



**Bow Valley
College**

Finding Your Voice, Knowing Your Rights
Classroom Material



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Finding your Voice

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Acknowledgements

Bow Valley College would like to thank the instructors, students, and employers who participated in the Finding Your Voice, Knowing Your Rights research project and who provided invaluable information for creating the resources. We would also like to acknowledge the instructors and co-creation team members who provided feedback on the content and material design. This work was made possible by a grant from the Alberta Settlement and Integration Program for the project Enhancing Workplace Safety and Equity through Newcomer Youth-Employer Collaboration.

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Overview

Goals of the Project

Finding Your Voice, Knowing Your Rights classroom material is a resource to support English language learners understand and articulate their rights in the Canadian workplace. Learners will have the opportunity to practice and develop:

- English language skills
- Canadian workplace cultural awareness
- Workplace communication skills

The Alberta Government has funded the development of the Finding your Voice, Knowing Your Rights classroom material. The resource has been designed to support newcomer youth workers to better understand their workplace rights and to be able to effectively communicate their rights to employers and co-workers.

Material Overview

Finding Your Voice, Knowing Your Rights classroom material consists of both digital, through D2L: Brightspace, and downloadable PDF resources.

The resource is designed for learners at Canadian Language Benchmark (CLB) levels 5-6 but could be adapted to other levels. Finding Your Voice, Knowing Your Rights classroom material focuses on the development of vocabulary, reading, writing, listening, and speaking skills. Assessments and rubrics are also provided.

D2L packages can be downloaded for each module. Paper copies of material can be copied and distributed to students in a classroom environment. If you are working with the paper copies of material, audio files and PowerPoint presentations are available for download from the instructor notes section of the task.

The list of tasks for the modules and sub-themes, found later in this instructor guide, can be used to plan activities for the module. Many activities can be used independently of others. Instructors should plan the activities they choose to use based on instructor/class interest.

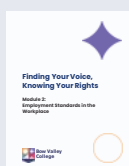
Themes

Finding Your Voice, Knowing your Rights classroom material has been informed by interviews with students, instructors, and employers and provides classroom opportunities for authentic workplace tasks and communication. The material is provided in three themed modules and sub-themes:



MODULE ONE – PHYSICAL HAZARDS IN THE WORKPLACE

- Sub-Theme 1: Workplace Hazards and Safety in the Workplace
- Sub-Theme 2: Incident Reports and Workers Compensation
- Sub-Theme 3: Occupational Health & Safety and Occupational Injury Service



MODULE TWO – EMPLOYMENT STANDARDS IN THE WORKPLACE

- Sub-Theme 1: Understanding Employment Standards
- Sub-Theme 2: Communication about Workplace Rights
- Sub-Theme 3: Pay Stubs and Deductions



MODULE THREE – PSYCHOSOCIAL HAZARDS IN THE WORKPLACE

- Sub-Theme 1: Psychosocial Hazards and Workplace Mental Health
- Sub-Theme 2: Dealing with Difficult Co-Workers
- Sub-Theme 3: Workplace Bullying and Setting Boundaries

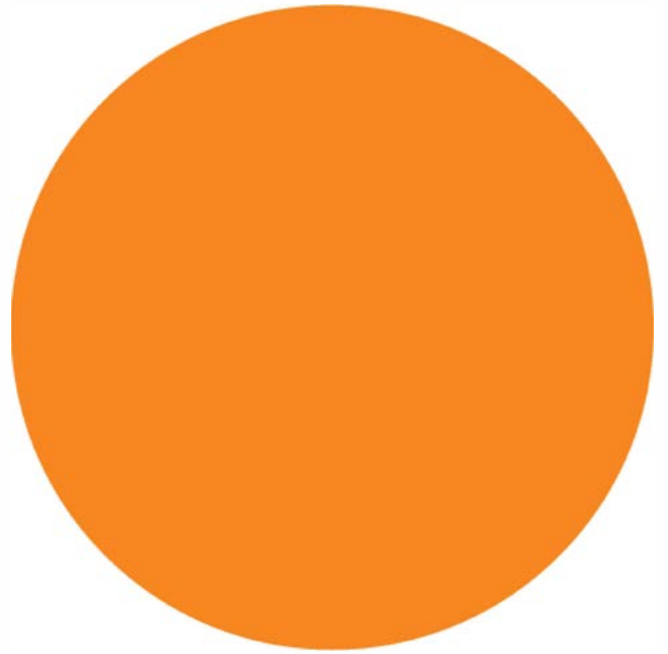
Module Structure

Each module contains three sub-themes which include an introduction, goal-setting activities, vocabulary exercises and activities which provide the necessary background for the module tasks, skill-building and skill-using activities for reading, writing, listening, and speaking competencies, assessment tasks, rubrics for assessments, a self-assessment task, and a resource list that includes external resources.

