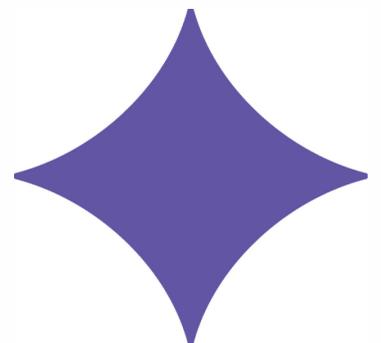




Finding Your Voice, Knowing Your Rights

**Module 3:
Psychosocial Hazards in the
Workplace**



Finding Your Voice, Knowing Your Rights Resources

Finding Your Voice, Knowing Your Rights classroom material is a resource to support English language learners to understand and articulate their rights in the Canadian workplace.

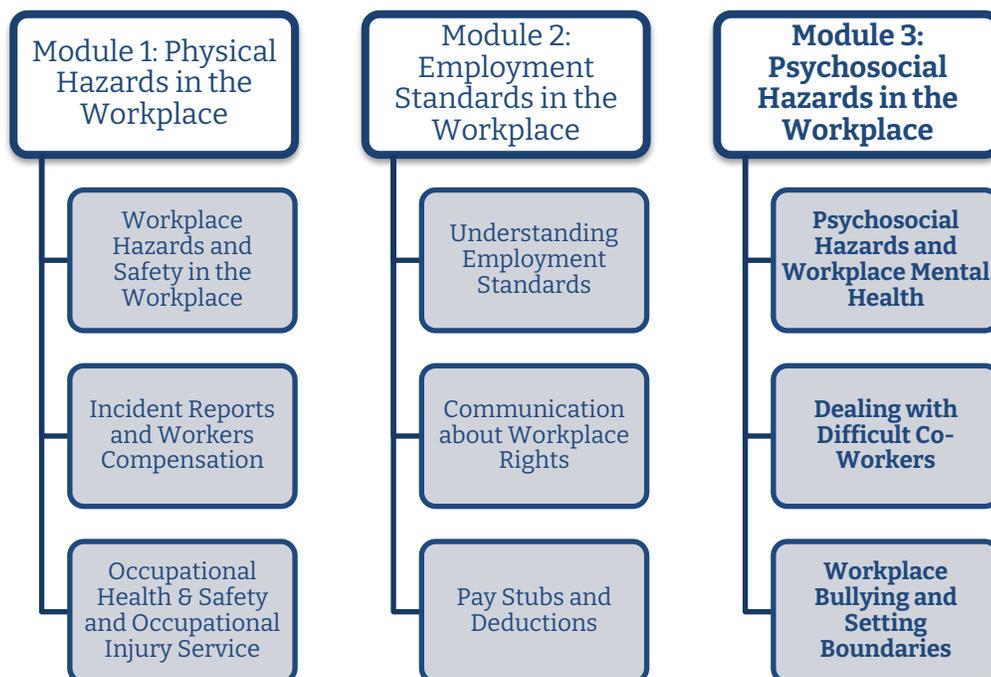
Learners will have the opportunity to practice and develop:

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

The material was designed based on interviews with instructors, employers, and students that were conducted during a qualitative research project. The resources have 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.

The research found that newcomers are often less able to speak up for their Occupational Health and Safety (OHS) rights because of lack of language about and awareness of issues, intercultural and power dynamics between employers and co-workers, varying conceptions of workplace safety, precarity, and work in less regulated injuries. The material presented here will help students build necessary skills to advocate for themselves in the Canadian workplace.

The material is sub-divided into three modules. The focus of this set of material is **Module 3: Psychosocial Hazards in the Workplace**.



To find out more about the resources, please download the [Instructor's Resource available here](#).

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Introduction: Psychosocial Hazards and Workplace Mental Health

Tasks:

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

For instructor:

- This sub-theme, within the module of Psychosocial Hazards in the Workplace, focuses on identifying psychosocial hazards in the workplace, gaining a better understanding of work-life balance, and understanding workplace mental health.
- This sub-theme includes one formal assessment task: a listening assessment about the benefits of promoting and maintaining good mental health in the workplace.

PowerPoints:

- PowerPoint introduction to the sub-theme (**Introduction: Psychosocial Hazards and Workplace Mental Health**) can be downloaded [here](#).

Name: _____

Date: _____

Goals: Psychosocial Hazards and Workplace Mental Health

Task: After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

Know	Want to Know	Learned
What do you think you know about Psychosocial Hazards and Workplace Mental Health?	What do you want to know about Psychosocial Hazards and Workplace Mental Health? Set 3 goals for this lesson.	What did you learn about Psychosocial Hazards and Workplace Mental Health?

Vocabulary – Psychosocial Concerns

Task:

- Match word and definition (Worksheet 1) + PowerPoint
- Read and fill-in-the-blank (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Crossword Puzzle Link: <https://crosswordhobbyist.com/806613>
- Quizlet Link: <https://quizlet.com/ca/509183212/psychosocial-workplace-concerns-flash-cards/?x=1qqt>

For instructor:

- Students can work through the various vocabulary worksheets in order to learn vocabulary related to psychosocial concerns.

Answer Key:

- Provided at the end of the task

PowerPoint:

- **Vocabulary Psychosocial Concerns** PowerPoint can be downloaded [here](#).

Name: _____

Date: _____

Worksheet 1: Vocabulary – Psychosocial Concerns

Task: Work with a partner to match the vocabulary words with the correct definition. Write the letter of the matching definition on the line.

Vocabulary Word	Definition
anxiety (N) _____	a. to separate something physically or socially from other things or people
bully (N) _____	b. informal talk or stories about other people's private lives, that may be unkind or untrue
complaint (N) _____	c. an expression of unhappiness or discontent
criticize (V) _____	d. the regular way in which something happens or is done
deadline (N) _____	e. rude in a way that causes somebody to feel upset or annoyed because it shows a lack of respect
exclude (V) _____	f. swear word
gossip (N/V) _____	g. the state of feeling nervous or worried that something bad is going to happen
guidelines (N) _____	h. a set of rules that are given by an organization telling you how to do something
harassment (N) _____	i. a point in time by which something must be done
intimidate (V) _____	j. the amount of confidence and enthusiasm that a person or a group has at a particular time
isolate (V) _____	k. a person who uses their strength or power to frighten or hurt other people
make a joke (idiom) _____	l. to give people information about something that you have heard, seen, or done
morale (N) _____	m. to frighten or threaten somebody so that they will do what you want
offensive (Adj) _____	n. to laugh about something that is serious or should be taken seriously
on purpose (phrase) _____	o. to talk about the faults or someone (or something) in a negative way
pattern (N) _____	p. an agreement by a group of people

profanity (N) _____	q. to prevent someone from participating in or taking part in something
report (N/V) _____	r. not by accident
resolution (N) _____	s. weak and easily hurt physically or emotionally
vulnerable (Adj) _____	t. unwanted remarks or actions that cause a person emotional or physical harm

Name: _____

Date: _____

Worksheet 2: Vocabulary – Psychosocial Concerns

Task: Use the vocabulary from Worksheet 1 to choose the best word to complete each sentence. You may need to change the form of the noun or verb to fit the sentence.

1. It is not nice to _____ or talk about other people behind their back.
2. He forgot to invite his colleague to the meeting. It was an accident, it wasn't _____.
3. The _____ to complete the report is noon on Friday.
4. It is not polite to _____ about someone's accent.
5. The company has been _____ for not taking bullying seriously.
6. Many workplaces have _____ for how to act towards your co-workers.
7. Workplace _____ will often try to make a co-worker feel bad about something.
8. The _____ in the office is low because the manager must lay off workers.
9. Be sure not to make _____ comments about others. Please be respectful.
10. After she reported the harassment, her supervisor looked into the _____.

11. The company tried to _____ a new employee into working overtime.
12. If a person does the same thing many times, you may start to see a _____ in their behaviour.
13. No one should have to deal with bullying or _____ in the workplace.
14. You may feel _____ if you do not know many of your co-workers.
15. If you see harassment in the workplace, you should _____ it to your manager.
16. When you are speaking to each other, be sure not to use _____, even if you are upset.
17. Try to include, not _____, new colleagues so they feel like they are part of the team.
18. Senior citizens are more _____ to COVID-19 than younger people.
19. The co-workers discussed the problem and came to a _____.
20. People feel stress and _____ if they do not feel appreciated in the workplace.

Name: _____

Date: _____

Worksheet 3: Vocabulary – Psychosocial Concerns

Task: Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card, will pick the next card. The winner is the person who has the most cards at the end of the activity.

Anxiety	Bully	Complaint
Criticize	Deadline	Exclude
Gossip	Guidelines	Harassment
Intimidate	Isolate	Make a joke
Morale	Offensive	On purpose
Pattern	Profanity	Report
Resolution	Vulnerable	

ANSWER KEY
Worksheet 1:

Anxiety	G	Isolate	A
Bully	K	Make a joke	N
Complaint	C	Morale	J
Criticize	O	Offensive	E
Deadline	I	On purpose	R
Exclude	Q	Pattern	D
Gossip	B	Profanity	F
Guidelines	H	Report	L
Harassment	T	Resolution	P
Intimidate	M	Vulnerable	S

Worksheet 2:

1. gossip
2. on purpose
3. deadline
4. make a joke
5. criticized
6. guidelines
7. bullies
8. morale
9. offensive
10. complaint
11. intimidate
12. pattern
13. harassment
14. isolated
15. report
16. profanities
17. exclude
18. vulnerable
19. resolution
20. anxiety

Identifying Graphics

Task:

- Learn about different types of graphics, charts, tables, and a continuum.

For instructor:

- Students can follow along with the PowerPoint on Identifying Graphics and can complete the handout in class.

PowerPoint:

- **Reading – Identifying Graphics** can be downloaded [here](#).

Answer Key:

- Provided at the end of the task.

Name: _____

Date: _____

Identifying Graphics

Task: Follow along with your instructor while he/she reviews different types of graphics. Complete the following information while you work through the PowerPoint.

1. What are the three types of graphics we will discuss?
 - a. _____
 - b. _____
 - c. _____

2. What are three reasons why people use different types of graphics?
 - a. _____
 - b. _____
 - c. _____

3. What are the three types of charts?
 - a. _____
 - b. _____
 - c. _____

4. When we look at charts, do we focus on patterns or numbers? _____
5. What data is shown in the bar chart? _____
6. How many students have birthdays in July? _____
7. Which month has the most birthdays? _____

8. Which month has the fewest birthdays? _____
9. What data is shown in the line chart? _____
10. What does the purple line show? _____
11. What does the blue line show? _____
12. Which month has the highest average temperature? _____
13. What shape is a pie chart? _____
14. What is the total percentage of all the pieces of the pie chart? _____
15. What is the most popular transportation to school? _____
16. What percentage of people take the bus to school? _____
17. Tables represent facts and numbers in _____ and _____.
18. How many rows are in the table? _____
19. How many columns are in the table? _____
20. Which province has the highest minimum wage? _____
21. Which province has the lowest minimum wage? _____
22. What foods are in the middle of the continuum? _____
23. Are the healthiest and unhealthiest food next to each other on the continuum? Why or why not?

ANSWER KEY:

1. What are the three types of graphics we will discuss?
 - a. **charts**
 - b. **tables**
 - c. **continuum**
2. What are three reasons why people use different types of graphics?
 - a. **Information is presented in a clear way**
 - b. **A visual can help understand the information better**
 - c. **You can summarize data**
3. What are the three types of charts?
 - a. **Bar Chart**
 - b. **Pie Chart**
 - c. **Line Chart**
4. When we look at charts, do we focus on patterns or numbers? **patterns**
5. What data is shown in the bar chart? **Student birthdays by month**
6. How many students have birthdays in July? **Six**
7. Which month has the most birthdays? **June**
8. Which month has the fewest birthdays? **August**
9. What data is shown in the line chart? **Average high/low temperature in Calgary**
10. What does the purple line show? **Low temperature**
11. What does the blue line show? **High temperature**
12. Which month has the highest average temperature? **August**
13. What shape is a pie chart? **A circle**
14. What is the total percentage of all the pieces of the pie chart? **100%**
15. What is the most popular transportation to school? **C-Train**
16. What percentage of people take the bus to school? **25%**
17. Tables represent facts and numbers in **rows** and **columns**.
18. How many rows are in the table? **2**
19. How many columns are in the table? **11**
20. Which province has the highest minimum wage? **Alberta**
21. Which province has the lowest minimum wage? **Saskatchewan**
22. What foods are in the middle of the continuum? **Foods that are somewhat processed**
23. Are the healthiest and unhealthiest food next to each other on the continuum? Why or why not?
No. They go on different ends of the continuum.

Workplace Mental Health

Task:

- Read a handout by Alberta Health Services about *Mental Health Problems by Type of Industry and Occupation* and answer the questions about the reading.

For instructor:

- Students should read handout by Alberta Health Services about *Mental Health Problems by Type of Industry and Occupation* and answer the questions provided on the handout.

Answer Key:

- Answer key is provided at the end of the task.

Link:

- <https://www.albertahealthservices.ca/assets/info/res/mhr/if-res-mhr-profile-5-mental-health-problems-by-type-of-work.pdf>

Name: _____

Date: _____

Workplace Mental Health

Task: Read the handout by Alberta Health Services about *Mental Health Problems by Type of Industry and Occupation* and answer the questions about the reading.

Link to Handout: [Mental Health Problems by Type of Industry and Occupation](#)

1. How many employed adults participated in the study? _____

2. What type of graphic is shown in Figure 1?
 - Bar chart
 - Line chart
 - Pie chart
 - Table
 - Continuum

3. What does Figure 1 show?
 - the age of participants
 - the occupation of participants
 - the occupation of Canadians
 - the age of Canadians

4. In Figure 1, which occupation had the most participants?
 - business owners
 - clerical/office staff
 - managers or professionals
 - service personnel

5. In Figure 1, which occupation had the second most participants?
 - business owners

- clerical/office staff
- managers or professionals
- service personnel

6. What does Table 1 show?

- Mental Health problems by occupation type
- Mental Health problems by percentage
- Mental Health problems like anxiety
- Mental Health problems by gender

7. Clerical office staff had the highest rate of mental health problems.

- True
- False

8. Managers and professionals had the lowest rate of mental health problems.

- True
- False

9. Which two groups were most affected by phobias?

- Clerical/Office Workers
- Primary Occupations
- Sales
- Services

10. Gender has a large effect on the results of the study.

- True
- False

11. What percentage of clerical/office workers saw a doctor or got help for their condition? _____

12. How many rows are in Table 1? _____

13. How many columns are in Table 1? _____

14. What does Figure 2 show us? _____

15. What is another word for percentage? _____

16. The graphic in Figure 2 is different than the ones we have seen so far. Which one do you think it is most alike?

- Bar Chart
- Line Chart
- Pie Chart
- Table
- Continuum

17. Why did you choose the answer you did in question 16? Please explain below. What do the different colours represent in Figure 2?

ANSWER KEY:

1. How many employed adults participated in the study? **2,817**
2. What type of graphic is shown in Figure 1?
 - Bar chart
 - Line chart
 - Pie chart**
 - Table
 - Continuum
3. What does Figure 1 show?
 - the age of participants
 - the occupation of participants**
 - the occupation of Canadians
 - the age of Canadians
4. In Figure 1, which occupation had the most participants?
 - business owners
 - clerical/office staff
 - managers or professionals**
 - service personnel
5. In Figure 1, which occupation had the second most participants?
 - business owners
 - clerical/office staff
 - managers or professionals
 - service personnel**
6. What does Table 1 show?
 - Mental Health problems by occupation type**
 - Mental Health problems by percentage
 - Mental Health problems like anxiety
 - Mental Health problems by gender
7. Clerical office staff had the highest rate of mental health problems.
 - True**
 - False
8. Managers and professionals had the lowest rate of mental health problems.
 - True
 - False**
9. Which two groups were most affected by phobias?
 - Clerical/Office Workers**
 - Primary Occupations**
 - Sales
 - Services
10. Gender has a large effect on the results of the study.
 - True
 - False**
11. What percentage of clerical/office workers saw a doctor or got help for their condition? **7%**
12. How many rows are in Table 1? **8**
13. How many columns are in Table 1? **11**

14. What does Figure 2 show us? **The Proportion (%) of Individuals with a Mental Health Disorder by Industry Type**
15. What is another word for percentage? **proportion**
16. The graphic in Figure 2 is different than the ones we have seen so far. Which one do you think it is most alike?
- Bar Chart**
 - Line Chart
 - Pie Chart
 - Table
 - Continuum
17. Why did you choose the answer you did in question 16? Please explain below. What do the different colours represent in Figure 2?
- Answers will vary**

Mental Health Continuum

Task:

- Read a *Mental Health Continuum* from the Mental Health Commission of Canada and answer the questions about the reading.

