endings (*immigration, authorization, deportation, information*)

## Sample Tasks

1. Work with a partner and interview each other about immigration experiences. Create a list of advice for new immigrants.
2. Listen to a story about a recent newcomer to Canada and make predictions about her/his future in Canada.
3. Read information about family-class immigration to Canada. In a list of statements pertaining to the text, find the statements that are false.
  - **All Levels:** Research Citizenship and Immigration Canada on the Internet (<http://cicnet.ci.gc.ca>) and find information regarding family-class sponsorship. Present the most important details to the class.
  - **Skills:** Internet Basics, Browsers, URL, Hyperlink, Search Buttons, Controls
4. Write a story about own immigration experience.

## Additional Tasks

- **All Levels:** Explore **Canada – Canada Today – Page 1, Immigration after World War II, Levels 1, 2**. Prepare a list of historical facts about Canadian immigration policy.
- **Skills:** Open/Close Application, Select and Navigate Through Options, Mouse Tutorial

# Landlords & Tenants

## Topic Development Ideas

### *Classes might want to learn more about...*


- collecting the interest on the last month's rent deposit
- evictions
- filing a claim about discrimination with the Ontario Human Rights Commission
- getting maintenance or repairs done
- illegal fees (e.g., key money)
- landlord and tenant rights and responsibilities
- laws concerning rent increases
- legal significance of a lease
- pets in apartments
- subletting
- tenants' associations
- terminating a lease


## Strategies for Learners


### *Learners find it useful to...*


- ask for translation for explanation of lease before signing
- document problems with landlord
- learn about tenant and landlord responsibilities
- seek legal advice for serious housing problems
- work with neighbours to solve common problems with landlord

## Resources for Developing and Teaching Topic


 *Ontario Reader 1999*: "New rules for tenants"

 *It's Your Right*: "Tenant's Rights"


 *The Tenant's Survival Manual*


 community legal clinics and tenant federations


 *CLB Listening/Speaking Resource*: Stage II, Housing dialogue 26


 guest speaker from a tenants' association or community legal clinic

 CERA (Centre for Equality Rights in Accommodation): <http://www.equalityrights.org/cera>


 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>

 Guide to the Landlord and Tenant Act:  
<http://www.mohawkc.on.ca/dept/stactiv/housing/landlord.html>

 Ontario Rental Housing Tribunal: <http://www.orht.gov.on.ca>

 Rental housing office: [http://www.city.toronto.on.ca/toronto\\_housing/rho/RHO-T&L-Referral\\_List.html](http://www.city.toronto.on.ca/toronto_housing/rho/RHO-T&L-Referral_List.html)

 Settlement.org: <http://www.settlement.org> (Housing, Landlord and Tenant Rights)

 [housing Canada](http://www.housingcanada.ca)

# Landlords & Tenants

## Topic Outcomes (CLB 5, 6, 7)

### Possible outcomes for this topic:

- ask for and respond to recommendations and advice about solving a housing problem
- ask for and give detailed information about tenant rights and responsibilities
- understand factual details and some implied meanings in a 10- to 15-minute presentation
- find information in a moderately complex three- to five-paragraph text
- write a one- or two-paragraph formal letter
- take notes from a 10- to 15-minute presentation or a single page or written information about landlord/tenant rights and responsibilities
- reduce a single page of information to a list of seven to 10 points

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*rent control, discrimination, harassment, eviction, lease, key money, security deposit, utilities, sublet, maintenance*)
- idioms (*break the law, get along with, clear something with, be touchy*)
- modals for requests and suggestions (*could, would, can, may, should*)
- passive voice
- questions: wh-, tag, embedded
- letter-writing conventions
- pronunciation: word stress in multi-syllable words (*sublet, deposit, utilities, discrimination*)

## Sample Tasks

1. With a partner, brainstorm a list of questions about landlord/tenant rights and responsibilities. Form a larger group with classmates and practice asking for and giving information.
2. Listen to a presentation by a guest speaker about landlord/tenant rights and responsibilities. Recall the main points. Check your information with a partner.
3. Answer questions about landlord/tenant rights by scanning brochures for information.
  - **All Levels:** Open a legal information web site such as Community Legal Education Ontario at <http://www.cleo.on.ca>. Answer instructor-given questions by locating information about landlord and tenant issues in an on-line publication.  
**Skills:** Internet Basics, Browsers, URL, Hyperlink, Buttons, Controls
4. Write a formal letter to a landlord giving notice to terminate a lease.
  - **Novice:** Word-process Language Task 4. Follow instructions to insert and format date. Spell-check using menu bar and print for peer evaluation.
  - **Experienced:** Word-process Language Task 4 using Letter Wizard. Spell-check (using right mouse button) and print for peer evaluation.  
**Skills:** Keyboarding, Insert Date and Time, Spelling, Letter Wizard, Print