Details about the activities found in each module and sub-theme are provided in the instructor guide.

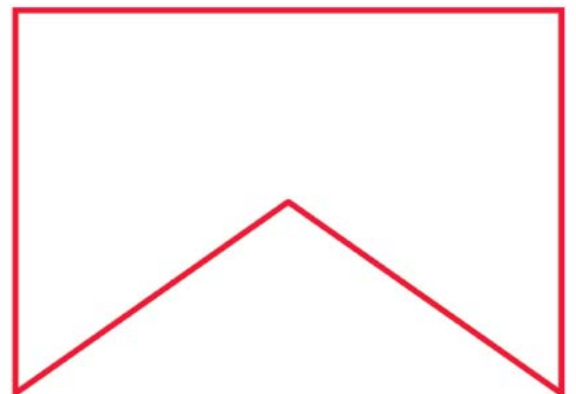
Additional Information

We are excited to share this material with you and we hope that you find it valuable for your in-class experience. If you have any questions about the resource, please contact us at sgaresearch@bowvalleycollege.ca with the subject “Finding Your Voice – Resources”.



Finding Your Voice, Knowing Your Rights

**Module 1:
Physical Hazards in the
Workplace**



Introduction

The module Physical Hazards in the Workplace consists of the following:

- An introduction to the module
- A goal-setting activity for the start of the module
- Skill-building and skill-using tasks which are sub-divided into three sub-themes:
 - Workplace Hazards & Safety in the Workplace
 - Incident Reports & Workers Compensation
 - Occupational Health and Safety & Occupational Injury Service
- Peer assessment and formal assessment tasks
- Rubrics for peer and formal assessments
- End-of-module learner reflections

The skill-building and skill-using tasks are listed by skill-area and are sub-divided by theme, but are not sequenced. Our intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to complete the module. In addition, the Resource List includes references to commonly used published resources where you can find numerous skill-building activities to support the module.

All material can be accessed through the Module 1: Physical Hazards in the Workplace module available [here](#).

Sub-Theme 1: Workplace Hazards & Safety in the Workplace

The first sub-theme of the module focuses on identifying workplace hazards, knowing your rights in the workplace, and advocating for a safe work environment. Table 1 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 1: Tasks for Workplace Hazards & Safety in the Workplace

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Workplace Hazards & Safety in the Workplace <ul style="list-style-type: none">• Instructor Notes• Student Handouts• PowerPoint Presentation

Skill-Building Activities		
Vocabulary words and activities about workplace safety.	Vocabulary - SB	Vocabulary – Workplace Safety <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Brainstorm different questions that you could ask an employer about workplace safety.	Speaking – SB	Workplace Safety Questions <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Practice Questions and Answers: Important questions to ask your employer about workplace safety. Some example questions that students could discuss: (1) What are the hazards of this job? (2) Is there any special training needed for this job? (3) Do I have the right protective equipment for this job? (4) If I have any questions about safety, who do I ask? (5) What do I do in an emergency?	Speaking – SB	Q & A about Safety <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Review modal verbs and imperative forms.	Speaking – SB Writing – SB	Modal Review <ul style="list-style-type: none"> • Instructor Notes • Student Handouts Imperative Review <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Learn/Review how to take notes. Focus on how to take notes on instructions.	Listening – SB	Note-taking <ul style="list-style-type: none"> • Instructor notes • See LINC 5-7 Classroom Activities Binder: Vol. 1 for various note-taking activities (pp. 35-43)
Learn about different hazard signs in the workplace.	Reading – SB	Hazard Signs in the Workplace <ul style="list-style-type: none"> • Instructor Notes • Student Handouts