For instructor:

- Students should read the Mental Health Continuum by the Mental Health Commission of Canada and answer the questions provided on the handout.

Answer Key:

- Answer key is provided at the end of the task.

Link:

- https://theworkingmind.ca/sites/default/files/resources/r2mr_poster_en.pdf

Name: _____

Date: _____

Mental Health Continuum

Task: Read a *Mental Health Continuum* from the Mental Health Commission of Canada and answer the questions about the reading.

Link to Handout:

https://theworkingmind.ca/sites/default/files/resources/r2mr_poster_en.pdf

1. What type of reading is this?

- article
- continuum
- short story
- table

2. What are the four stages of Mental Health?

1. _____
2. _____
3. _____
4. _____

3. Complete the table with the information in the handout:

What stage of Mental Health are you likely in if you show the following signs:				
Sign	Healthy	Reacting	Injured	Ill
You feel nervous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You avoid people or situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have a lot of energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are not able to fall asleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You have some anxiety, but it is not excessive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You want to drop out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are sleeping normally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are less active socially.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Complete the table with the information in the handout:

Match the actions you should take to each phase of the continuum.				
Action	Healthy	Reacting	Injured	Ill
Regain physical and mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Break problems into small pieces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow your doctor's recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get social support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and try to reduce things that cause stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a healthy lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get rest, food, and exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANSWER KEY:

1. What type of reading is this?

- article
 continuum
 short story
 table

2. What are the four stages of Mental Health?

Healthy
Reacting
Injured
ill

3. Complete the table with the information in the handout:

What stage of Mental Health are you likely in if you show the following signs:				
Sign	Healthy	Reacting	Injured	Ill
You feel nervous.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You avoid people or situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
You have a lot of energy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are not able to fall asleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
You have some anxiety, but it is not excessive.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
You want to drop out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
You are sleeping normally.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are less active socially.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Complete the table with the information in the handout:

Match the actions you should take to each phase of the continuum.				
Action	Healthy	Reacting	Injured	Ill
Regain physical and mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Break problems into small pieces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow your doctor's recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Get social support	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identify and try to reduce things that cause stress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maintain a healthy lifestyle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get rest, food, and exercise	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mental Health Phases

Task:

- Listen to co-workers discuss their mood and different behavioural patterns.
- Identify different health phases (as per the Mental Health Continuum)

For instructor:

- Students should listen to co-workers discuss their mood and different behavioural patterns and identify different health phases (as per the Mental Health Continuum)

Link to Mental Health Continuum:

- https://theworkingmind.ca/sites/default/files/resources/r2mr_poster_en.pdf

Audio File:

- Audio File “Mental Health Phases” is available [HERE](#).

Transcript:

Listening 1

Hi. I'm Maria. I'm been doing okay lately, but I haven't been feeling wonderful. I tend to be a bit nervous and I've been having trouble sleeping. I think it's because of everything going on lately, but I'm not sure. At work, I find that I'm somewhat less productive and I've been a bit of a procrastinator. I've been putting off doing certain tasks. I feel like I have less energy and that overall, I'm not feeling wonderful and my morale has been a bit low. I've still been seeing some of my friends, but I've been going out less and less often. Nowadays, I'd rather stay home.

Listening 2

Hello. My name is Amanda. I have been feeling depressed lately. I haven't been able to do my job well and so I ended up going on leave last month. I feel like I've also let go of most of my friends. I have no interest in being social or interacting with people. I guess I prefer to isolate at home. I constantly feel exhausted, but I am unable to fall asleep or, if I do manage to fall asleep, I wake up many times throughout the night. I feel like I'm often in a state of panic or like something bad is going to happen. I guess I have a lot of anxiety. I've

been taking some medication to make me feel a bit better. I don't know if it's working or not. I still feel really vulnerable and not myself.

Listening 3

Hi. My name is Joanna. I think I've been feeling pretty good lately. Sometimes I get a bit upset or nervous, but I think that's normal. Most of the time I'm feeling pretty good. I've been sleeping well and going to be at regular times. I think I'm doing quite well at work. I've been able to meet all my deadlines and there have not been any performance issues. I've also been working out at the gym 3 times a week and meeting up with friends on a regular basis. We try to meet up to do something active like go for a walk, instead of meet up for food or drinks!

Listening 4

Hi. I'm Irena. I've been struggling with how I'm feeling lately I find that I'm often tired but I can't seem to get a good night sleep. I'm restless and don't really sleep through the night. I find that I am becoming easily upset or angry at different situations and I have been avoiding certain co-workers at work. I have also been calling in sick for work a few days. I get bullied a lot when I'm at work and others exclude me and gossip about me often. I think my job is suffering because of this. I used to love hanging out with friends, but now I avoid getting in touch with them and would much rather be by myself than with other people.

Name: _____

Date: _____

Mental Health Phases

Task – Part A: Listen to the following 4 people discuss their mood and different behavioural patterns. Then complete the table with the information from each participant. You can use the Mental Health Continuum Model to help you.

Link to Mental Health Continuum: https://theworkingmind.ca/sites/default/files/resources/r2mr_poster_en.pdf

	Listening 1	Listening 2	Listening 3	Listening 4
Speaker	<input type="checkbox"/> Amanda <input type="checkbox"/> Irena <input type="checkbox"/> Joanna <input type="checkbox"/> Maria	<input type="checkbox"/> Amanda <input type="checkbox"/> Irena <input type="checkbox"/> Joanna <input type="checkbox"/> Maria	<input type="checkbox"/> Amanda <input type="checkbox"/> Irena <input type="checkbox"/> Joanna <input type="checkbox"/> Maria	<input type="checkbox"/> Amanda <input type="checkbox"/> Irena <input type="checkbox"/> Joanna <input type="checkbox"/> Maria
Mental Health Stage	<input type="checkbox"/> Healthy <input type="checkbox"/> Reacting <input type="checkbox"/> Injured <input type="checkbox"/> Ill	<input type="checkbox"/> Healthy <input type="checkbox"/> Reacting <input type="checkbox"/> Injured <input type="checkbox"/> Ill	<input type="checkbox"/> Healthy <input type="checkbox"/> Reacting <input type="checkbox"/> Injured <input type="checkbox"/> Ill	<input type="checkbox"/> Healthy <input type="checkbox"/> Reacting <input type="checkbox"/> Injured <input type="checkbox"/> Ill
Signs and Indicators (List 3)				

--	--	--	--	--

Instructions - Part B: Now, work with a small group to discuss actions that each person could take to improve their mental health. Come up with three ideas for each person.

Person	Ideas
Amanda	
Irene	
Joanna	
Maria	

Rights in the Workplace

Task:

- Watch a video on *Bullying in the Workplace – Employee Rights* and answer the questions.

For instructor:

- Students should watch a short video on *Bullying in the Workplace – Employee Rights* played by the instructor. Then, they should answer the related questions.

Answer Key:

- Answer key is provided at the end of the task.

Link:

- https://www.youtube.com/watch?v=_yCEar82L3A&t=5s

Name: _____

Date: _____

Rights in the Workplace

Task: Watch the video *Bullying in the Workplace – Employee Rights* that your instructor will play. Then, answer the following questions.

1. How many Canadians report being bullied (or know someone who has been bullied) at work?
 - all Canadians
 - more than 1/2
 - more than 1/3
 - more than 1/4
2. How many companies take action against bullying?
 - all companies
 - about 1/2
 - about 1/3
 - about 1/4
3. What is the main difference between bullying and harassment?
 - bullying asserts control over someone
 - harassment asserts control over someone
 - both are the same
4. Bullying and harassment are very different ideas.
 - True
 - False
5. There are things you can do if you are being bullied or harassed at work.
 - True
 - False
6. Since so many people are harassed at work, it is normal, and we should be okay with it.

- True
- False

7. It is the employees' responsibility to keep a workplace free from bullying.

- True
- False

8. If you are being harassed at work, it is a good idea to talk to the bully.

- True
- False

9. If you are being bullied at work by your manager, who should you talk to?

- other co-workers
- someone in a higher position than your manager
- your friends and family
- your manager

10. Employers are required to investigate incidents of harassment.

- True
- False

11. Companies are legally required to have harassment policies.

- True
- False

12. You should get help from outside your company if your employer does not investigate an incident of harassment or bullying.

- True
- False

ANSWER KEY:

1. How many Canadians report being bullied (or know someone who has been bullied) at work?
 - all Canadians
 - more than 1/2**
 - more than 1/3
 - more than 1/4
2. How many companies take action against bullying?
 - all companies
 - about 1/2
 - about 1/3**
 - about 1/4
3. What is the main difference between bullying and harassment?
 - bullying asserts control over someone**
 - harassment asserts control over someone
 - both are the same
4. Bullying and harassment are very different ideas.
 - True
 - False**
5. There are things you can do if you are being bullied or harassed at work.
 - True**
 - False
6. Since so many people are harassed at work, it is normal, and we should be okay with it.
 - True
 - False**
7. It is the employees' responsibility to keep a workplace free from bullying.
 - True
 - False**
8. If you are being harassed at work, it is a good idea to talk to the bully.
 - True
 - False**
9. If you are being bullied at work by your manager, who should you talk to?
 - other co-workers
 - someone in a higher position than your manager**
 - your friends and family
 - your manager
10. Employers are required to investigate incidents of harassment.
 - True**
 - False

11. Companies are legally required to have harassment policies.

True

False

12. You should get help from outside your company if your employer does not investigate an incident of harassment or bullying.

True

False

Stress at Work

Task:

- Watch a video on *Addressing Stress at Work* and answer the questions.

For instructor:

- Students should watch a short video on *Addressing Stress at Work* played by the instructor. Then, they should answer the related questions.

Answer Key:

- Answer key is provided at the end of the task.

Link:

- <https://www.youtube.com/watch?v=nzVzO0vFEBo&t=3s>

Name: _____

Date: _____

Stress at Work

Task: Watch the video *Addressing Stress at Work* that your instructor will play. Then, answer the following questions.

1. Stress only contributes to the physical wellness of workers.
 - True
 - False

2. What factors cause stress? (Check all that apply)
 - bad working conditions
 - discrimination
 - excessive workload
 - good lighting
 - harassment
 - healthy work-life balance
 - negative culture
 - not understanding your role
 - strong communication

3. Too much pressure can result in burnout, _____, and _____.

4. For an organization, stress can cause... (Check all that apply)
 - decrease in absenteeism
 - decrease in injury rate
 - increase in accident rate
 - poor performance

5. How can companies help fight stress?
 - a. creating well-defined _____
 - b. providing adequate _____
 - c. providing reasonable _____

- d. building a _____ that encourages support
- e. providing helplines for employee _____
- f. providing training and _____ about work-related stress

ANSWER KEY:

1. Stress only contributes to the physical wellness of workers.
 - True
 - False**
2. What factors cause stress? (Check all that apply)
 - bad working conditions**
 - discrimination**
 - excessive workload**
 - good lighting
 - harassment**
 - healthy work-life balance
 - negative culture**
 - not understanding your role**
 - strong communication
3. Too much pressure can result in burnout, **stress**, and **depression**.
4. For an organization, stress can cause... (Check all that apply)
 - decrease in absenteeism
 - decrease in injury rate
 - increase in accident rate**
 - poor performance**
5. How can companies help fight stress?
 - a. creating well-defined **roles**
 - b. providing adequate **salary**
 - c. providing reasonable **deadlines**
 - d. building a **culture** that encourages support
 - e. providing helplines for employee **concerns**
 - f. providing training and **education** about work-related stress

Work-Life Balance

Task:

- Read an article on work-life balance and answer the questions about the reading.

For instructor:

- Students should read an article about work-life balance adapted from the Mayo Clinic. Then, they should answer the questions provided on the handout.

Answer Key:

- Answer key is provided at the end of the task.

Name: _____

Date: _____

Work-Life Balance

Task: Read the following article adapted from Work-Life balance from the Mayo Clinic below (<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/work-life-balance/art-20048134>) then answer the questions below.

Work-life balance: Tips to reclaim control

When your work life and personal life are out of balance, your stress level is likely to rise. Use these practical strategies to restore harmony.

There was a time when the boundaries between work and home were fairly clear. Today, however, work is likely to invade your personal life — and maintaining work-life balance is no simple task.

This might be especially true if you're concerned about losing your job due to layoffs, or other factors. Technology that enables constant connection to work can eat into time at home.

Still, work-life balance isn't out of reach. Start by evaluating your relationship to work. Then apply specific strategies to help you strike a healthier balance.

Married to your work? Consider the cost

It can be tempting to **rack up** hours at work, especially if you're trying to earn a promotion or manage an ever-increasing workload — or simply keeping your head above water. If you're spending most of your time working, though, your home life will take a hit.

Consider the consequences of poor work-life balance:

- **Fatigue.** When you're tired, your ability to work productively and think clearly might suffer.
- **Poor health.** Stress is associated with negative effects on the immune system and can worsen the symptoms you experience from any medical condition.
- **Lost time with friends and loved ones.** If you're working too much, you might miss important family events or milestones or you might feel left out. It's also difficult to nurture friendships if you're always working.
- **Increased expectations.** If you regularly work extra hours, you might be given more responsibility — which could lead to additional concerns and challenges.

Strike a better work-life balance

As long as you're working, juggling the demands of career and personal life will probably be an ongoing challenge. But if you can learn both to set limits and look after yourself, you can achieve the work-life balance that's best for you.

Setting limits

You can't create extra time. If you don't set limits, then work or other obligations can leave you with no time for the activities and relationships you enjoy. Consider these ideas:

- **Manage your time.** Cut or delegate activities you don't enjoy or can't handle — or share your concerns and possible solutions with your employer or others.
- **Make a list.** Put family events on a weekly calendar and keep a daily to-do list at home and at work.
- **Learn to say no.** Whether it's a co-worker asking you to do an extra project or your child's teacher asking you to organize a class party, remember that it's OK to respectfully say no.
- **Leave work at work.** With the technology to connect to anyone at any time from virtually anywhere, there might be no boundary between work and home — unless you create it.
- **Reduce email access.** Check emails no more than three times a day — late morning, early afternoon and late in the day. If you check your email first thing in the morning you focus on what other people need you to do, not on what you need to do.
- **Take advantage of your options.** Ask your employer about flex hours, a compressed workweek, job sharing, telecommuting or other scheduling flexibility.
- **Try to shorten commitments and minimize interruptions.** Most people can sustain a maximum level of concentration for no more than 90 minutes.

Caring for yourself

A healthy lifestyle is essential to coping with stress and to achieving work-life balance. Try to:

- **Eat a healthy diet.** The Mediterranean diet — which emphasizes fresh fruits and vegetables and lean protein — enhances the ability to remember important information.
- **Get enough sleep.** Lack of sleep increases stress. It's also important to avoid using personal electronic devices, such as tablets, just before bedtime.
- **Make time for fun and relaxation.** Set aside time each day for an activity that you enjoy, such as practicing yoga or reading. Better yet, discover activities you can do with your partner, family, or friends — such as hiking, dancing, or taking cooking classes.
- **Volunteer.** It's important not to over-schedule yourself. But research indicates that volunteering can contribute to a greater sense of work-life balance.

- **Increase your support system.** At work, join forces with co-workers who can cover for you — and vice versa — when family conflicts arise. At home, enlist trusted friends and loved ones to help with childcare or household responsibilities when you need to work overtime or travel.

Remember, creating a healthy work-life balance isn't a one-shot deal. Creating work-life balance is a continuous process as your family, interests, and work life change. You should examine your priorities — and make changes, if necessary — to make sure you're keeping on track.

1. Keeping a good work-life balance is easy.
 - True
 - False
2. What is the best meaning for *rack up*?
 - get an average number
 - get less than an average number
 - get more than an average number
 - try your best
3. If you are tired at work... (check all that apply)
 - You could make mistakes.
 - You will be able to be productive.
 - You will have a good reputation.
 - You won't be able to think clearly.
4. What are some ways that you could lose time with family and loved ones? (check all that apply)
 - It is difficult to develop good relationships if you are working.
 - It will improve relationships with loved ones.
 - You may miss important events.
 - You might feel left out.
5. What are three ways that you can set limits? Which one do you think is the most important and why? Write a short paragraph to answer this question.

6. Why is learning to say “no” important?

- It’s okay to say no.
- You can do an extra project.
- You will have more time for meaningful activities.
- You won’t feel guilty.

7. How many times a day does the article suggest checking your email?

8. Checking your email first thing in the morning is a great way to get the day started.

- True
- False

9. What are 5 ways that the article suggests taking care of yourself?

- a.

- b.

- c.

- d.

- e.

10. What are three ways that you can take care of yourself? Which one do you think is the most important and why? Write a short paragraph to answer this question.