Skill-Using Activities		
Role play a dialogue between an employer and employee – make use of important questions to ask your employer from previous activities.	Speaking – SU	Role-Play Safety Discussion <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Politely raise a safety concern during a staff meeting at work – use modal verbs.	Speaking – SU	Safety Concerns <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Give safety instructions to a group of new co-workers in a meeting environment – use imperative verbs and modals of advice.	Speaking – SU	Give Safety Instructions <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to instructions from a co-worker and take notes about the instructions.	Listening – SU	Safety Instructions <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to a presentation about common hazards in the workplace.	Listening - SU	Workplace Hazards <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Transcript
Read about common workplace hazards and figure out which ones may be hazardous in your line of work.	Reading – SU	Read about Workplace Hazards <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Leave a note with instructions for a co-worker. Use modals of advice and verbs in the imperative form.	Writing – SU	Instructions for a Co-worker <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Assessment Tasks		
Listen to a presentation about safety and answer questions about the key information.	Listening - Assessment	Workplace Safety <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Audio File • Rubric • Self-Reflection

Role play: Watch a video about a workplace hazard and role play a discussion with your supervisor raising concerns about the incident. Describe the incident and ask follow-up questions specific to safety in the workplace.	Speaking - Assessment	Workplace Safety Concerns <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection
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Sub-Theme 2: Incident Reports & Workers Compensation

The second sub-theme of the module focuses on reading and writing incident reports, filing a workers compensation claim, and knowing your rights if you have been injured in the workplace. Table 2 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 2: Tasks for Incident Reports & Workers Compensation

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Incident Reports & Workers Compensation <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Skill-Building Tasks		
Vocabulary words and activities about workplace injuries.	Vocabulary - SB	Vocabulary – Workplace Injuries <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation

<p>Read an incident report to identify different parts and organization of the report.</p>	<p>Reading – SB</p>	<p>Parts of an Incident Report</p> <ul style="list-style-type: none"> • Instructor Notes • See LINC 5-7 Classroom Activities Binder: Vol. 1 an introduction to Incident Reports (CLB5 pp. 124-6) and Accident Reports (CLB6 pp. 175-6)
<p>Review past tenses (Simple Past and Past Continuous/ Progressive).</p>	<p>Reading – SB Writing – SB</p>	<p>Past Simple and Past Progressive</p> <ul style="list-style-type: none"> • Instructor Notes • See external resource (e.g. www.esllibrary.com) for activities on Past Simple and Past Progressive
<p>Look at a series of six pictures highlighting different workplace accidents. Write 1-2 sentences for each picture to describe the accident or workplace injury. Use the theme vocabulary and the past tense.</p>	<p>Writing – SB</p>	<p>Describing Injuries in the Past</p> <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
<p>Read a story about a workplace accident. Identify different past tense events in the reading.</p>	<p>Reading – SB</p>	<p>Workplace Accident – Past Tense</p> <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
<p>Review different parts of a form and how to complete a(n) (incident report) form.</p>	<p>Writing - SB</p>	<p>Filling in a Form</p> <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • See external resource (e.g. www.esllibrary.com) for information on filling out a form • See LINC 5-7 Classroom Activities Binder: Vol. 1 an introduction to Incident Reports (CLB5 pp. 124-6) for specific information on completing an incident report

Learn skills and vocabulary necessary to navigate websites and find information online.	Reading - SB	Navigating a Website <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Skill-Using Task		
Listen to a video on reporting an injury from the Workers Compensation Board (WCB) of Alberta) and answer questions about the video.	Listening – SU	Report an Injury 1-2-3 <ul style="list-style-type: none"> • Instructor Notes • Student Handout
Explore the Workers Compensation website and search the website to find information to answer questions.	Reading – SU	WCB Website <ul style="list-style-type: none"> • Instructor notes • Student Handout
Read an incident report and answer questions about details and organization.	Reading – SU	Read an Incident Report <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Fill out a modified Workers Compensation form.	Writing - SU	Complete an Incident Report Form <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Write a paragraph (using the past tense) describing a workplace accident.	Writing – SU	Paragraph Describing a Workplace Accident <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to a person describe a workplace incident. Take notes on the incident and fill out an incident report form with the specific details from the listening.	Listening – SU	Describing a Workplace Incident <ul style="list-style-type: none"> • Instructor Notes • See LINC 5-7 Classroom Activities Binder: Vol. 1 an introduction to Incident Reports (CLB5 p. 126: Audio 2.3) for the listening task and report to complete

Assessment Tasks		
Read and answer questions about details in an incident report.	Reading - Assessment	Read an Incident Report (Assessment) <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection
Two-part assessment: (1) completing an incident report form and (2) writing a description of a workplace incident using information provided and a short video of the workplace incident.	Writing - Assessment	Part 1: Complete an Incident Report Form Part 2: Describe a Workplace Incident <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection

Sub-Theme 3: Occupational Health and Safety & Occupational Injury Service

The third sub-theme of the module is shorter and focuses on gaining a better understanding of occupational health and safety and the role of occupational injury services. It also has tasks reporting a workplace safety violation to occupational health and safety. Table 3 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 3: Tasks for Occupational Health and Safety & Occupational Injury Service

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Occupational Health and Safety & Occupational Injury Service <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation

Skill-Building Tasks		
Review what type of information you need to include in a voicemail message.	Speaking - SB	Leaving a voicemail <ul style="list-style-type: none"> • Instructor Notes • See LINC 5-7 Classroom Activities Binder: Vol. 2 for various voicemail activities (pp. 382-3)
Review how to take notes. Focus on how to take notes from voicemail messages.	Listening – SB	Note-taking (voicemail) <ul style="list-style-type: none"> • Instructor Notes • See LINC 5-7 Classroom Activities Binder: Vol. 2 for various voicemail note-taking activities (pp. 384-5)
Skill-Using Task		
Listen to a video on the Occupational Injury Service (OIS) from the Workers Compensation Board (WCB) of Alberta and answer questions about the video.	Listening – SU	OIS: An Overview <ul style="list-style-type: none"> • Instructor Notes • Student Handout
Listen to a video on modified work from the Workers Compensation Board (WCB) of Alberta and answer questions about the video.	Listening – SU	Modified Work <ul style="list-style-type: none"> • Instructor notes • Student Handout
Read about reporting a workplace safety violation to Occupational Health and Safety (OHS).	Reading – SU	Report a Safety Violation <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to voicemail messages from employees and take notes about the messages. Provide details about the person who left the message, the reason for the call, and follow-up instructions.	Listening - SU	Voicemail Messages <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Audio File
Practice leaving formal and informal voicemail message related to workplace safety.	Speaking – SU	Leaving voicemail messages <ul style="list-style-type: none"> • Instructor Notes • Student Handouts

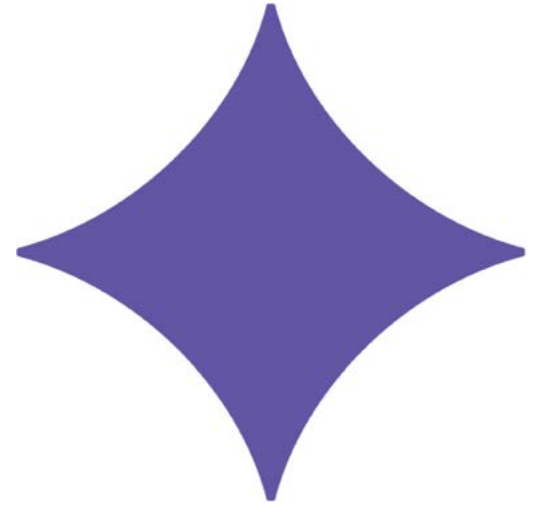
Assessment Tasks		
Leave a formal voicemail message reporting a workplace safety violation to OHS.	Speaking – Peer Assessment	OHS Voicemail <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection

Assessments

Formal and peer assessments and rubrics are provided for each module and are aimed to build on the vocabulary and activities in the sub-themes. The assessments were created to give learners feedback on task success related to CLB criteria. Table 4 outlines the 5 assessment tasks for **Physical Hazards in the Workplace**.

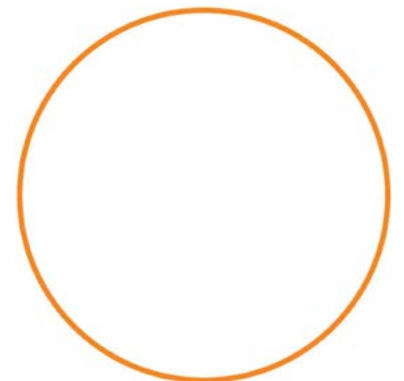
Table 4: Assessment Tasks – Physical Hazards in the Workplace

	Workplace Hazards and Safety in the Workplace	Incident Reports & Workers Compensation	Occupational Health and Safety & Occupational Injury Service	Formal Assessment	Peer Assessment
Listening: Listen to a presentation about workplace safety	✓			✓	
Speaking: Role-play a discussion with your supervisor describing a workplace incident and asking questions about workplace safety	✓			✓	
Speaking: Leave a voicemail for OHS reporting a workplace safety incident			✓		✓
Reading: Read and answer questions about details in an incident report		✓		✓	
Writing: Two-part assessment: (1) completing an incident report form and (2) writing a description of a workplace incident		✓		✓	