11. You should occasionally review your priorities and make sure that you are keeping a good work-life balance.

- True
- False

ANSWER KEY:

1. Keeping a good work-life balance is easy.
 - True
 - False**
2. What is the best meaning for *rack up*?
 - get an average number
 - get less than an average number
 - get more than an average number**
 - try your best
3. If you are tired at work... (check all that apply)
 - You could make mistakes.**
 - You will be able to be productive.
 - You will have a good reputation.
 - You won't be able to think clearly.**
4. What are some ways that you could lose time with family and loved ones? (check all that apply)
 - It is difficult to develop good relationships if you are working.**
 - It will improve relationships with loved ones.
 - You may miss important events.**
 - You might feel left out.**
5. What are three ways that you can set limits? Which one do you think is the most important and why? Write a short paragraph to answer this question.
Answers will vary.
6. Why is learning to say "no" important?
 - It's okay to say no.
 - You can do an extra project.
 - You will have more time for meaningful activities.**
 - You won't feel guilty.
7. How many times a day does the article suggest checking your email? **3**
8. Checking your email first thing in the morning is a great way to get the day started.
 - True
 - False**
9. What are 5 ways that the article suggests taking care of yourself?
 - a. **Eat a healthy diet**
 - b. **Get enough sleep**
 - c. **Make time for fun and relaxation**
 - d. **Volunteer**
 - e. **Bolster your support system**
10. What are three ways that you can take care of yourself? Which one do you think is the most important and why? Write a short paragraph to answer this question.
Answers will vary.
11. You should occasionally review your priorities and make sure that you are keeping a good work-life balance.
 - True**
 - False

Informal Email – Psychosocial Concern

Task:

- Read the email about a psychosocial concern and answer the questions about the reading.

For instructor:

- Students should read the informal email about a psychosocial concern and answer the questions provided on the handout.
- If students are not familiar with reading email messages, there are two skill-using activities from Sub-Theme 3 that can be used before this task: a skill-building task on email vocabulary and a skill-building task on writing email (Email – Handout).

Answer Key:

- Answer key is provided at the end of the task.

Name: _____

Date: _____

Informal Email – Psychosocial Concern

Task: Read the email about a psychosocial concern and answer the questions about the reading.

To:	sami.patel@shaw.ca
From:	geeta@gmail.com
Date:	April 10
Subject:	How are things back home?
<p>Hi Sami,</p> <p>How have you been? I'm doing okay. I was thinking about you a lot lately. I miss working with you and seeing you every day! Things are going okay here in Calgary. I'm making some friends, but I've been having a few problems at work. I guess that's why I was thinking about you a lot lately.</p> <p>I really like my new job and I am learning a lot, so that's good. I did a presentation last week and I thought it went well, but 2 of my co-workers made fun of my accent. That made me feel horrible. I'm working really hard in English class and am working on my pronunciation, but it's not easy. It doesn't help that when I get nervous, I speak faster and it's harder for others to understand me. Also, I don't want to make eye contact with them because all I think about is them gossiping about me. I think my presentation skills are getting worse now. I worked really hard to put together my next presentation, but they told me today that I didn't need to do it. They would have someone else do it instead! I spent a lot of time preparing and practicing it and it's part of my job, so I'm not happy about it! What do you think I should do? This is causing me a lot of stress and anxiety. Some days I don't want to go into work anymore! I really like some of my co-workers, but it's hard to improve my skills when people bully me and my morale is really low!</p> <p>Anyway, I guess that's all I have to say for now. I really hope everything is good with you. I miss you so much. I wish we were working together again!</p> <p>Love, Geeta</p>	

Name: _____

Date: _____

Informal Email – Psychosocial Concern

1. Who is the sender of the email? _____
2. Who is the recipient of the email? _____
3. What is the subject of the email? _____
4. What is the greeting? _____
5. Geeta and Sami work together.
 True
 False
6. What problems does she discuss in her workplace? (check all that apply)
 People are gossiping about her.
 She feels anxiety.
 She's learning a lot.
 Some co-workers make a joke about how she talks.
7. Geeta likes her new job.
 True
 False
8. How does Geeta feel when her co-workers make fun of her accent?
 indifferent
 okay
 sad
 terrible
9. What is she doing to help improve her accent?

10. What happens when she gets nervous?

11. She will do another presentation next week.

- True
- False

12. She likes all her co-workers.

- True
- False

13. What closing does she use in her email? _____

14. This email is more...

- formal.
- informal.

Why do you think this? _____

15. What is the main purpose of the email?

- to ask advice about a workplace problem
- to find a new job
- to find out how her friend is doing
- to tell her she would like to work together again

ANSWER KEY:

1. Who is the sender of the email? **Geeta**
2. Who is the recipient of the email? **Sami**
3. What is the subject of the email? **How are things back home?**
4. What is the greeting? **Hi**
5. Geeta and Sami work together.
 - True
 - False**
6. What problems does she discuss in her workplace? (check all that apply)
 - People are gossiping about her.**
 - She feels anxiety.**
 - She's learning a lot.
 - Some co-workers make a joke about how she talks.**
7. Geeta likes her new job.
 - True**
 - False
8. How does Geeta feel when her co-workers make fun of her accent?
 - indifferent
 - okay
 - sad
 - terrible**
9. What is she doing to help improve her accent?
take an English class; work on her pronunciation
10. What happens when she gets nervous?
she speaks faster and it's harder to understand her
11. She will do another presentation next week.
 - True
 - False**
12. She likes all her co-workers.
 - True
 - False**
13. What closing does she use in her email? **love**
14. This email is more...
 - formal.
 - informal.**

Why do you think this? **Answers will vary**
15. What is the main purpose of the email?
 - to ask advice about a workplace problem**
 - to find a new job
 - to find out how her friend is doing
 - to tell her she would like to work together again

Email Reply – Psychosocial Concern

Task:

- Re-read the email about a psychosocial concern from the previous activity and write an email reply to your friend.

For instructor:

- Students should re-read the informal email the activity (*Informal Email – Psychosocial Concern*) and write an email reply to their friend Geeta.
- If students are not familiar with reading email messages, there are two skill-using activities from Sub-Theme 3 that can be used before this task: a skill-building task on email vocabulary and a skill-building task on writing email (Email – Handout).

Name: _____

Date: _____

Email Reply – Psychosocial Concern

Task: First, re-read the email about a psychosocial concern. In the next part of the task, you will write an email reply to Geeta.

To:	sami.patel@shaw.ca
From:	geeta@gmail.com
Date:	April 10
Subject:	How are things back home?

Hi Sami,

How have you been? I'm doing okay. I was thinking about you a lot lately. I miss working with you and seeing you every day! Things are going okay here in Calgary. I'm making some friends, but I've been having a few problems at work. I guess that's why I was thinking about you a lot lately.

I really like my new job and I am learning a lot, so that's good. I did a presentation last week and I thought it went well, but 2 of my co-workers made fun of my accent. That made me feel horrible. I'm working really hard in English class and am working on my pronunciation, but it's not easy. It doesn't help that when I get nervous, I speak faster and it's harder for others to understand me. Also, I don't want to make eye contact with them because all I think about is them gossiping about me. I think my presentation skills are getting worse now. I worked really hard to put together my next presentation, but they told me today that I didn't need to do it. They would have someone else do it instead! I spent a lot of time preparing and practicing it and it's part of my job, so I'm not happy about it! What do you think I should do? This is causing me a lot of stress and anxiety. Some days I don't want to go into work anymore! I really like some of my co-workers, but it's hard to improve my skills when people bully me and my morale is really low!

Anyway, I guess that's all I have to say for now. I really hope everything is good with you. I miss you so much. I wish we were working together again!

Love,
Geeta

Name: _____

Date: _____

Email Reply – Psychosocial Concern**Task:** Write an email reply to your friend.

You should reply to the information in your friend's message (see above). Be sure to read it carefully. Make sure your letter is informal and includes three short sections.

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

 Send	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality.		

Workplace Mental Health – Listening Assessment

Assessment Task:

- Listen to an audio recording on *Mental Health* and answer the questions.

For instructor:

- Students should listen to a short audio recording on *Mental Health* played by the instructor. Then, they should answer the related questions.
- Students in CLB 5 can listen to the audio recording three times. Students in CLB 6 can listen to the audio recording twice.

Answer Key:

- Answer key is included with this task.

Audio File:

- Audio File “Mental Health” is available [HERE](#).

Rubric

- Rubric can be found after the answer key.

Self-Assessment:

- Self-Assessment can be found after the rubric.

Transcript:

Did you know that many employees suffer from mental health illnesses? 33% (or 1/3 of) Canadian employees say that they are currently or have previously suffered from a mental health condition such as depression or anxiety. This is not good news for companies – especially when it comes to employee productivity.

About 58% of employees have said that their productivity has been negatively affected by work stress and about 45% have said they considered leaving their job because of workplace stress. About 33% of employees have been absent from work and about 25% have been ill in the last six months because of workplace stress. Employers also believe that good mental health is important in the workplace. 90% of employers suggest that managing mental health is important for workplace productivity, while 86% of employers think that having a mentally healthy workplace attracts and keeps employees.

Many people think that mental health issues develop outside of the workplace, but it is also possible that workers developed mental health issues at work. If people are bullied or harassed in the workplace that could lead to problems. It can also lead to problems if workers feel excluded or are gossiped about in the workplace. If you or one of your co-workers show the following signs it may be an indication that the person is struggling with their mental health. First, is someone is sleeping a lot it may be a sign that they are not feeling well. Also, if someone want to isolate from friends or family that is also a sign of illness. Third, if you notice that a co-worker is having difficulty with workplace tasks and meeting deadlines then it may be a sign that they are struggling. Finally, if someone is feeling anxiety or sadness or their morale is low, this may be a sign that people need to get help.

While struggling with mental health issues is challenging. It is also normal for employees to get stressed because of deadlines, workload, and different personalities of their co-workers. That is why it is important for companies to spend time and money promoting good mental health and to develop guidelines for people who are having difficulties.

Improving mental health is important because improved mental health will lead to better productivity and workers producing better material. A workplace that has mentally healthy employees will also spend less money. For example, less workers will be absent from work and workers will be able to be more productive. If workers miss a lot of work hours a new worker may need to be hired to cover their workload. Creating a positive workplace environment is also important to reducing mental health issues. Finally, helping employees get treatment, such as online programs and wellness counselors will benefit both the company and the employee.

In conclusion, recognizing and dealing with mental health issues in the workplace will lead to a more productive and positive working environment for employers and employees.

Name: _____

Date: _____

Workplace Mental Health – Listening Assessment

Task: Listen to the audio recording on *Mental Health* that your instructor will play. Then, answer the following questions.

1. Half of Canadian employees suffer from anxiety.
 True
 False
2. What percentage of employees have said that their productivity has been affected by stress at work?

3. What percentage of employees have considered leaving their job because of work stress?

4. About 33% of employees have been sick in the past month because of workplace stress.
 True
 False
5. Employers do not think workplace mental health is important.
 True
 False
6. All mental health issues develop outside of work.
 True
 False
7. What issues can cause workplace mental health issues? (Check all that apply) (3 pts.)
 being absent from work
 bullying

- feeling excluded
- harassment
- not having good friends at work
- people talking about you at work

8. What signs show that someone is struggling with a mental health issue? (Check all that apply) (3 pts.)

- feeling anxiety and low morale
- having problems meeting deadlines at work
- sleeping a lot
- staying away from friends and family
- taking pills to help you sleep
- yelling at others

9. What does *isolate* mean in the listening? _____

10. It is normal for employees to get stressed sometimes.

- True
- False

11. What are some things that can cause an employee to get stressed at work? (Check all that apply) (2 pts.)

- co-workers with different personalities
- deadlines
- money
- time

12. It is important for companies to develop mental health guidelines.

- True
- False

13. Improving mental health will lower productivity in the workplace.

- True
- False

14. How will a workplace with mentally healthy employees save money? (Check all that apply) (2 pts.)

- Fewer workers are absent.
- New workers are hired.
- Workers are more productive.
- Workers miss a lot of work.

15. Helping workers get mental health treatment will benefit the company.

- True
- False

16. What is the main purpose of this listening?

- to convince people to leave their job if they have mental health issues
- to instruct listeners about how to improve their mental health
- to share information about working well with co-workers
- to share information about workplace mental health

ANSWER KEY

1. Half of Canadian employees suffer from anxiety.
 - True
 - False**
2. What percentage of employees have said that their productivity has been affected by stress at work? **58%**
3. What percentage of employees have considered leaving their job because of work stress? **45%**
4. About 33% of employees have been sick in the past month because of workplace stress.
 - True
 - False**
5. Employers do not think workplace mental health is important.
 - True
 - False**
6. All mental health issues develop outside of work.
 - True
 - False**
7. What issues can cause workplace mental health issues? (Check all that apply) (3 pts. – ½ a point for each answer)
 - being absent from work
 - bullying**
 - feeling excluded**
 - harassment**
 - not having good friends at work
 - people talking about you at work**
8. What signs show that someone is struggling with a mental health issue? (Check all that apply) (3 pts. – ½ a point for each answer)
 - feeling anxiety and low morale**
 - having problems meeting deadlines at work**
 - sleeping a lot**
 - staying away from friends and family**
 - taking pills to help you sleep
 - yelling at others
9. What does *isolate* mean in the listening? **avoid/stay away**
10. It is normal for employees to get stressed sometimes.
 - True**
 - False
11. What are some things that can cause an employee to get stressed at work? (Check all that apply) (2 pts. – ½ a point for each answer)
 - co-workers with different personalities**
 - deadlines**
 - money
 - time
12. It is important for companies to develop mental health guidelines.

- True**
 False
13. Improving mental health will lower productivity in the workplace.
 True
 False
14. How will a workplace with mentally healthy employees save money? (Check all that apply) (2 pts. – ½ a point for each answer)
 Fewer workers are absent.
 New workers are hired.
 Workers are more productive.
 Workers miss a lot of work.
15. Helping workers get mental health treatment will only benefit the company.
 True
 False
17. What is the main purpose of this listening?
 to convince people to leave their job if they have mental health issues
 to instruct listeners about how to improve their mental health
 to share information about working well with co-workers
 to share information about workplace mental health

Rubric: Listening (Mental Health) – Comprehending Information

Name:	Date:	Task: Listen to a presentation about the benefits of good mental health and answer questions about the listening
	Your Score: _____/22	Task Success: CLB5 = 16/22 CLB Level: ____ CLB6 = 17/22
<p>Check the indicators of ability that the learner achieved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is able to identify the main purpose of the listening <input type="checkbox"/> Student is able to identify topic specific words, expressions, and phrases <input type="checkbox"/> Student is able to identify facts and supporting details <input type="checkbox"/> Student is able to identify some implied meanings <input type="checkbox"/> Student is able to understand function or intent of communication <input type="checkbox"/> Student is able to interpret descriptions and explanations <input type="checkbox"/> Student is able to choose answers based on information 		
<ul style="list-style-type: none"> <input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements 		
Comments:		

Name: _____

Date: _____

Self-Reflection: Workplace Mental Health (Listening)

Task: After you have completed the listening assessment, please take a few minutes to complete the self-reflection below.

1. I was able to listen to a presentation about workplace mental health and answer questions about the topic. (Listening Assessment)
 - Yes
 - No
 - Somewhat

Please give details about what you think you understand well in this listening and what you would like to continue to work on.

Introduction: Workplace Bullying & Dealing with Difficult Co-workers

Tasks:

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

For instructor:

- This sub-theme, within the module of Psychosocial Hazards in the Workplace, focuses on workplace bullying, strategies for dealing with difficult co-workers, setting boundaries, and reading graphics.
- This sub-theme includes two formal assessment tasks: (1) a reading assessment where students read graphics with statistics about bullying in the workplace, and (2) a speaking assessment where students role-play a workplace psychosocial concern with a co-worker and discuss possible solutions.

PowerPoints:

- PowerPoint introduction to the sub-theme (**Introduction: Workplace Bullying & Dealing with Difficult Co-workers**) can be downloaded [here](#).

Name: _____

Date: _____

Goals: Workplace Bullying & Dealing with Difficult Co-workers

Task: After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

Know	Want to Know	Learned
What do you think you know about Workplace Bullying and Dealing with Difficult Co-workers?	What do you want to know about Workplace Bullying and Dealing with Difficult Co-workers? Set 3 goals for this lesson.	What did you learn about Workplace Bullying and Dealing with Difficult Co-workers?

Vocabulary – Psychosocial Concerns

Task:

- Match word and definition (Worksheet 1) + PowerPoint
- Read and fill-in-the-blank (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Crossword Puzzle Link: <https://crosswordhobbyist.com/806613>
- Quizlet Link: <https://quizlet.com/ca/509183212/psychosocial-workplace-concerns-flash-cards/?x=1qqt>

For instructor:

- Students can work through the various vocabulary worksheets in order to learn vocabulary related to psychosocial concerns.