Finding Your Voice, Knowing Your Rights

Module 2: Employment Standards in the Workplace



Introduction

The module **Employment Standards in the Workplace** consists of the following:

- An introduction to the module
- A goal-setting activity for the start of the module
- Skill-building and skill-using tasks which are sub-divided into three sub-themes:
 - Understanding Employment Standards
 - Communication about Workplace Rights
 - Pay Stubs and Deductions
- Peer assessment and formal assessment tasks
- Rubrics for peer and formal assessments
- End-of-module learner reflections

The skill-building and skill-using tasks are listed by skill-area and are sub-divided by theme, but are not sequenced. Our intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to complete the module. In addition, the Resource List includes references to commonly used published resources where you can find numerous skill-building activities to support the module.

All material can be accessed through the Module 2: Employment Standards in the Workplace module available [here](#).

Sub-Theme 1: Understanding Employment Standards

The first sub-theme of the module focuses in discussing Canadian workplace standards and comparing and contrasting standards across provinces and/or countries. Table 5 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 5: Tasks for Understanding Workplace Standards

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Workplace Standards <ul style="list-style-type: none">• Instructor Notes• Student Handouts• PowerPoint Presentation

Skill-Building Activities		
Vocabulary words and activities about employment standards.	Vocabulary - SB	Vocabulary – Employment Standards <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Vocabulary words and activities about comparing and contrasting.	Vocabulary - SB	Vocabulary – Compare and Contrast <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Discuss different aspects of the workplace with respect to Employment Standards.	Speaking – SB	Employment Standards <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Research Work: Pick a topic (related to Employment Standards) and research it. Make notes for your PowerPoint presentation. Prepare compare/contrast vocabulary.	Speaking – SB	Research Topics <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
PowerPoint presentation creation. Work on putting together your PowerPoint presentation.	Speaking – SB	PowerPoint Template <ul style="list-style-type: none"> • Instructor notes • PowerPoint template
Read a handout about creating a successful PowerPoint presentation.	Reading – SB	Creating a PowerPoint <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to a short presentation on constructive feedback. Practice giving feedback to the student in the video.	Listening - SB	Constructive Feedback <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Students practice using the compare and contrast vocabulary to write sentences comparing/contrasting two pictures.	Writing – SB	Compare & Contrast Pictures <ul style="list-style-type: none"> • Instructor Notes • Student Handouts

Skill-Using Activities		
Students practice their presentation with a partner (or small group). They should be open to constructive feedback from classmates to help improve their presentation.	Speaking – SU	Presentation Practice <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to a draft of a classmate’s presentation and give constructive feedback about how to improve the presentation.	Listening – SU	Constructive Feedback - Classmate <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to a video and complete a chart about minimum wage and pay.	Listening – SU	Minimum Wage in Canada <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Discuss minimum wage in Canada (using the minimum wage map). Practice using compare/contrast expressions.	Speaking – SU	Minimum Wage <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Read a chart comparing minimum wages across Canada.	Reading – SU	Minimum Wage - Reading <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to someone describe differences between Canada and their home country/ province. Pay attention to the use of compare/contrast vocabulary.	Listening – SU	Compare & Contrast <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Audio File
Write an informal email to a friend about Canadian employment expectations. Compare and contrast one aspect of the Canadian workplace with the workplace in another country.	Writing – SU	Compare & Contrast – Informal Email <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Give advice about pay/ workplace standards to a new employee. Use compare and contrast vocabulary.	Writing - SU	Workplace Advice <ul style="list-style-type: none"> • Instructor Notes • Student Handouts

Assessment Tasks		
Listen to a presentation by an employer explaining employment standards to a group of new employees.	Listening - Assessment	Employment Standard Presentation <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Audio File • Rubric • Self-Reflection
Pick one aspect of the workplace that was discussed in class and research information on the topic. Compare and contrast how it is similar or different to another province. Create a PowerPoint presentation highlighting some of the main differences.	Speaking - Assessment	Research Presentation <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection

Sub-Theme 2: Communication about Workplace Rights

The second sub-theme of the module focuses on written and spoken communication between employees and employers. Table 6 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 6: Tasks for Communication about Workplace Rights

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Communication about Workplace Rights <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation

Skill-Building Tasks		
Vocabulary words and activities related to email messages.	Vocabulary - SB	Vocabulary – Email <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Review different components of an email and differences between a formal and informal email message.	Writing – SB	Email <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Review formatting and organization of a formal business letter – focus on Resignation Letter.	Writing – SB	Formal Letter <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Review what type of information you need to include in a voicemail message.	Speaking - SB	Leaving a voicemail <ul style="list-style-type: none"> • Instructor Notes • See LINC 5-7 Classroom Activities Binder: Vol. 2 for various voicemail activities (pp. 382-3)
Discuss the importance of using the appropriate level of formality.	Reading – SB	Sample Letters and Level of Formality <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Skill-Using Task		
Leave a voicemail message at your workplace about taking a sick day.	Speaking – SU	Voicemail (Sick Day) <ul style="list-style-type: none"> • Instructor Notes • Student Handout
Discuss working overtime hours with your boss. Practice accepting and declining the overtime hours.	Speaking – SU	Role-play: Overtime <ul style="list-style-type: none"> • Instructor notes • Student Handout
Read a formal email about a lay-off notice and answer layout and comprehension questions.	Reading – SU	Lay-off email <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Write a formal email about scheduling a vacation.	Writing - SU	Vacation email <ul style="list-style-type: none"> • Instructor Notes • Student Handouts

Write a formal letter of resignation. Give appropriate notice.	Reading – SU	Resignation Letter <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Assessment Tasks		
Write a formal letter/email to your employer. Correctly prepare a formal letter/email following standard guidelines. Two choices of topics: (1) write a letter of resignation, or (2) make a formal email request for vacation time to your employer.	Writing - Assessment	Resignation Letter (Assessment) Vacation Email (Assessment) <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection
Read a resignation email sent from an employee to their employer. Answer questions about email layout, content, and level of formality.	Reading - Assessment	Resignation Email <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection

Sub-Theme 3: Pay Stubs and Deductions

The third sub-theme of the module is shorter and focuses on gaining a better understanding of pay stubs and Canadian workplace deductions. Table 7 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 7: Tasks for Pay Stubs and Deductions

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Pay Stubs and Deductions <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation

Skill-Building Tasks		
Vocabulary words and activities about employment standards.	Vocabulary - SB	Vocabulary – Employment Standards <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Review large numbers: For example, population and money.	Listening – SB	Numbers <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Review parts of a pay stub; Read about pay stub deductions and answer questions.	Reading – SB	Pay Stubs <ul style="list-style-type: none"> • Instructor Notes • Government of Alberta Handout: Work Laws, Pay Stubs (pp. 6-10).
Skill-Using Task		
Listen to a presentation about understanding deductions on a Canadian pay stub.	Listening – SU	Canadian Deductions <ul style="list-style-type: none"> • Instructor Notes • Student Handout
Read a pay stub and answer questions about details and layout.	Reading – SU	Reading a Pay Stub <ul style="list-style-type: none"> • Instructor notes • Student Handout
Read an article about different ways you can earn an income and complete a chart with information.	Reading – SU	Income <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Assessment Tasks		
Read and answer questions about Canadian pay stubs. Be able to identify different types of deductions, pay periods, and personal information.	Reading - Assessment	Reading a Pay Stub (Assessment) <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection

Assessments

Formal and peer assessments and rubrics are provided for each module and are aimed to build on the vocabulary and activities in the sub-themes. The assessments were created to give learners feedback on task success related to CLB criteria. Table 8 outlines the 5 assessment tasks for **Employment Standards in the Workplace**.

Table 8: Assessment Tasks – Physical Hazards in the Workplace

	Understanding Employment Standards	Communication about Workplace Rights	Pay Stubs and Deductions	Formal Assessment
Listening: Listen to a presentation by an employer explaining employment standards to a group of new employees.	✓			✓
Speaking: Do a PowerPoint presentation comparing and contrasting different aspects of the workplace.	✓			✓
Reading: Read a resignation email from an employee.		✓		✓
Reading: Read a pay stub			✓	✓
Writing: Write a formal letter/email to your employer.		✓		✓