Answer Key:

- Provided at the end of the task

PowerPoint:

- **Vocabulary Psychosocial Concerns** PowerPoint can be downloaded [here](#).

Name: _____

Date: _____

Worksheet 1: Vocabulary – Psychosocial Concerns

Task: Work with a partner to match the vocabulary words with the correct definition. Write the letter of the matching definition on the line.

Vocabulary Word	Definition
anxiety (N) _____	a. to separate something physically or socially from other things or people
bully (N) _____	b. informal talk or stories about other people's private lives, that may be unkind or untrue
complaint (N) _____	c. an expression of unhappiness or discontent
criticize (V) _____	d. the regular way in which something happens or is done
deadline (N) _____	e. rude in a way that causes somebody to feel upset or annoyed because it shows a lack of respect
exclude (V) _____	f. swear word
gossip (N/V) _____	g. the state of feeling nervous or worried that something bad is going to happen
guidelines (N) _____	h. a set of rules that are given by an organization telling you how to do something
harassment (N) _____	i. a point in time by which something must be done
intimidate (V) _____	j. the amount of confidence and enthusiasm that a person or a group has at a particular time
isolate (V) _____	k. a person who uses their strength or power to frighten or hurt other people
make a joke (idiom) _____	l. to give people information about something that you have heard, seen, or done
morale (N) _____	m. to frighten or threaten somebody so that they will do what you want
offensive (Adj) _____	n. to laugh about something that is serious or should be taken seriously
on purpose (phrase) _____	o. to talk about the faults or someone (or something) in a negative way
pattern (N) _____	p. an agreement by a group of people

profanity (N) _____	q. to prevent someone from participating in or taking part in something
report (N/V) _____	r. not by accident
resolution (N) _____	s. weak and easily hurt physically or emotionally
vulnerable (Adj) _____	t. unwanted remarks or actions that cause a person emotional or physical harm

Name: _____

Date: _____

Worksheet 2: Vocabulary – Psychosocial Concerns

Task: Use the vocabulary from Worksheet 1 to choose the best word to complete each sentence. You may need to change the form of the noun or verb to fit the sentence.

1. It is not nice to _____ or talk about other people behind their back.
2. He forgot to invite his colleague to the meeting. It was an accident, it wasn't _____.
3. The _____ to complete the report is noon on Friday.
4. It is not polite to _____ about someone's accent.
5. The company has been _____ for not taking bullying seriously.
6. Many workplaces have _____ for how to act towards your co-workers.
7. Workplace _____ will often try to make a co-worker feel bad about something.
8. The _____ in the office is low because the manager must lay off workers.
9. Be sure not to make _____ comments about others. Please be respectful.
10. After she reported the harassment, her supervisor looked into the _____.

11. The company tried to _____ a new employee into working overtime.
12. If a person does the same thing many times, you may start to see a _____ in their behaviour.
13. No one should have to deal with bullying or _____ in the workplace.
14. You may feel _____ if you do not know many of your co-workers.
15. If you see harassment in the workplace, you should _____ it to your manager.
16. When you are speaking to each other, be sure not to use _____, even if you are upset.
17. Try to include, not _____, new colleagues so they feel like they are part of the team.
18. Senior citizens are more _____ to COVID-19 than younger people.
19. The co-workers discussed the problem and came to a _____.
20. People feel stress and _____ if they do not feel appreciated in the workplace.

Name: _____

Date: _____

Worksheet 3: Vocabulary – Psychosocial Concerns

Task: Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card, will pick the next card. The winner is the person who has the most cards at the end of the activity.

Anxiety	Bully	Complaint
Criticize	Deadline	Exclude
Gossip	Guidelines	Harassment
Intimidate	Isolate	Make a joke
Morale	Offensive	On purpose
Pattern	Profanity	Report
Resolution	Vulnerable	

ANSWER KEY
Worksheet 1:

Anxiety	G	Isolate	A
Bully	K	Make a joke	N
Complaint	C	Morale	J
Criticize	O	Offensive	E
Deadline	I	On purpose	R
Exclude	Q	Pattern	D
Gossip	B	Profanity	F
Guidelines	H	Report	L
Harassment	T	Resolution	P
Intimidate	M	Vulnerable	S

Worksheet 2:

1. gossip
2. on purpose
3. deadline
4. make a joke
5. criticized
6. guidelines
7. bullies
8. morale
9. offensive
10. complaint
11. intimidate
12. pattern
13. harassment
14. isolated
15. report
16. profanities
17. exclude
18. vulnerable
19. resolution
20. anxiety

Raising a Concern

Task:

- Learn about strategies for raising a concern with a co-worker.

For instructor:

- Students can follow along with the PowerPoint on *Raising a Concern* and can complete the handout in class.

PowerPoint:

- **Speaking – Raising a Concern** can be downloaded [here](#).

Name: _____

Date: _____

Raising a Concern

Task: Follow along with your instructor while he/she reviews how to raise a concern. Complete the following information while you work through the PowerPoint.

1. What are the three phrases you can use to start a conversation?

a. _____

b. _____

c. _____

2. Where should you raise a concern with a co-worker?

3. What are three polite ways to raise a concern?

a. _____

b. _____

c. _____

4. What are three questions you can ask about resolving a concern?

a. _____

b. _____

c. _____

5. What are five tips for raising a concern?

a. _____



- b. _____
- c. _____
- d. _____
- e. _____

6. What are two phrases you can use to show **active listening**?

- a. _____
- b. _____

7. What are two sentences you can use to clarify?

- a. _____
- b. _____

8. What are two sentences you can use to apologize?

- a. _____
- b. _____

9. What are two sentences you can use to take action or fix the problem?

- a. _____
- b. _____

Informal Discussion

Task:

- Have an informal discussion with a classmate about different workplace scenarios.

For instructor:

- Students should have an informal discussion with a classmate about different workplace scenarios and try to come to a consensus about what they would do in each situation.

Name: _____

Date: _____

Informal Discussion

Task: Think about the following situations and make notes about how you think you would handle the situations. Who would you talk to? How would you raise the concern? What kind of resolution would you like? Discuss your ideas with a partner or with a small group. Use the vocabulary words from this theme in your discussion.

<p style="text-align: center;">SITUATION 1</p> <p>You heard from two other co-workers that another co-worker that you were close to was spreading gossip about you.</p>	<p style="text-align: center;">SITUATION 1 - Notes</p>
<p style="text-align: center;">SITUATION 2</p> <p>You wear a hijab for religious reasons. You find that your co-workers are isolating you from social events because of this. You would like to join your co-workers.</p>	<p style="text-align: center;">SITUATION 2 - Notes</p>
<p style="text-align: center;">SITUATION 3</p> <p>Your co-worker is always correcting your work. This is causing you a lot of stress because you work hard on your projects. Some of the things your co-worker changes need to be revised.</p>	<p style="text-align: center;">SITUATION 3 - Notes</p>

<p style="text-align: center;">SITUATION 4</p> <p>Your co-worker leaves you very little time to go a good job with your work because they are often late with projects. It is affecting your anxiety levels.</p>	<p style="text-align: center;">SITUATION 4 - Notes</p>
<p style="text-align: center;">SITUATION 5</p> <p>You are a second language speaker of English. Sometimes you make small grammar mistakes when you write an email. It annoys one of your co-workers and they get upset with you when this happens.</p>	<p style="text-align: center;">SITUATION 5 - Notes</p>
<p style="text-align: center;">SITUATION 6</p> <p>Your co-workers like to joke with you. They joke about many different things. Some of the jokes make you uncomfortable and now you avoid the co-workers.</p>	<p style="text-align: center;">SITUATION 6 - Notes</p>

Setting Boundaries

Task:

- Learn about strategies for setting boundaries.

For instructor:

- Students can follow along with the PowerPoint on *Setting Boundaries* and can complete the handout in class.

PowerPoint:

- **Speaking – Setting Boundaries** can be downloaded [here](#).

Name: _____

Date: _____

Setting Boundaries

Task: Follow along with your instructor while he/she reviews how to set boundaries. Make notes on the following information while you work through the PowerPoint.

1. What are boundaries?

2. Why should we have workplace boundaries?

3. Fill in the table:

	Interpersonal Boundary	Personal Boundary	Job Responsibility
Definition			
Example from class			

. My own example			
------------------	--	--	--

4. What are some tips for setting boundaries?

5. Create 3-4 workplace boundaries you would like to have. Make note of them below.

Bullying

Task:

- Watch four short videos with examples of workplace bullying. Explain how each situation is an example of bullying.

For instructor:

- Students should watch four short videos that the instructor plays with examples of workplace bullying. Then, they should explain how each situation is an example of bullying.

Links:

- Video 1: <https://www.youtube.com/watch?v=CaQNPsvjSdM>
- Video 2: <https://www.youtube.com/watch?v=dTd298kNLmY>
- Video 3: <https://www.youtube.com/watch?v=RwLZ3x4Fob4&t=1s>
- Video 4: <https://www.youtube.com/watch?v=wOnvMccl814&t=2s>

Name: _____

Date: _____

Bullying

Task: Your instructor will play four short videos with examples of workplace bullying. Watch the videos and explain how each situation is an example of bullying.

1. How do you think the actions in Video 1 are a form of bullying?

2. How do you think the actions in Video 2 are a form of bullying?

3. How do you think the actions in Video 3 are a form of bullying?

4. How do you think the actions in Video 4 are a form of bullying?

Bullying in the Workplace

Task:

- Watch the four short videos with examples of workplace bullying again. What should the people do in each situation?

For instructor:

- Students should watch four short videos that the instructor plays with examples of workplace bullying. Then, they should explain what each person should do in the situation.

Links:

- Video 1: <https://www.youtube.com/watch?v=CaQNPsvjSdM>
- Video 2: <https://www.youtube.com/watch?v=dTd298kNLmY>
- Video 3: <https://www.youtube.com/watch?v=RwLZ3x4Fob4&t=1s>
- Video 4: <https://www.youtube.com/watch?v=wOnvMccl814&t=2s>

Name: _____

Date: _____

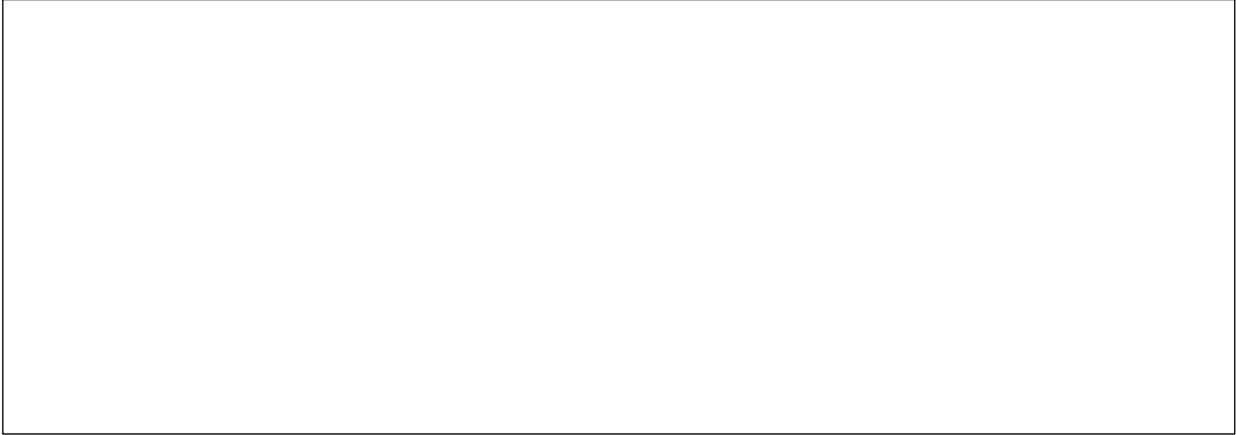
Bullying in the Workplace

Task: Work in a small group and listen again to the dialogues between two co-workers. Discuss the bullying in each situation and give some advice to each of the people being bullied. What should they do in each situation?

Link to video 1: <https://www.youtube.com/watch?v=CaQNPsvjSdM>

Link to video 2: <https://www.youtube.com/watch?v=dTd298kNLmY>

Link to video 3: <https://www.youtube.com/watch?v=RwLZ3x4Fob4>



Link to video 4: <https://www.youtube.com/watch?v=wOnvMccl814>



Identifying Graphics

Task:

- Learn about different types of graphics, charts, tables, and a continuum.

For instructor:

- Students can follow along with the PowerPoint on Identifying Graphics and can complete the handout in class.

PowerPoint:

- **Reading – Identifying Graphics** can be downloaded [here](#).

Answer Key:

- Provided at the end of the task.

Name: _____

Date: _____

Identifying Graphics

Task: Follow along with your instructor while he/she reviews different types of graphics. Complete the following information while you work through the PowerPoint.

1. What are the three types of graphics we will discuss?

a. _____

b. _____

c. _____

2. What are three reasons why people use different types of graphics?

a. _____

b. _____

c. _____

3. What are the three types of charts?

a. _____

b. _____

c. _____

4. When we look at charts, do we focus on patterns or numbers? _____

5. What data is shown in the bar chart? _____

6. How many students have birthdays in July? _____

7. Which month has the most birthdays? _____

8. Which month has the fewest birthdays? _____
9. What data is shown in the line chart? _____
10. What does the purple line show? _____
11. What does the blue line show? _____
12. Which month has the highest average temperature? _____
13. What shape is a pie chart? _____
14. What is the total percentage of all the pieces of the pie chart? _____
15. What is the most popular transportation to school? _____
16. What percentage of people take the bus to school? _____
17. Tables represent facts and numbers in _____ and _____.
18. How many rows are in the table? _____
19. How many columns are in the table? _____
20. Which province has the highest minimum wage? _____
21. Which province has the lowest minimum wage? _____
22. What foods are in the middle of the continuum? _____
23. Are the healthiest and unhealthiest food next to each other on the continuum? Why or why not?

ANSWER KEY:

1. What are the three types of graphics we will discuss?
 - a. **charts**
 - b. **tables**
 - c. **continuum**
2. What are three reasons why people use different types of graphics?
 - a. **Information is presented in a clear way**
 - b. **A visual can help understand the information better**
 - c. **You can summarize data**
3. What are the three types of charts?
 - a. **Bar Chart**
 - b. **Pie Chart**
 - c. **Line Chart**
4. When we look at charts, do we focus on patterns or numbers? **patterns**
5. What data is shown in the bar chart? **Student birthdays by month**
6. How many students have birthdays in July? **Six**
7. Which month has the most birthdays? **June**
8. Which month has the fewest birthdays? **August**
9. What data is shown in the line chart? **Average high/low temperature in Calgary**
10. What does the purple line show? **Low temperature**
11. What does the blue line show? **High temperature**
12. Which month has the highest average temperature? **August**
13. What shape is a pie chart? **A circle**
14. What is the total percentage of all the pieces of the pie chart? **100%**
15. What is the most popular transportation to school? **C-Train**
16. What percentage of people take the bus to school? **25%**
17. Tables represent facts and numbers in **rows** and **columns**.
18. How many rows are in the table? **2**
19. How many columns are in the table? **11**
20. Which province has the highest minimum wage? **Alberta**
21. Which province has the lowest minimum wage? **Saskatchewan**
22. What foods are in the middle of the continuum? **Foods that are somewhat processed**
23. Are the healthiest and unhealthiest food next to each other on the continuum? Why or why not?
No. They go on different ends of the continuum.

Role-play Psychosocial Concerns

Task:

- Role-play a dialogue between two employees. Make use of some of the polite ways to raise a concern with a co-worker.

For instructor:

- Students should work with a partner and take turns role-playing a dialogue between employer and employee. Role-play scenarios are available on the next page.

Name: _____

Date: _____

Role-play Psychosocial Concerns

Task: Work with a partner to create a dialogue about the following workplace situations. Each person should take a turn playing the employer and the employee. The employee should initiate the conversation and should ask at least 3 questions.

<p style="text-align: center;">SITUATION 1</p> <p>You found out that some of your co-workers are making fun of your accent. You do not feel comfortable working with them because they laugh at you when you are working together. Initiate a discussion with your co-workers.</p>	<p style="text-align: center;">SITUATION 2</p> <p>Your male co-workers do not listen to what you (and some of the other women) have to say about tasks. Initiate a conversation with your co-workers.</p>
<p style="text-align: center;">SITUATION 3</p> <p>You heard from two other co-workers that another co-worker that you were close to was spreading gossip about you. Initiate a conversation with your co-worker.</p>	<p style="text-align: center;">SITUATION 4</p> <p>You wear a hijab for religious reasons. You find that your co-workers are isolating you from social events because of this. You would like to join your co-workers. Initiate a conversation with your co-workers.</p>
<p style="text-align: center;">SITUATION 5</p> <p>Your co-worker is always correcting your work. This is causing you a lot of stress because you work hard on your projects. Some of the things your co-worker changes need to be revised. Initiate a conversation with your co-worker.</p>	<p style="text-align: center;">SITUATION 6</p> <p>You just started a new job. Your co-worker is supposed to be training you, but they forget to tell you about important meetings and you have missed some. Initiate a conversation with you co-worker.</p>

<p style="text-align: center;">SITUATION 7</p> <p>Your co-worker leaves you very little time to go a good job with your work because they are often late with projects. It is affecting your anxiety levels. Initiate a conversation with your co-worker.</p>	<p style="text-align: center;">SITUATION 8</p> <p>You are a second language speaker of English. Sometimes you make small grammar mistakes when you write an email. It annoys one of your co-workers and they get upset with you when this happens. Initiate a conversation with your co-worker.</p>
<p style="text-align: center;">SITUATION 9</p> <p>Your new co-worker has a lot of ideas. You agree with some of the ideas, but you disagree with others. Your co-worker says he will talk to your boss if they don't listen to your ideas. Initiate a conversation with your co-worker.</p>	<p style="text-align: center;">SITUATION 10</p> <p>Your co-worker moves your bag and jacket every time they want to sit down. You do not like that they move your personal belongings. Initiate a conversation with your co-worker.</p>
<p style="text-align: center;">SITUATION 11</p> <p>Your co-worker excludes you from conversations with others and does not listen to your opinion. It is difficult for you to contribute to the discussion. Initiate a conversation with your co-worker.</p>	<p style="text-align: center;">SITUATION 12</p> <p>Your co-workers like to joke with you. They joke about many different things. Some of the jokes make you uncomfortable and now you avoid the co-workers. Initiate a conversation with your co-workers.</p>

Setting Boundaries Dialogue

Task:

- Role-play a dialogue between two employees. Make use of some of the polite ways to raise a concern with a co-worker and the information you learned about setting boundaries.

For instructor:

- Students should work with a partner and take turns role-playing a dialogue between two co-workers. Role-play scenarios are available on the next page.

Name: _____

Date: _____

Setting Boundaries Dialogue

Task: Work with a small group (or with a partner) to create a dialogue about two of the following workplace situations. Each person should take a turn playing the person raising the concern and responding to a concern. Be sure to incorporate vocabulary and ideas from the *Raising a Concern PowerPoint* and *Setting Boundaries PowerPoint*.

<p style="text-align: center;">SITUATION 1</p> <p>You are a new employee and your manager has asked you to work a lot of overtime. Initially, you liked the idea, but you now have no free time. Raise the concern and discuss your boundaries.</p>	<p style="text-align: center;">SITUATION 2</p> <p>One of your co-workers has been making fun of your accent. Raise the concern with your manager and set boundaries for working with this individual.</p>
<p style="text-align: center;">SITUATION 3</p> <p>You used to date one of your co-workers, but it didn't work out between you. Have a discussion with your co-worker about setting boundaries for working together.</p>	<p style="text-align: center;">SITUATION 4</p> <p>You and your co-worker used to be best friends. You got a promotion at work and are now your friend's supervisor. Raise a workplace concern and discuss setting boundaries.</p>
<p style="text-align: center;">SITUATION 5</p> <p>Your co-workers are all single and check their work email every weekend. You miss out on a lot of discussion because the weekend is your family time. Raise the concern and discuss workplace boundaries.</p>	<p style="text-align: center;">SITUATION 6</p> <p>One of your co-workers stops by your office 3-4 times a day and wants to chat. You like chatting with them, but do not have time to talk as much as they would like to. Raise the concern and discuss boundaries.</p>

Boundaries in the Workplace

Task:

- Watch a video on *Boundaries in the Workplace* and answer the questions.

For instructor:

- Students should watch a short video on *Boundaries in the Workplace* played by the instructor. Then, they should answer the related questions.

Answer Key:

- Answer key is provided at the end of the task.

Link:

- https://www.youtube.com/watch?v=y2k_h2LdapI&t=150s

Name: _____

Date: _____

Boundaries in the Workplace

Task: Watch the video *Boundaries in the Workplace* that your instructor will play. Then, answer the following questions.

1. In what different areas did the speaker work? (Check all that apply)

- corporate
- education
- fitness
- non-profit

2. How many businesses did the speaker start? _____

3. What do you think *solopreneur* means?

4. What is the first boundary the speaker discussed?

5. What is the second boundary the speaker discussed?

6. She recommends taking on more if you have the time and energy to do it.

- True
- False

7. Taking on more tasks can lead to burnout.

- True
- False

8. What do you think *burnout* means?

9. What is the third boundary she discusses?

10. Many people do not have a job description at work.

True

False

11. If you have a job description, it is a good idea to review it.

True

False

12. You should have a job description if you have your own business.

True

False

13. You should only do tasks inside your job description.

True

False

ANSWER KEY:

1. In what different areas did the speaker work? (Check all that apply)
 - corporate**
 - education
 - fitness**
 - non-profit**
2. How many businesses did the speaker start? **2**
3. What do you think *solopreneur* means? **solo entrepreneur (own business)**
4. What is the first boundary the speaker discussed? **keep it professional**
5. What is the second boundary the speaker discussed? **don't take on more than you have to**
6. She recommends taking on more if you have the time and energy to do it.
 - True**
 - False
7. Taking on more tasks can lead to burnout.
 - True**
 - False
8. What do you think *burnout* means? **being tired because you worked too hard**
9. What is the third boundary she discusses? **get clear on your role**
10. Many people do not have a job description at work.
 - True**
 - False
11. If you have a job description, it is a good idea to review it.
 - True**
 - False
12. You should have a job description if you have your own business.
 - True**
 - False
13. You should only do tasks inside your job description.
 - True
 - False**

Bullying Strategies

Task:

- Read the article *Bullies at Work: What to Know and What you can do* from ALIS Alberta and answer the questions about the reading.

For instructor:

- Students should read the article *Bullies at Work: What to Know and What you can do* from ALIS Alberta and answer the questions provided on the handout.

Answer Key:

- Answer key is provided at the end of the task.

Link:

- <https://alis.alberta.ca/succeed-at-work/manage-challenges/bullies-at-work-what-to-know-and-what-you-can-do/>

Name: _____

Date: _____

Bullying Strategies

Task: Read the article *Bullies at Work: What to Know and What you can do* from ALIS Alberta and answer the questions about the reading.

Link to Handout: [Bullies at Work](#)

1. People that were bullies when they were children are often bullies as adults as well.
- True
 - False

2. What is a bully's target?
-

3. According to *The Canada Safety Council*, how many people have been bullied in the workplace?
- 1/4
 - 1/5
 - 1/6
 - most of them

4. Workplace bullying usually causes physical harm.
- True
 - False

5. Workplace bullying is easy to recognize.
- True
 - False

6. Some examples of bullying are... (check all that apply)
- criticizing a co-worker
 - excluding a co-worker from projects
 - firing an employee with just cause
 - giving the co-worker wrong information

- giving the employer constructive feedback
- making sure the worker is following workplace rules
- not giving the employee leave with a good reason
- setting deadlines that the co-worker cannot meet
- telling gossip about the co-worker
- yelling and screaming at the co-worker

7. Bullies are always managers or supervisors.

- True
- False

8. Men and women are equal targets of bullying.

- True
- False

9. What percentage of bully's targets are women? _____

10. What are some psychological effects of bullying? (check all that apply)

- depression
- frustration and feeling helpless
- not enough or too much sleep
- panic and anxiety about work
- stomach pain and headaches
- stress

11. What can you do if you are being bullied?

If your workplace does not have an anti-bullying policy, you can do the following:

1. Keep a factual journal of events. Record the following information:

_____, _____, _____,

_____, and _____. Also record the number and

frequency of events to establish a pattern of bullying.

2. Keep copies of letters, _____, memos, and texts that you receive from the bully.
3. Keep copies of _____ or _____ that prove you can do your job.
4. If you feel comfortable, you should _____ to the bully and tell them that their behaviour is unwelcome and unwanted. If you are not comfortable talking to the bully, write a _____ instead.
5. If the bullying continues, talk with your _____ or your _____ Staff. You may also get support from _____ staff. Be sure to present your concerns in a _____, factual way. Bring your record of the bullying with you, including the names of any _____.

ANSWER KEY:

1. People that were bullies when they were children are often bullies as adults as well.
 - True**
 - False
2. What is a bully's target? **the person (or group) the bully abuses**
3. According to *The Canada Safety Council*, how many people have been bullied in the workplace?
 - 1/4
 - 1/5
 - 1/6**
 - most of them
4. Workplace bullying usually causes physical harm.
 - True
 - False**
5. Workplace bullying is easy to recognize.
 - True
 - False**
6. Some examples of bullying are... (check all that apply)
 - criticizing a co-worker**
 - excluding a co-worker from projects**
 - firing an employee with just cause
 - giving the co-worker wrong information**
 - giving the employer constructive feedback
 - making sure the worker is following workplace rules
 - not giving the employee leave with a good reason
 - setting deadlines that the co-worker cannot meet**
 - telling gossip about the co-worker**
 - yelling and screaming at the co-worker**
7. Bullies are always managers or supervisors.
 - True
 - False**
8. Men and women are equal targets of bullying.
 - True
 - False**
9. What percentage of bully's targets are women? **80%**
10. What are some psychological effects of bullying? (check all that apply)
 - depression**
 - frustration and feeling helpless**
 - not enough or too much sleep
 - panic and anxiety about work**
 - stomach pain and headaches
 - stress**
11. What can you do if you are being bullied?

If your workplace does not have an anti-bullying policy, you can do the following:

- Keep a factual journal of events. Record the following information: **date, time, witnesses, what happened, and the outcome**. Also record the number and frequency of events to establish a pattern of bullying.
- Keep copies of letters, **emails**, memos, and texts that you receive from the bully.
- Keep copies of **performance appraisals** or **references** that prove you can do your job.
- If you feel comfortable, you should **talk** to the bully and tell them that their behaviour is unwelcome and unwanted. If you are not comfortable talking to the bully, write a **letter** instead.
- If the bullying continues, talk with your **supervisor** or your **supervisor's manager**. You may also get support from **human resources** staff. Be sure to present your concerns in a **professional**, factual way. Bring your record of the bullying with you, including the names of any **witnesses**.

Email to a Friend (Part 1)

Task:

- Write an email to a friend and tell them about a psychosocial concern you are dealing with. Ask your friend for advice.

For instructor:

- Students should write an email to a friend and tell them about a psychosocial concern they are dealing with.
- If students are not familiar with reading email messages, there are two skill-using activities from Sub-Theme 3 that can be used before this task: a skill-building task on email vocabulary and a skill-building task on writing email (Email – Handout).

Name: _____

Date: _____

Email to a Friend (Part 1)

Task: Write an email to a friend and tell them about a psychosocial concern you are dealing with. Ask your friend for advice.

Make sure your letter is informal and it includes three short sections. After you are finished, you will exchange emails with a partner and write a reply to your partner's email.

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

 Send	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality.		

Email to a Friend (Part 2)

Task:

- Reply to an email from a friend and give them advice about a psychosocial concern they are dealing with.

For instructor:

- Instructors should distribute emails from Part 1 of the task to students.
- Students should read the email they receive and write a reply email to their friend. They should give their friend advice about a psychosocial concern they are dealing with.
- If students are not familiar with reading email messages, there are two skill-using activities from Sub-Theme 3 that can be used before this task: a skill-building task on email vocabulary and a skill-building task on writing email (Email – Handout).

Name: _____

Date: _____

Email to a Friend (Part 2)

Task: Reply to an email from a friend where they tell you about a psychosocial concern they are dealing with. Give your friend some advice.

Make sure your letter is informal and it includes three short sections. After you are finished, you will work with your partner to edit and proofread both email messages.

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

 Send	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality.		

Bullying Statistics – Reading Assessment (CLB5)

Task:

- Look at two graphic representations about bullying in the Canadian workplace and answer the questions about the reading.

For instructor:

- Students should look at two graphic representations about bullying in the Canadian workplace. Then, they should answer the questions provided on the handout.

Answer Key:

- Provided at the end of the task.

Rubric:

- Rubric can be found at the end of the task.

Self-Assessment Task:

- Self-Assessment Task can be found after the rubric for CLB6.

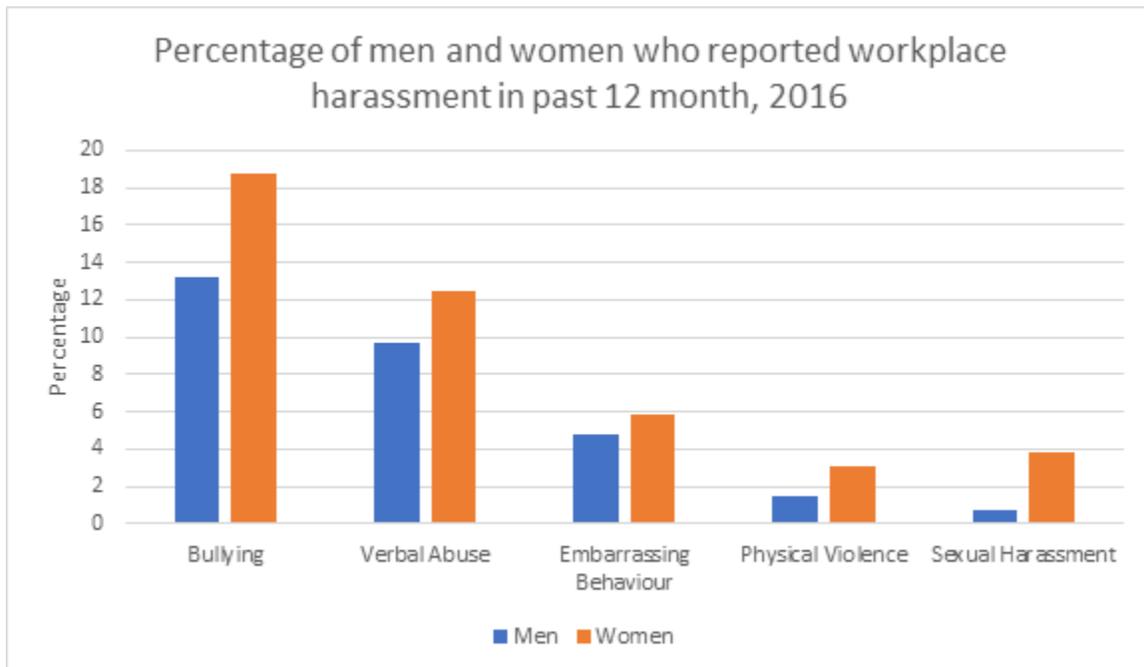
Name: _____

Date: _____

Bullying Statistics – Reading Assessment (CLB5)

Task: Look at the two graphic representations about bullying in the Canadian workplace and answer the following questions.

Graph 1



1. What type of text do you see in Graph 1?

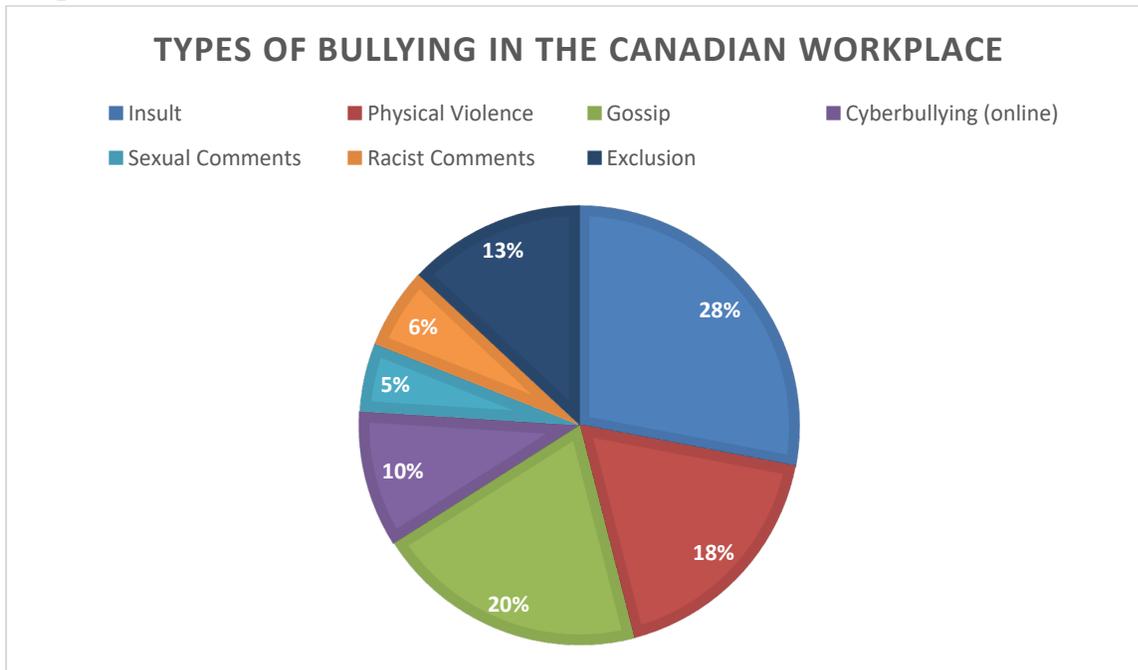
- Bar Chart
- Line Chart
- Pie Chart
- Table

2. What does the **orange** bar on the chart represent?

- number of men who reported workplace harassment
- number of women who reported workplace harassment
- percentage of men who reported workplace harassment
- percentage of women who reported workplace harassment

3. Women reported workplace harassment more often than men according to the chart.
 True
 False
4. Approximately what percentage of men reported bullying in the workplace?
 13%
 15%
 17%
 19%
5. Approximately what percentage of women experienced verbal abuse in the workplace?
 8%
 10%
 12%
 14%
6. Which category shows the lowest percentage of workplace harassment for women?
 Embarrassing behaviour
 Physical violence
 Sexual Harassment
 Verbal abuse
7. Which category shows the lowest percentage of workplace harassment for men?
 Embarrassing behaviour
 Physical violence
 Sexual Harassment
 Verbal abuse
8. What year is the data from? _____
9. What is the main conclusion that we make from the data?
 Men and women equally reported workplace harassment.
 Men reported more workplace harassment than women.
 More women are bullied in the workplace than men.
 Women reported more workplace harassment than men.