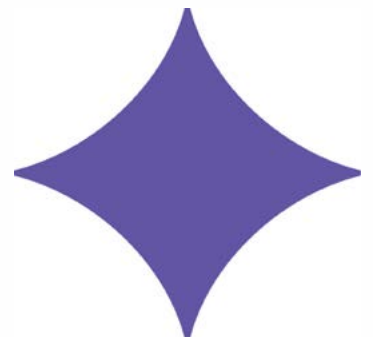


Finding Your Voice, Knowing Your Rights

Module 3: Psychosocial Hazards in the Workplace



**Bow Valley
College**



Introduction

The module ***Psychosocial Hazards in the Workplace*** consists of the following:

- An introduction to the module
- A goal-setting activity for the start of the module
- Skill-building and skill-using tasks which are sub-divided into three sub-themes:
 - Psychosocial Hazards and Workplace Mental Health
 - Workplace Bullying and Dealing with Difficult Co-workers
 - Leave of Absence
- Peer assessment and formal assessment tasks
- Rubrics for peer and formal assessments
- End-of-module learner reflections

The skill-building and skill-using tasks are listed by skill-area and are sub-divided by theme, but are not sequenced. Our intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to complete the module. In addition, the Resource List includes references to commonly used published resources where you can find numerous skill-building activities to support the module.

All material can be accessed through the Module 3: Psychosocial Hazards in the Workplace module available [here](#).

Sub-Theme 1: Psychosocial Hazards and Workplace Mental Health

The first sub-theme of the module focuses on identifying psychosocial hazards in the workplace, setting boundaries, and understanding workplace mental health. Table 9 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 9: Tasks for Psychosocial Hazards and Workplace Mental Health

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Psychosocial Hazards and Workplace Mental Health <ul style="list-style-type: none">• Instructor Notes• Student Handouts• PowerPoint Presentation

Skill-Building Activities		
Vocabulary words and activities about psychosocial concerns.	Vocabulary - SB	Vocabulary – Psychosocial Concerns <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Learn about identifying different graphics and finding information in a chart, table, continuum, etc.	Reading – SB	Identifying Graphics <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Read about “What is workplace mental health?” (short story + statistics) and answer questions.	Reading – SB	Workplace Mental Health <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Read the Mental Health Continuum Model and become familiar with the different stages of mental health wellness.	Reading – SB	Mental Health Continuum <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to co-workers discuss their mood and different behavioural patterns – identify different mental health phases (as per the Mental Health Continuum Model).	Listen – SB	Mental Health Phases <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Audio File
Skill-Using Activities		
Listen to a manager talk to workers about their rights in the workplace with respect to leave of absence, bullying, etc.	Listen – SU	Safety Concerns <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Listen to a short video about dealing with workplace stress.	Listen – SU	Stress at Work <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Read about work-life balance and identifying workplace stress.	Reading - SU	Work-life balance <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Read an informal email from a friend who is dealing with a psychosocial workplace concern. Identify parts of the email and answer content questions.	Reading – SU	Informal Email Psychosocial Concern <ul style="list-style-type: none"> • Instructor Notes • Student Handouts

Reply to the previous activity (Informal Email Psychosocial Concern). Give advice on how to handle the psychosocial workplace concern that your friend discussed with you.	Writing – SU	Email: Psychosocial Concern <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Assessment Tasks		
Listen to a presentation about the benefits of promoting and maintaining good mental health in the workplace. Answer questions about the presentation.	Listening - Assessment	Workplace Mental Health <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Audio File • Rubric • Self-Reflection

Sub-Theme 2: Workplace Bullying & Dealing with Difficult Co-workers

The second sub-theme of the module focuses on workplace bullying and strategies for dealing with difficult co-workers. Students learn how to read different type of graphics and learn strategies for setting workplace boundaries. Table 10 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 10: Tasks for Workplace Bullying & Dealing with Difficult Co-Workers

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Workplace Bullying & Dealing with Difficult Co-Workers <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation

Skill-Building Tasks		
Vocabulary words and activities about psychosocial concerns.	Vocabulary - SB	Vocabulary – Psychosocial Concerns <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Learn polite ways to give advice to co-workers or raise a concern with a co-worker.	Speaking – SB	Raising a concern/complaint <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Have an informal discussion with a friend about different workplace scenarios. What would you do in each of these scenarios? Try and come to a consensus.	Speaking - SB	Informal Discussion <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Steps for setting boundaries.	Speaking – SB	Setting Boundaries <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentations
Listen to a series of dialogues between two co-workers and identify different forms of bullying.	Listening – SB	Bullying <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
After listening to a series of dialogues (previous activity: Bullying), discuss bullying and give advice for dealing with bullying in the workplace.	Speaking - SB	Bullying in the Workplace <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Learn about identifying different graphics and finding information in a chart, table, continuum, etc.	Reading – SB	Identifying Graphics <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Skill-Using Task		
Raise a psychosocial concern with a manager and offer suggestions for coming up with a solution.	Speaking – SU	Role-play Psychosocial Concerns <ul style="list-style-type: none"> • Instructor Notes • Student Handout