Graph 2



10. What type of text do you see in Graph 2?

- Bar Chart
- Line Chart
- Pie Chart
- Table

11. Order the following types of bullying from least common (1) to most common (7).

- _____ Cyberbullying
- _____ Exclusion
- _____ Gossip
- _____ Insult
- _____ Physical Violence
- _____ Racist Comments
- _____ Sexual Comments

12. The total percentage in this type of graphic should equal _____ percent.

13. What is the title of this graphic?

14. Which example is the best example of cyberbullying?

- asking your co-worker not to eat lunch with somebody
- getting into an argument with someone over a project
- making fun of someone's accent
- writing inappropriate comments about someone on social media

15. What does the orange section on the graph represent?

- Exclusion
- Physical Violence
- Racist Comments
- Sexual Comments

16. What is the main purpose of this text?

- to explain workplace problems to the reader
- to inform the reader about cyberbullying in the Canadian workplace
- to inform the reader about the number of victims of bullying
- to inform the reader about the types of bullying in the Canadian workplace

ANSWER KEY

1. What type of text do you see in Graph 1?
 - Bar Chart**
 - Line Chart
 - Pie Chart
 - Table
2. What does the **orange** bar on the chart represent?
 - number of men who reported workplace harassment
 - number of women who reported workplace harassment
 - percentage of men who reported workplace harassment
 - percentage of women who reported workplace harassment**
3. Women reported workplace harassment more often than men according to the chart.
 - True**
 - False
4. Approximately what percentage of men reported bullying in the workplace?
 - 13%**
 - 15%
 - 17%
 - 19%
5. Approximately what percentage of women experienced verbal abuse in the workplace?
 - 8%
 - 10%
 - 12%**
 - 14%
6. Which category shows the lowest percentage of workplace harassment for women?
 - Embarrassing behaviour
 - Physical violence**
 - Sexual Harassment
 - Verbal abuse
7. Which category shows the lowest percentage of workplace harassment for men?
 - Embarrassing behaviour
 - Physical violence
 - Sexual Harassment**
 - Verbal abuse
8. What year is the data from? **2016**
9. What is the main conclusion that we make from the data?
 - Men and women equally reported workplace harassment.
 - Men reported more workplace harassment than women.
 - More women are bullied in the workplace than men.
 - Women reported more workplace harassment than men.**
10. What type of text do you see in Graph 2?
 - Bar Chart
 - Line Chart
 - Pie Chart**

- Table
11. Order the following types of bullying from least common (1) to most common (7). (7 pts.)
- | | |
|----------|-------------------|
| 5 | Cyberbullying |
| 4 | Exclusion |
| 2 | Gossip |
| 1 | Insult |
| 3 | Physical Violence |
| 6 | Racist Comments |
| 7 | Sexual Comments |
12. The total percentage in this type of graphic should equal **100** percent.
13. What is the title of this graphic? **Types of Bullying in the Canadian Workplace**
14. Which example is the best example of cyberbullying?
- asking your co-worker not to eat lunch with somebody
 - getting into an argument with someone over a project
 - making fun of someone's accent
 - writing inappropriate comments about someone on social media**
15. What does the orange section on the graph represent?
- Exclusion
 - Physical Violence
 - Racist Comments**
 - Sexual Comments
16. What is the main purpose of this text?
- to explain workplace problems to the reader
 - to inform the reader about cyberbullying in the Canadian workplace
 - to inform the reader about the number of victims of bullying
 - to inform the reader about the types of bullying in the Canadian workplace**

Rubric: Reading (Bullying Statistics) – Comprehending Information CLB5

Name:	Date:	Task: Read two graphic representations about bullying in the Canadian workplace
	Your Score: _____/22	Task Success: CLB5 = 16/22
<p>Check the indicators of ability that the learner achieved:</p> <p><input type="checkbox"/> Identify overall meaning of formatted text</p> <p><input type="checkbox"/> Identify text type and parts of the text</p> <p><input type="checkbox"/> Identify purpose of the text</p> <p><input type="checkbox"/> Identify key information</p> <p><input type="checkbox"/> Identify specific details</p> <p><input type="checkbox"/> Interpret facts</p> <p><input type="checkbox"/> Respond appropriately/Interpret the information correctly</p>		
<p><input type="checkbox"/> Task Achieved: Student met all or most of the task requirements</p> <p><input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements</p>		
Comments:		

Bullying Statistics – Reading Assessment (CLB6)

Task:

- Look at two graphic representations about bullying in the Canadian workplace and answer the questions about the reading.

For instructor:

- Students should look at two graphic representations about bullying in the Canadian workplace. Then, they should answer the questions provided on the handout.

Answer Key:

- Provided at the end of the task.

Rubric:

- Rubric can be found at the end of the task.

Self-Assessment Task:

- Self-Assessment Task can be found after the rubric for CLB6.

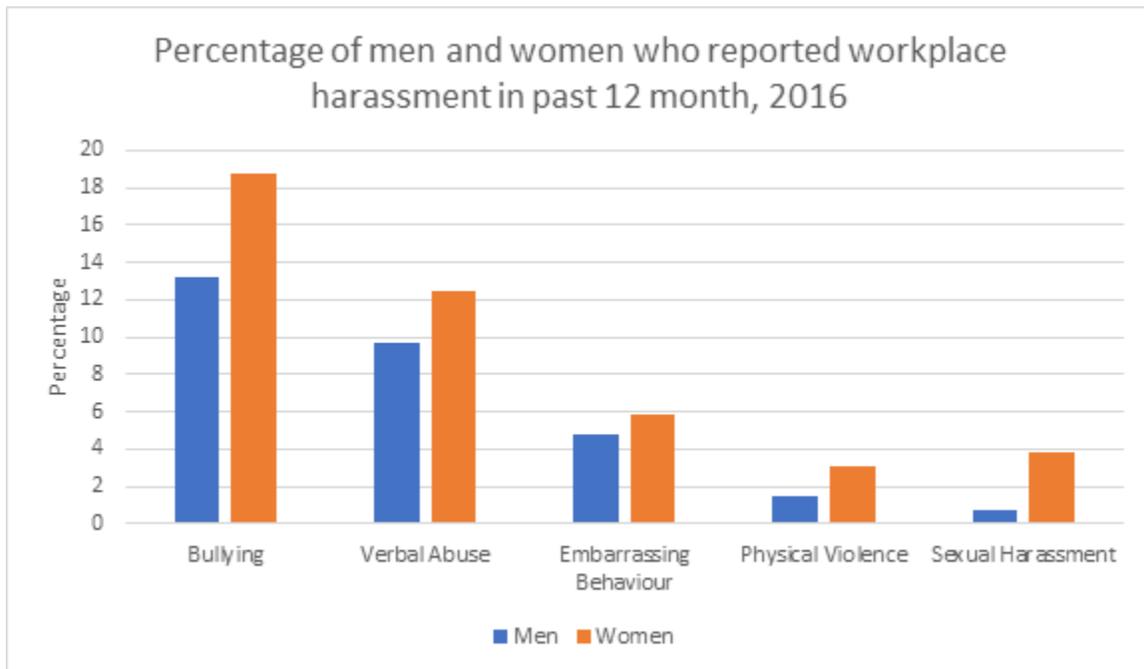
Name: _____

Date: _____

Bullying Statistics – Reading Assessment (CLB6)

Task: Look at the two graphic representations about bullying in the Canadian workplace and answer the following questions.

Graph 1



1. What type of text do you see in Graph 1?

- Bar Chart
- Line Chart
- Pie Chart
- Table

2. What does the **orange** bar on the chart represent?

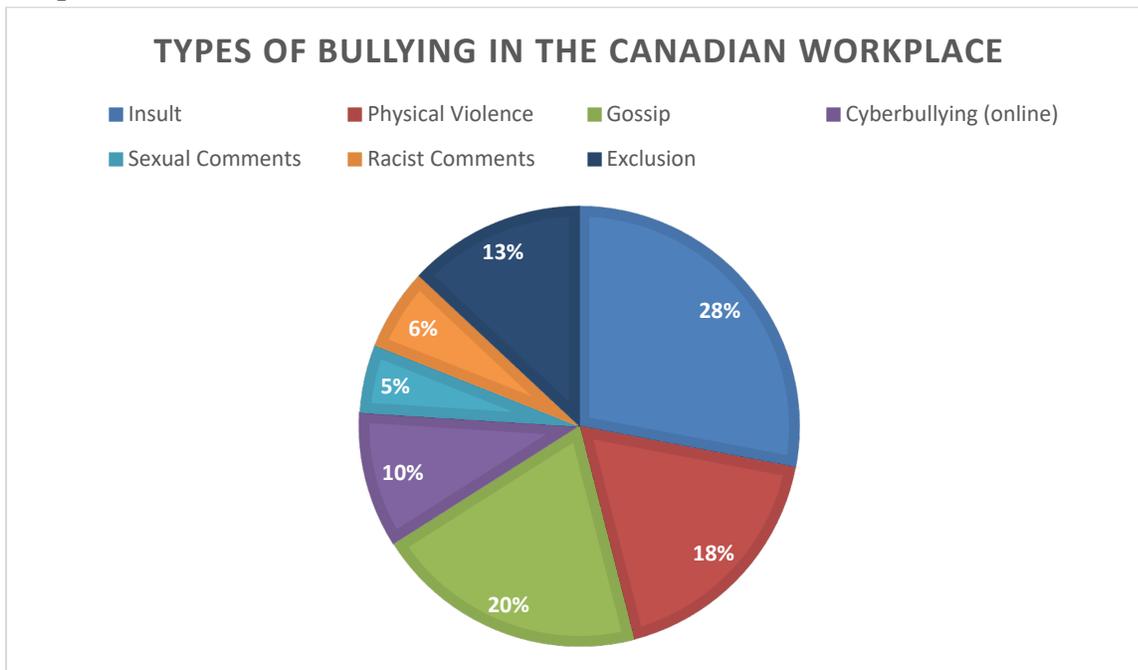
- number of men who reported workplace harassment
- number of women who reported workplace harassment
- percentage of men who reported workplace harassment
- percentage of women who reported workplace harassment

3. Women reported workplace harassment more often than men according to the chart.
- True
 False
4. Approximately what percentage of men reported bullying in the workplace?
- 13%
 15%
 17%
 19%
5. Approximately what percentage of women experienced verbal abuse in the workplace?
- 8%
 10%
 12%
 14%
6. Which category shows the lowest percentage of workplace harassment for women?
- Embarrassing behaviour
 Physical violence
 Sexual Harassment
 Verbal abuse
7. Which category shows the lowest percentage of workplace harassment for men?
- Embarrassing behaviour
 Physical violence
 Sexual Harassment
 Verbal abuse
8. What length of time was the data collected for?
- 1 month
 12 weeks
 1 year
 12 years
9. What year if the data from? _____

10. What is the main conclusion that we make from the data?

- Men and women equally reported workplace harassment.
- Men reported more workplace harassment than women.
- More women are bullied in the workplace than men.
- Women reported more workplace harassment than men.

Graph 2



11. What type of text do you see in Graph 2?

- Bar Chart
- Line Chart
- Pie Chart
- Table

12. Order the following types of bullying from least common (1) to most common (7).

- _____ Cyberbullying
- _____ Exclusion
- _____ Gossip
- _____ Insult
- _____ Physical Violence
- _____ Racist Comments

_____ Sexual Comments

13. The total percentage in this type of graphic should equal _____ percent.

14. What is the title of this graphic?

15. Which example is the best example of cyberbullying?

- asking your co-worker not to eat lunch with somebody
- getting into an argument with someone over a project
- making fun of someone's accent
- writing inappropriate comments about someone on social media

16. What does the orange section on the graph represent?

- Exclusion
- Physical Violence
- Racist Comments
- Sexual Comments

17. What colour represents gossiping? _____

18. The red area represents what percentage of bullying activities? _____

19. What is the main purpose of this text?

- to explain workplace problems to the reader
- to inform the reader about cyberbullying in the Canadian workplace
- to inform the reader about the number of victims of bullying
- to inform the reader about the types of bullying in the Canadian workplace

ANSWER KEY

1. What type of text do you see in Graph 1?
 - Bar Chart**
 - Line Chart
 - Pie Chart
 - Table
2. What does the **orange** bar on the chart represent?
 - number of men who reported workplace harassment
 - number of women who reported workplace harassment
 - percentage of men who reported workplace harassment
 - percentage of women who reported workplace harassment**
3. Women reported workplace harassment more often than men according to the chart.
 - True**
 - False
4. Approximately what percentage of men reported bullying in the workplace?
 - 13%**
 - 15%
 - 17%
 - 19%
5. Approximately what percentage of women experienced verbal abuse in the workplace?
 - 8%
 - 10%
 - 12%**
 - 14%
6. Which category shows the lowest percentage of workplace harassment for women?
 - Embarrassing behaviour
 - Physical violence**
 - Sexual Harassment
 - Verbal abuse
7. Which category shows the lowest percentage of workplace harassment for men?
 - Embarrassing behaviour
 - Physical violence
 - Sexual Harassment**
 - Verbal abuse
8. What length of time was the data collected for?
 - 1 month
 - 12 weeks
 - 1 year**
 - 12 years
9. What year is the data from? **2016**
10. What is the main conclusion that we make from the data?
 - Men and women equally reported workplace harassment.
 - Men reported more workplace harassment than women.
 - More women are bullied in the workplace than men.

- Women reported more workplace harassment than men.**
11. What type of text do you see in Graph 2?
- Bar Chart
 - Line Chart
 - Pie Chart**
 - Table
12. Order the following types of bullying from least common (1) to most common (7). (7 pts.)
- 5** Cyberbullying
 - 4** Exclusion
 - 2** Gossip
 - 1** Insult
 - 3** Physical Violence
 - 6** Racist Comments
 - 7** Sexual Comments
13. The total percentage in this type of graphic should equal **100** percent.
14. What is the title of this graphic? **Types of Bullying in the Canadian Workplace**
15. Which example is the best example of cyberbullying?
- asking your co-worker not to eat lunch with somebody
 - getting into an argument with someone over a project
 - making fun of someone's accent
 - writing inappropriate comments about someone on social media**
16. What does the orange section on the graph represent?
- Exclusion
 - Physical Violence
 - Racist Comments**
 - Sexual Comments
17. What colour represents gossiping? **Green**
18. The red area represents what percentage of bullying activities? **18%**
19. What is the main purpose of this text?
- to explain workplace problems to the reader
 - to inform the reader about cyberbullying in the Canadian workplace
 - to inform the reader about the number of victims of bullying
 - to inform the reader about the types of bullying in the Canadian workplace**

Rubric: Reading (Bullying Statistics) – Comprehending Information CLB6

Name:	Date:	Task: Read two graphic representations about bullying in the Canadian workplace
	Your Score: _____/25	Task Success: CLB6 = 18/25
Check the indicators of ability that the learner achieved:		
<input type="checkbox"/> Identify overall meaning of formatted text <input type="checkbox"/> Identify text type and parts of the text <input type="checkbox"/> Identify purpose of the text <input type="checkbox"/> Identify key information <input type="checkbox"/> Identify specific details <input type="checkbox"/> Interpret facts <input type="checkbox"/> Respond appropriately/Interpret the information correctly		
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements		
Comments:		

Name: _____

Date: _____

Self-Reflection: Bullying Statistics (Reading)

Task: After you have completed the reading assessment, please take a few minutes to complete the self-reflection below.

1. I was able to interpret the two graphics about bullying in the workplace.

- Yes
- No
- Somewhat

Please give details about what you think you did well and what you would like to continue to work on.

Role-play Workplace Concern – Speaking Assessment (CLB5)

Assessment Task:

- Raise a workplace concern with your supervisor (instructor) and discuss 2-3 possible solutions.

For instructor:

- Raise a workplace concern with your supervisor (instructor) and discuss 2-3 possible solutions.
- Instructors can choose from four possible scenarios.

Rubric

- Rubric can be found at the end of the task.

Self-Assessment:

- Self-Assessment can be found after the rubric for CLB6.

Name: _____

Date: _____

Role-play Workplace Concern – Speaking Assessment (CLB5)

Task: Raise a workplace concern with your supervisor (instructor) and discuss 2-3 possible solutions.

<p style="text-align: center;">SITUATION 1</p> <p>You are a new employee and your supervisor has asked you to work overtime every evening this week. You are stressed out because of this extra work. Raise the concern with your manager and offer possible suggestions.</p>	<p style="text-align: center;">SITUATION 2</p> <p>One of your co-workers has been making fun of you because of your English language skills. Raise the concern with your supervisor and offer possible suggestions.</p>
<p style="text-align: center;">SITUATION 3</p> <p>One of your co-workers is forgetting to invite you to meetings and does not want you to share your ideas at work. Raise the concern with your supervisor and offer possible suggestions.</p>	<p style="text-align: center;">SITUATION 4</p> <p>You are a new employee and you just found out that one of your co-workers is speaking badly about you to everyone. It's affecting your work and causing you stress. Raise the concern with your supervisor and offer possible suggestions.</p>

Rubric: Speaking (Role-play Psychosocial Concern) – Getting Things Done

Name:	Date:	Task: Raise a psychosocial workplace concern with your supervisor and discuss 2-3 possible concerns		
	Your Score: ____/20	Task Success: CLB5 = 15/20		
		Yes	Not quite	No
Open conversation; greet supervisor				
Raise one (1) concern about workplace safety				
Discuss 2-3 workplace concerns				
Respond appropriately to supervisor's questions				
Use appropriate theme vocabulary to discuss psychosocial concerns				
Give adequate details for the task				
Close the conversation appropriately				
Good use of simple grammar structures				
Register is appropriate for type of request (formal)				
Pronunciation is adequately fluent				
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements				
Comments:				

Role-play Workplace Concern – Speaking Assessment (CLB6)

Assessment Task:

- Raise a workplace concern with your supervisor (instructor) and discuss 3-4 possible solutions.

For instructor:

- Raise a workplace concern with your supervisor (instructor) and discuss 3-4 possible solutions.
- Instructors can choose from four possible scenarios.

Rubric

- Rubric can be found at the end of the task.

Self-Assessment:

- Self-Assessment can be found after the rubric for CLB6.

Name: _____

Date: _____

Role-play Workplace Concern – Speaking Assessment (CLB6)

Task: Raise a workplace concern with your supervisor (instructor) and discuss 3-4 possible solutions.

<p style="text-align: center;">SITUATION 1</p> <p>You are a new employee and your supervisor has asked you to work overtime every evening this week. You are stressed out because of this extra work. Raise the concern with your manager and offer possible suggestions.</p>	<p style="text-align: center;">SITUATION 2</p> <p>One of your co-workers has been making fun of you because of your English language skills. Raise the concern with your supervisor and offer possible suggestions.</p>
<p style="text-align: center;">SITUATION 3</p> <p>One of your co-workers is forgetting to invite you to meetings and does not want you to share your ideas at work. Raise the concern with your supervisor and offer possible suggestions.</p>	<p style="text-align: center;">SITUATION 4</p> <p>You are a new employee and you just found out that one of your co-workers is speaking badly about you to everyone. It's affecting your work and causing you stress. Raise the concern with your supervisor and offer possible suggestions.</p>

Rubric: Speaking (Role-play Psychosocial Concern) – Getting Things Done

Name:	Date:	Task: Raise a psychosocial workplace concern with your supervisor and discuss 3-4 possible concerns		
	Your Score: ____/22	Task Success: CLB6 = 17/22		
		Yes	Not quite	No
Open conversation; greet supervisor				
Raise one (1) concern about workplace safety				
Discuss 3-4 workplace concerns				
Respond appropriately to supervisor's questions				
Use appropriate theme vocabulary to discuss psychosocial concerns				
Give adequate details for the task				
Close the conversation appropriately				
Show active listening when the other person is speaking				
Good use of simple grammar structures; developing complex ones				
Register is appropriate for type of request (formal)				
Pronunciation is adequately fluent				
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements				
Comments:				

Name: _____

Date: _____

Self-Reflection: Psychosocial Workplace Concern (Speaking)

Task: After you have completed the speaking assessment, please take a few minutes to complete the self-reflection below.

1. I was able to discuss a psychosocial workplace concern with my supervisor using polite language. I was able to discuss solutions for resolving the problem.
 - Yes
 - No
 - Somewhat

Please give details about what you think you did well in this speaking task and what you would like to continue to work on.

Introduction: Taking a Leave of Absence

Tasks:

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

For instructor:

- This sub-theme, within the module of Psychosocial Hazards in the Workplace, focuses on understanding leaves of absence from work and what is involved with requesting a leave of absence.
- This sub-theme includes one two-part formal assessment tasks: a writing assessment where students (1) complete a leave of absence form, and (2) write an email about taking a leave of absence to Human Resources.

PowerPoints:

- PowerPoint introduction to the sub-theme (**Introduction: Taking a Leave of Absence**) can be downloaded [here](#).

Name: _____

Date: _____

Goals: Taking a Leave of Absence

Task: After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

Know	Want to Know	Learned
What do you think you know about taking a leave of absence from work?	What do you want to know about taking a leave of absence from work? Set 3 goals for this lesson.	What did you learn about taking a leave of absence from work?

Vocabulary – Email

Task:

- Match word and definition (Worksheet 1) + PowerPoint
- Read and fill-in-the-blank (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Crossword Puzzle Link: <https://crosswordhobbyist.com/805289/Email-Vocabulary>
- Quizlet Link: <https://quizlet.com/ca/508617351/email-vocabulary-flash-cards/?new>

For instructor:

- Students can work through the various vocabulary worksheets in order to learn vocabulary related to email messages.

Answer Key:

- Provided at the end of the task

PowerPoint:

- **Vocabulary Email** PowerPoint can be downloaded [here](#).

Name: _____

Date: _____

Worksheet 1: Vocabulary – Email

Task: Work with a partner to match the vocabulary words with the correct definition. Write the letter of the matching definition on the line.

Vocabulary Word	Definition
advertisement (N) _____	a. the last part of an email; usually includes a short expression and your name
attachment (N) _____	b. relaxed and friendly; not following strict rules
body (N) _____	c. the greeting in an email
carbon copy (CC)(N) _____	d. the topic being discussed in the email
closing (N) _____	e. to arrange text in a certain way on a page or on a screen
format (V) _____	f. showing that something is done in a business-like way
formal (Adj) _____	g. a pre-set name and contact information at the end of an email
forward (V) _____	h. used in an email to show that a copy is being sent to another person
indentation (N) _____	i. to read and correct a piece of written work
informal (Adj) _____	j. a notice or picture telling people about a product, job, or service
postmaster (N) _____	k. space left at the beginning of a line of writing
professional (Adj) _____	l. advertising material sent by email to people who have not asked for it
proofread (V) _____	m. the administrator of a mail server
recipient (N) _____	n. the main section of a written work
salutation (N) _____	o. suitable for official or important occasions
section (N) _____	p. a document that you send to somebody using email

sender (N) _____	q. a way to share an email that you received with another recipient
signature (N) _____	r. a person who receives something
spam (N) _____	s. a separate part of a document
subject (N) _____	t. a person who sends something

Name: _____

Date: _____

Worksheet 2: Vocabulary – Email

Task: Use the vocabulary from Worksheet 1 to choose the best word to complete each sentence. Use each word only one time.

Note: You may need to change the form of the word.

1. When you apply for a job, remember to include your resume as an _____.
2. If your email was not sent correctly, you may receive a message from the _____.
3. If you are the _____ of an email message, you should proofread before you send the message.
4. You should use a _____ email address when writing about a job.
5. Make sure to write a short _____ at the top of the message. You should not include a lot of details here.
6. I often see _____, or spam, about travel in my email inbox.
7. A _____ email, not an informal one, should be sent when you apply for a job.
8. You should check to be sure you typed the email address of the _____ correctly.
9. 90% of the emails that we receive are _____, not important messages.

10. When you write your friends or family, send an _____ message.
11. You do not need to send two emails that say the same thing, you can _____ one of the recipients.
12. Be sure to _____ your message before you send it.
13. Try to divide the body of your email into three _____.
14. You do not need to _____ an email with different fonts and _____.
15. You should include your name, position, and company in the _____ of a business email.
16. Make sure to include a formal _____, such as *dear* in an email applying for a job.
17. Can you _____ me the details about the meeting? I must have deleted them by mistake.
18. In an informal message, you can just include your first name in the _____.
19. Normally, the _____ of an email has three short sections.

Name: _____

Date: _____

Worksheet 3: Vocabulary – Email

Task: Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card, will pick the next card. The winner is the person who has the most cards at the end of the activity.

Advertisement	Attachment	Body
Carbon Copy (CC)	Closing	Format
Formal	Forward	Indentation
Informal	Postmaster	Professional
Proofread	Recipient	Salutation
Section	Sender	Signature
Spam	Subject	

ANSWER KEY
Worksheet 1:

Advertisement	J	Postmaster	M
Attachment	P	Professional	F
Body	N	Proofread	I
Carbon Copy (CC)	H	Recipient	R
Closing	A	Salutation	C
Format	E	Section	S
Formal	O	Sender	T
Forward	Q	Signature	G
Indentation	K	Spam	L
Informal	B	Subject	D

Worksheet 2:

1. attachment
2. postmaster
3. sender
4. professional
5. subject
6. advertisements
7. formal
8. recipient
9. spam
10. informal
11. carbon copy (CC)
12. proofread
13. sections
14. format AND indentation
15. signature
16. salutation
17. forward
18. closing
19. body

Email - Handout

Task:

- Work through the email handout.

For instructor:

- Students can work through the email handout with their class.

PowerPoint:

- **Writing - Email** PowerPoint can be downloaded [here](#).



Name: _____

Date: _____

Email Handout

Section 1: Introduction to Emails

Did you know? The word **email** is short for **electronic mail**.

Task: Work with a partner to answer the following questions. Then, share your answers with your class.

1. Why do people write email messages?

2. How important are spelling, punctuation, and formatting?

3. Who do we send informal emails to?

4. Who do we send formal emails to?

5. What are some email programs (e.g. *gmail*) that you know?

Section 2: Email Icons

Before you start writing emails, it is important to understand the icons (a symbol on a computer or smartphone that represents a program) used to send messages.

Email Icons/Signs:



Compose (Write) Message



Send Message



Attachment



At sign (usually just read as “at”)

Section 3: Email Addresses

If you want to send an email to someone, you must have an email address. You can create an email address for free using sites such as *google* or *yahoo*.

Your email address will have 5 parts:

letters and/or numbers + @ + letters + . + com **OR** ca **OR** org **OR** net

e.g. Halimaali12@gmail.com
Helen.Dhong@yahoo.com

You should not have any spaces in the email address.

If you are sending formal or business emails, your email address should look professional. It should have some of your name in it. Then, it doesn't look like a spam message.

Which email looks more professional: Email 1, 2, or 3? Why?

1. mountain.lover76@gmail.com
2. dani_in_korea@gmail.com
3. stephanie.macdonald@gmail.com

Task: Each of the following email addresses have one mistake. Write the mistake on the line.

1. samer123gmail.com

2. hyper lisa@yahoo.com

3. dani_in_korea@yahoo.co

4. tajmahalrestaurant@ca

5. stephanie@hotmailcom

If you were going to create a new professional email address for yourself, what would it be?

Section 5: Subject

The subject tells the recipient what you are writing about. Make sure that you complete the subject box before sending the email message.

The subject line will occur under the “To:” box, but before the main email message.



The diagram shows an email composition interface. On the left is a 'Send' button. To its right are three input fields: 'To...', 'Cc...', and 'Subject'. The 'Subject' field is circled in red, and a large red arrow points from the right towards it.

A good subject should be short, **does not** need a verb (it should not be a complete sentence), and should not be written in all caps (LIKE THIS).

If you are writing to your teaching about missing class, which subject (1, 2, or 3) is best?

Why?

Subject 1: I have to miss class today because I am sick.

Subject 2: Missed class: July 10

Subject 3: NOT COMING TO CLASS TODAY!!

Task: Write an appropriate subject for the following situations.

1. Inviting your sister for lunch:

2. Letting your boss know you will be late for work one day next week:

3. Asking your co-working about covering your shift:

4. Asking your HR manager for a meeting:

5. Asking a co-worker to send you notes from a meeting last Friday:

Section 6: Greetings

At the beginning of the email address, you should write a greeting. The greeting says “hello” to the recipient.

Make sure to start your greeting with a capital letter and end your greeting with a comma (,) or colon (:). Also, be sure to spell the recipient’s name correctly and use a capital letter for first name (Stephanie), last name (Jones), and the title (Ms.).

We use different greetings for formal or informal messages. Look at the table below for some common greetings:

More Formal Greetings	More Informal Greetings
<ul style="list-style-type: none"> - Dear Mr. Khan, - Dear Ms. Hernandez, - Dear Mrs. Lui, - Dear Sir, - Dear Madam, - To whom it may concern: 	<ul style="list-style-type: none"> - Hi Johan, - Hey Danielle, - Hi guys, - Hi all, - Hello Samer,

Task: Write an appropriate greeting for the following situations.

1. An email to your supervisor. Her name is Naomi Khan.

2. An email to your best friend. His name is YoungMin Shin.

3. An email to your co-worker. His name is Keffy Gerbemichael.

4. An email to Human Resources in your workplace. You do not know the person’s name.

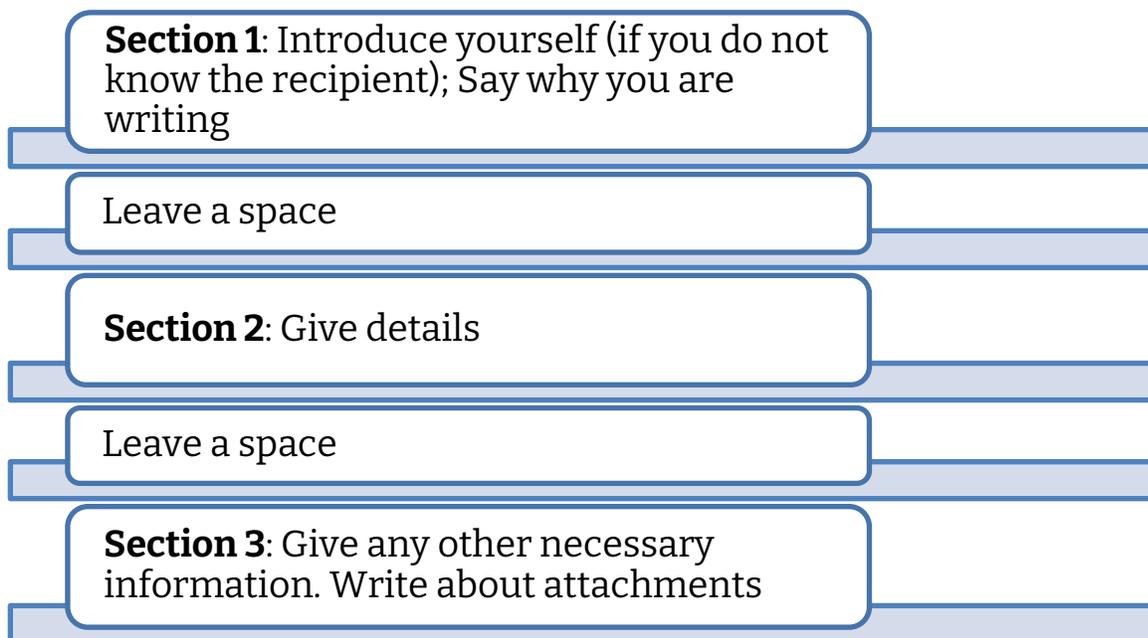
- An email to all your team members.
-

Section 7: Body

The main body of an email follows the greeting. It is usually divided into three sections. Emails should not be too long, so you do not need to write a lot of information in each section.

Do not change the font size or colour when writing an email message. It is also not necessary to indent the first line of a section.

Leave a space after the greeting before you start the first section of the email. Then, leave a space after each section. See the diagram below.



Section 1: In Section 1, you can introduce yourself (e.g. My name is _____), if you do not already know the recipient, and tell why you are writing the message (e.g. I am writing this email because _____ (more formal) or Do you want to have lunch? (more informal).