Politely raise a concern with a co-worker and come up with a set of boundaries for both of you to follow.	Speaking – SU	Setting Boundaries – Dialogue <ul style="list-style-type: none"> • Instructor notes • Student Handout
Listen to a short presentation on the importance of setting boundaries in the workplace.	Listening – SU	Setting Boundaries - Listening <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Read and answer questions about strategies for dealing with bullying in the workplace.	Reading - SU	Bullying Strategies <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Read information about workplace bullying and fill in a table with the details.	Reading/Writing – SU	Complete a Table <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Email a friend and tell them about a workplace situation that you are dealing with. Ask your friend for advice. Exchange emails with a classmate and reply to your classmate’s message.	Reading/Writing – SU	Email to a Friend <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Assessment Tasks		
Read graphics with statistics about bullying in the workplace in Alberta/Canada and answer comprehension questions.	Reading - Assessment	Bullying Statistics <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection
Role-play a workplace psychosocial concern with a co-worker and discuss possible solutions.	Speaking - Assessment	Role-play Workplace Concern <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection

Sub-Theme 3: Taking a Leave of Absence

The third sub-theme of the module focuses on understanding leaves of absence from work and what is involved in requesting a leave of absence. Table 11 lists skill-building, skill-using, and assessment tasks related to this sub-theme.

Table 11: Tasks for Taking a Leave of Absence

Activity	Focus SB = Skill-Building SU = Skill-Using	Resources Available in Module Handbook
Introduction to the sub-theme.	Introduction	Introduction – Taking a Leave of Absence <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Skill-Building Tasks		
Vocabulary words and activities related to email messages.	Vocabulary - SB	Vocabulary – Email <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Review different components of an email and differences between a formal and informal email message.	Reading – SB	Email <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Informal and formal writing. What makes writing more formal or informal? Vocabulary, structures, expressions.	Writing – SB	Informal and Formal Writing <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • PowerPoint Presentation
Review different parts of a form and how to complete a leave of absence form.	Writing - SB	Filling in a Form <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • See external resource (e.g. www.eslibrary.com) for information on filling out a form

Skill-Using Task		
Discuss taking time off/going on a leave of absence with a supervisor. Students should be able to articulate their rights as a worker.	Speaking – SU	Role-play Leave <ul style="list-style-type: none"> • Instructor Notes • Student Handout
Listen to someone describe why they are taking a leave of absence from work and take notes. Use the information to complete a leave of absence form.	Listening – SU	Leave of Absence Listening <ul style="list-style-type: none"> • Instructor notes • Student Handout
Email HR about taking a leave of absence from work. Inquire about whether you are eligible for a leave and what are the next steps.	Writing – SU	Email: Leave of Absence <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Complete a “Request for a Leave of Absence” form.	Writing - SU	Leave of Absence Form <ul style="list-style-type: none"> • Instructor Notes • Student Handouts
Assessment Tasks		
Two-part assessment: (1) completing a leave of absence form and (2) writing an email about the leave of absence to HR.	Writing - Assessment	Part 1: Complete a Leave of Absence Form Part 2: Email a Leave of Absence Form <ul style="list-style-type: none"> • Instructor Notes • Student Handouts • Rubric • Self-Reflection

Assessments

Formal and peer assessments and rubrics are provided for each module and are aimed to build on the vocabulary and activities in the sub-themes. The assessments were created to give learners feedback on task success related to CLB criteria. Table 12 outlines the 4 assessment tasks for **Psychosocial Hazards in the Workplace**.

Table 12: Assessment Tasks – Psychosocial Hazards in the Workplace

	Psychosocial Hazards and Workplace Mental Health	Workplace Bullying and Dealing with Difficult Co-workers	Taking a Leave of Absence	Formal Assessment
Listening: Listen to a presentation about workplace mental health.	✓			✓
Speaking: Raise a concern or complaint with a co-worker.		✓		✓
Reading: Read graphics with information on bullying.		✓		✓
Writing: Two-part assessment: (1) completing a leave of absence form and (2) composing an email to accompany the form.			✓	✓

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