Do not add details here. You will have a chance to add details in the next section.

Task: Write a few sentences for Section 1 of each email.

1. You are writing to your supervisor. You want to set up a meeting. Tell them why you are writing the message.

2. You are writing to your HR Department to schedule your vacation. Remind them what department you work in and tell why you are writing the message.

3. You are writing to a co-worker you work with every day. You want to ask them to have lunch with you one day this week.

Section 2: In Section 2, you can add in more details about the request. For example, if you want to meet your friend for lunch, you could suggest a day and time. You could also suggest a restaurant or a place to meet. If you are writing about applying for a job, you could give details about why you would be good for the position.

Task: Write a few sentences for Section 2 of each email.

1. You are writing to your supervisor. Give details about your availability and what you would like to discuss with them.

2. You are writing to your HR Department to schedule your vacation. Give details about when you would like to take vacation (dates, length, etc.)

3. You are writing to a co-worker you work with everyday. You want to have lunch together one day this week. Suggest a day, time, and location for lunch.

Section 3: In Section 3, you can ask the recipient to respond to your message or tell them you are looking forward to receiving their reply. You should tell them what you want next. If you have added any attachments to the email message, you should mention them here.

Some common expression that you can use in this section are:

Please contact me about this.

I look forward to your reply.

Please do not hesitate to contact me if you have any questions.

I look forward to hearing from you.

Please let me know when you are available to meet.

Call me when you have a minute. (more informal)

Please find attached my resume.

Thank you for considering my request.

You can reach me at _____ (phone number or email)

Task: Write a few sentences for Section 3 of each email.

1. You are writing to your supervisor teacher. Tell them that you look forward to meeting them and ask for a reply.

2. You are writing to your HR Department to schedule your vacation. Confirm that they do not need any additional information. Thank them.

3. You are writing to your close co-worker. You want to have lunch with them one day this week. Ask them to call you to confirm the details.

Section 8: Closing

A closing is a polite way to end an email. The closing starts with a capital letter and ends with a comma.

In formal messages you should include a closing as well as your first and last name. Your name goes on the line under the closing. We do not always use closings in informal messages. If you do use one, you should not include your last name.

Formal Closings	Informal Closings
Sincerely, (First & Last Name)	See you soon, (First Name)
Best Regards, (First & Last Name)	Cheers, (First Name)
Respectfully, (First & Last Name)	Bye for now, (First Name)

Task: Write an appropriate closing for the following situations. Include your name.

1. An email to your supervisor.

2. An email to your best friend.

3. An email to your child's teacher.

4. An email to a company about an online order.

5. An email to all your classmates.

Section 9: Formal vs. Informal Messages

When you are writing emails, you want to make sure you are using the appropriate level of formality.

Task: Write “formal” or “informal” on the line next to the following situations.

1. A message to your supervisor. _____

2. A message to your close co-worker. _____

3. A message to your classmates. _____

4. A message to your teacher. _____

5. A message about a new job. _____
6. A message to the HR Department _____
7. A message to your family. _____

There are certain aspects of writing that make a message more formal or more informal. Some are listed in the table below.

More Formal	More Informal
<ol style="list-style-type: none"> 1. Greeting is more formal 2. Closing is more formal 3. Full name is used 4. Subject line is more professional 5. Polite modals are used (would, could, etc.); do not use slang 6. No contractions (short forms of words) or abbreviations 7. Usually has 3 sections 	<ol style="list-style-type: none"> 1. Greeting is less formal 2. Closing is less formal 3. Name may be missing or just first name 4. Subject line is less professional 5. Slang can be used 6. Contractions and abbreviations can be used 7. Can have less than 3 sections

Level of Formality

Tasks:

- Discuss the importance of using the appropriate level of formality.

For instructor:

- Only external resources are available for this task.

External Resources:

- See LINC 5-7 Classroom Activities Binder: Vol. 1 for various level of formality activities (pp. 104-8)
- http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2

Filling in a form

Tasks:

- Review different parts of a form and how to complete a(n) (incident report) form.

For instructor:

- Only external resources are available for this task.

External Resources:

- See external resource (e.g. www.eslibrary.com) for information on filling out a form.
- See LINC 5-7 Classroom Activities Binder: Vol. 1 for an introduction to Incidents Reports (CLB5 pp. 124-6) for specific information on completing an incident report.
- http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2

Role-play Leave of Absence

Task:

- Role-play a dialogue between an employee and an employer. The employee should request a leave of absence from work.

For instructor:

- Students should work with a partner and take turns role-playing a dialogue between employer and employee. The employee should request a leave of absence from work.

Name: _____

Date: _____

Role-play Leave of Absence

Task: Role-play a dialogue with your partner. One partner should play the employee and the other the employer. The employee should request a meeting and ask about taking a leave of absence from work. You can make up a reason for the leave and details about the leave (i.e. length of time, start date). If you are playing the role of the employee, you should be able to discuss your rights as a worker.

If you would like to make notes, you may write them below.

Leave of Absence – Listening

Task:

- Listen to a woman discuss why she is taking a leave of absence and take notes of the details. Then, use your notes to complete a Leave of Absence Form.

For instructor:

- Students should listen to a woman discuss why she is taking a leave of absence and take notes of the details. Then, they should use their notes to complete a Leave of Absence Form.

Audio File:

- Audio File “Leave of Absence” is available [HERE](#).

Transcript:

My name is Sue White and my employer ID # is 338164. I am working with ABC Company in the Human Resources Department as a Receptionist. I have been working here for the past two years, since September 1st, 2018 to be exact, but recently I’ve been struggling. I’ve been having some problems with one on my new co-workers and it’s been causing me a lot of stress. I have tried talking to the Human Resources Department, but the problem still has not been resolved. My doctor has suggest going on leave for 2 months, so I’m going to go ahead and take her advice. I’m going to be starting leave from the beginning of next month and hopefully after two months I’ll be back at work. I do really like my job. While I’m away my manager, Jay Young, can be reached at 403-277-7713 (Ext. 661) or by email at jay.young@ABC.com. If someone leaves me a voice mail at my work number. It’s the same as Jay’s, but the extension is 9281. Someone will check it on a regular basis and reply to it. Finally, if my work mail could get forwarded to my home address that would be great. My house is 881 Green Lane NW, Calgary Alberta. My postal code is T3N 7S9. In the event, that there’s an emergency and someone needs to contact me quickly. You can try me on my home phone number: 403-882-0820 or my personal email susan.white@gmail.com. I think that’s probably all the information you need from me. Please do not hesitate to contact me if I’m missing something.



Name: _____

Date: _____

Leave of Absence - Listening

Instructions: Listen to your instructor play a message from a woman who is taking a leave of absence. Take notes below and then use your notes to complete a Leave of Absence form.

Name: _____

Date: _____

Leave of Absence - Listening**Request for Leave of Absence****Section 1 and 2 should be completed by the employee.****SECTION 1: Personal Information**

Surname: _____ Given Name: _____

Home Address: _____

Home Phone: _____

Email: _____

Department: _____ Work ID: _____

Job Title: _____

Work Phone: _____

Have you been employed with this company for more than 90 days? Yes No

Hire Date: _____ Application Date: _____

Manager's Name: _____

Manager's Email: _____

Manager's Phone Number (including Ext): _____

SECTION 2: Leave Information

Anticipated start date of leave: _____

Anticipated end date of leave: _____

Please check one of the following boxes:

 The leave is for an employee. The leave is for a family member.

Relationship: _____

The reason for the leave is:

- Illness (Please provide a medical form within 15 days)
- Compassionate Care (Please provide a medical form within 15 days)
- Maternity or Parental Leave
- Military Leave (Please provide military orders within 15 days)
- Bereavement Leave

I hereby request leave as indicated above and certify that I am and/or will be unable to report for work for the reasons indicated.

Employee's signature: _____

Date: _____

Leave of Absence Email

Task:

- Write an email to the Human Resources manager at your company and inquire about taking a leave of absence.

For instructor:

- Students should write an email to the Human Resources manager at your company and inquire about taking a leave of absence.

Name: _____

Date: _____

Leave of Absence Email

Task: Write an email to Robert Chu, the Human Resources Manager at your company. His email address is rchu@anycompany.com.

You would like to inquire about taking a leave of absence. You should include information about your eligibility, how long you plan to be on leave, whether it is medical or personal (you do not need to give details), and what information you need to complete. Make sure your letter is formal and it includes three short sections.

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

 Send	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality.		

Leave of Absence – Form

Task:

- Use the information provided to complete a Leave of Absence Form.

For instructor:

- Students should use the information provided to complete a Leave of Absence Form.

Name: _____

Date: _____

Leave of Absence Form

Task: Use the information below to complete a form to request a leave of absence from work.

- Your name is Geeta Patel and you have been working at ABC Company in the Sales Department as a Sales Assistant for exactly one year. Your work ID Number is 00336184.
- Your manager is Sofia Hernandez and her contact number is the same as yours: 403-221-4423. You can reach her directly if you dial her extension: 112. She can also be reached at her work email address: s.hernandez@ABC.com
- You live in downtown Calgary and your address is 102 2 Ave. Your apartment number is 1204 and you live in the south west of the city. Your postal code is T2P 1X0. Your email address has the same pattern as Sofia's. Your first initial, then a period, then your last name @ABC.com. Your home phone number is 587-883-1736.
- You have been dealing with mental health issues for the past year and have really been struggling to manage well at work. Your doctor has suggested that you take a leave of absence for 4 months. You're planning to start leave at the beginning of next month and will return to work at the end of the 4th month of leave. You have a medical note from your doctor.

Name: _____

Date: _____

Leave of Absence Form**Request for Leave of Absence****Section 1 and 2 should be completed by the employee.****SECTION 1: Personal Information**

Surname: _____ Given Name: _____

Home Address: _____

Home Phone: _____

Email: _____

Department: _____ Work ID: _____

Job Title: _____

Work Phone: _____

Have you been employed with this company for more than 90 days? Yes No

Hire Date: _____ Application Date: _____

Manager's Name: _____

Manager's Email: _____

Manager's Phone Number (including Ext): _____

SECTION 2: Leave Information

Anticipated start date of leave: _____

Anticipated end date of leave: _____

Please check one of the following boxes:

 The leave is for an employee. The leave is for a family member. Relationship: _____

The reason for the leave is:

- Illness (Please provide a medical form within 15 days)
- Compassionate Care (Please provide a medical form within 15 days)
- Maternity or Parental Leave
- Military Leave (Please provide military orders within 15 days)
- Bereavement Leave

I hereby request leave as indicated above and certify that I am and/or will be unable to report for work for the reasons indicated.

Employee's signature: _____

Date: _____

Leave of Absence – Form and Email (Writing Assessment)

Task:

- Use the information provided to complete a Leave of Absence Form. Then, send the form by email to your supervisor.

For instructor:

- This is a two-part task. Students should use the information on the following pages to complete the Leave of Absence Form
- After completing the form, students should write a short email informing your supervisor that you are applying for a leave of absence..

Rubrics:

- Rubric can be found after the task.

Self-Assessment:

- Self-Assessment can be found after the rubric.

Name: _____

Date: _____

Leave of Absence Form

Task (Part 1): Use the information below to complete a form to request a leave of absence from work. You can also use this information to help you write a formal email to your supervisor about your leave of absence. When you have completed the form and the email, you can submit it to your instructor.

- Your name is Jorge de Leon and you have been working at ABC Company in the Shipping Department as a Warehouse Assistant since January 2, 2020. Your work ID Number is 00383184.
- Your manager is Young Kim and his contact number is the same as yours: 403-221-4423. You can reach him directly, if you dial her extension: 92. He can also be reached at his work email address: y.kim@ABC.com
- You live in downtown Calgary and your address is 1026 Centre Street. Your apartment number is 714 and you live in the southeast of the city. Your postal code is T2P 1P0. Your email address has the same pattern as Young's. Your first initial, then a period, then your last name @ABC.com. Your home phone number is 587-661-1725.
- You have been dealing with depression for the past year and have really been struggling to manage well at work. Your doctor has suggested that you take a leave of absence for 4 months. You're planning to start leave today and will return to work and return to work at the end of 4 months. You have a medical note from your doctor.



Name: _____

Date: _____

Leave of Absence Form

Request for Leave of Absence

Section 1 and 2 should be completed by the employee.

SECTION 1: Personal Information

Surname: _____ Given Name: _____

Home Address: _____

Home Phone: _____

Email: _____

Department: _____ Work ID: _____

Job Title: _____

Work Phone: _____

Have you been employed with this company for more than 90 days? Yes No

Hire Date: _____ Application Date: _____

Manager's Name: _____

Manager's Email: _____

Manager's Phone Number (including Ext): _____

SECTION 2: Leave Information

Anticipated start date of leave: _____

Anticipated end date of leave: _____

Please check one of the following boxes:

The leave is for an employee.

The leave is for a family member. Relationship: _____

The reason for the leave is:

- Illness (Please provide a medical form within 15 days)
- Compassionate Care (Please provide a medical form within 15 days)
- Maternity or Parental Leave
- Military Leave (Please provide military orders within 15 days)
- Bereavement Leave

I hereby request leave as indicated above and certify that I am and/or will be unable to report for work for the reasons indicated.

Employee's signature: _____

Date: _____

Name: _____

Date: _____

Leave of Absence Email

Task (Part 2): Write an email to Young Kim, your supervisor at ABC Company. His email address is y.kim@ABC.com. Your name is Jorge de Leon. More details can be found in the "Leave of Absence Form – Information."

You would like to apply for a leave of absence, and you have a completed Leave of Absence form to attach to your email. Make sure your letter is formal and includes three short sections.

Please write the email in the form below. Do not forget to complete the check sheet on the second page.

	To...	
	Cc...	
	Subject	

Please complete the check sheet:

Descriptors	Yes	No
1. I wrote the recipient's email address correctly.		
2. I have a subject.		
3. I have a greeting.		
4. I have details.		
5. I have a closing.		
6. I have 3 sections/paragraphs.		
7. My sentences are complete sentences.		
8. I used capital letters correctly.		
9. I have a period (or question mark) at the end of ALL my sentences.		
10. I used the appropriate level of formality.		

Rubric: Writing (Complete a Leave of Absence Form) – Getting Things Done

Name:	Date:	Task: Complete a Leave of Absence Form
	Your Score: _____/13	Task Success: CLB5 = 11/15 CLB Level _____ CLB6 = 12/15
<p>Check the indicators of ability that the learner achieved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write full legal name <input type="checkbox"/> Write complete address <input type="checkbox"/> Write dates in requested format <input type="checkbox"/> Write phone numbers in correct format <input type="checkbox"/> Write work ID number correctly <input type="checkbox"/> Use appropriate job titles <input type="checkbox"/> Accurate employer details <input type="checkbox"/> Accurate leave details <input type="checkbox"/> Accurate leave reason <input type="checkbox"/> Use appropriate punctuation and capital letters <input type="checkbox"/> Use appropriate spelling <input type="checkbox"/> Write legibly <input type="checkbox"/> Sign and date document 		
<ul style="list-style-type: none"> <input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements 		
Comments:		

Rubric: Writing Assessment (Leave of Absence Email)

Name:	Date:	Task: Write a formal email to your supervisor to request a Leave of Absence			
	Your Score: _____/32	Task Success: CLB5 = 24/32 CLB6 = 26/32		CLB Level _____	
Analytic		Specifics		Rating	
To: and Subject: Complete and accurate				4	3 2 1
Salutation/Name Appropriate and accurate				4	3 2 1
Adequate email structure Three short sections				4	3 2 1
Content Main ideas supported with some details				4	3 2 1
Vocabulary/Tone Adequate range for task; appropriate tone				4	3 2 1
Grammar Good control of simple structures; Developing control of complex ones				4	3 2 1
Closing/Name Appropriate				4	3 2 1
Mechanics Adequate control of spelling, punctuation, and capitalization				4	3 2 1
Holistic:					
<input type="checkbox"/> Task Achieved: Student met all or most of the task requirements <input type="checkbox"/> Task Not Yet Achieved: Student did not meet all or most of the task requirements					
Comments:					
<i>4 = Achieved Easily 3 = Achieved With Some Effort 2 = Partially Achieved 1 = Not Achieved</i>					

Name: _____

Date: _____

Self-Reflection: Leave of Absence (Writing)

Task: After you have completed the writing assessment, please take a few minutes to complete the self-reflection below.

1. I was able to complete a leave of absence form using provided details about the leave.

- Yes
 No
 Somewhat

Please give details about what you think you did well and what you would like to continue to work with respect to completing a leave of absence form.

2. I was able to write a formal email and give details about taking a leave of absence.

- Yes
 No
 Somewhat

Please give details about what you think you were able to do well in the formal email writing assessment and what you would like to continue to work on.



School of Global Access (SGA)