

General Construction Lesson Four: Worker Rights Facilitator Guide

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General Construction Worker Rights



Building Plan / Blue Prints / Specs (Getting Ready to Teach)

- Lifeskill Objective:** Learners will be able to identify unsafe work conditions and ask for safety equipment.
- EFF Skills:** Read With Understanding, Speak So Others Can Understand, Listen Actively, Cooperate With Others, Take Responsibility for Learning
- SCANS Skills:** Interpersonal (participate as member of a team; exercise leadership; negotiate; work with diversity)
Information (organize and maintain information; interpret and communicate information)
- Lesson Length:** 4 hours (For a shorter lesson, select fewer activities.)



Tools

- Realia:** Safety Equipment such as hard hat, vest, gloves, steel-toed boots
- Laying the Foundation:** Worker Rights Picture Story--overhead
Worker Rights Picture Story--overheads or large versions of individual frames
Worker Rights Story Script
- Activity #1:** Worker Rights Picture Story Cards--cut up; multiple sets for pair activity
Worker Rights Story Cards--cut up; multiple sets for pair activity
- Activity #2:** Vocabulary Handout A
Vocabulary Handout B
- Activity #3:** Safety First Conversation Script
Safety First Conversation Cards--cut up by day; multiple sets for pair activity
Worker Rights Picture Story Handout-- multiple copies for pair activity
Safety First Conversation Handout
- Activity #4:** Worker Rights Story Handout
- Activity #5:** Worker Rights Picture Story Handout

Worker Rights Picture Story Cards--multiple sets for pair activity
Blank Paper

Activity #6: Overhead, flip chart paper, or whiteboard
Markers

Note: If any Activities are omitted, learners should still receive the following handouts by the end of the lesson:

- Worker Rights Picture Story Handout
- Worker Rights Story Handout
- Vocabulary Handout (A or B)
- Safety First Conversation Handout

Target Vocabulary

Nouns:

back-support belt	boards	debris	demolition	flagman
hard hat	mask	paint	rights	safety vest
steel-toed boots	window	worry		

Verbs:

injure	need	paint	protect	support
worry				

Adjective:

dangerous

Laying the Foundation Warm-Up / Presentation



Actions	Materials
<p>1. Elicit from learners names of safety equipment and procedures they use on the job. Examples may include: <i>gloves, masks, vests, hardhat, use a safety vest.</i></p>	
<p>2. Tell learners they will learn about safety problems at a job site and how to make sure they get the safety equipment they need.</p>	
<p>3. Using the Worker Rights Picture Story, elicit from students names of safety equipment.</p> <p>Then, show one frame at a time of the Worker Rights Picture Story. Ask learners to describe each scene and predict what is happening in each frame. Ask questions such as:</p> <ul style="list-style-type: none"> ➤ Who are the people? ➤ Where are they? ➤ What equipment do you see? ➤ What is Mr. King doing? ➤ What does Daniel say? ➤ How does Daniel feel? ➤ What is Mr. King wearing? ➤ What's the problem in this picture? <p>Then, show each frame one at a time and read the corresponding part of the story (see Story Script). Ask learners how well their predictions match the actual story. Point out and explain new words. Make a list of these on the board.</p>	<p>Worker Rights Picture Story</p> <p>Worker Rights Story Script</p>

Building on the Foundation Practicing the New Language



Actions	Materials
<p>Activity #1: <i>Worker Rights Picture Story</i></p> <p>Put learners in like-ability pairs; e.g., match beginners with beginners, intermediate with intermediate, etc.</p> <p>Easy: </p> <p>Give each pair a copy of the Worker Rights Picture Story Cards. Each pair puts the story back together frame by frame. Learners take turns describing the story to their partner.</p> <p>Difficult: </p> <p>Give each pair a copy of the Worker Rights Picture Story Cards and the Worker Rights Story Cards. Each pair puts the story back together frame by frame by matching the Picture Cards with the corresponding Story Cards. Students take turns reading the story to their partners.</p> <p>Circulate as learners do the activity to check comprehension.</p> <p>Wrap up this activity with a whole-group review. As you show the pictures, ask higher level students to read the text with you. Lower level students can read and/or listen. Ask comprehension questions about the story, such as:</p> <ul style="list-style-type: none"> ➤ What happened on Monday? ➤ What was the problem on Friday?, etc. 	<p>Worker Rights Picture Story Cards</p> <p>Worker Rights Story Cards</p>

Actions	Materials
<p>Activity #2: Vocabulary Development</p> <p>Learners work with the vocabulary presented in the story to build their comprehension skills.</p> <p>Easy: </p> <p>Distribute Vocabulary Handout A. Do the first word together as a group to model how to complete it. Then, learners complete the handout individually.</p> <p>Difficult: </p> <p>Distribute Vocabulary Handout B. Do the first word together as a group to model how to complete it. Then, learners complete Vocabulary Handout B individually.</p> <p>Circulate as learners complete the handout. When finished, working as a whole group, put the words in alphabetical order on the board or overhead by asking students to come up and write the words. Students who finish early can start this while others are still finishing. Explain new vocabulary.</p> <p>To correct the fill-in-the-blanks on Handout B, ask learners to read a sentence to the group. Ask the whole class to explain what it means. Repeat for the remaining sentences.</p>	<p>Vocabulary Handout A</p> <p>Vocabulary Handout B</p>

Actions	Materials
<p>Activity #3: Safety First Conversation Practice</p> <p>Students will practice conversations related to each frame of the Worker Rights Picture Story.</p> <p><u>Whole Group Activity:</u> Show the <i>Tuesday</i> picture of the story, and ask students a few questions related to the safety problem in this frame. Tell them they are going to listen to a conversation between Mr. King and Daniel. Read out loud the Safety First Conversation for Tuesday. Students listen.</p> <p>Read the Conversation again as you show it on the overhead or board. Discuss new vocabulary.</p> <p>Divide the class in half and ask one half to read Mr. King's part of the conversation and the other half to read Daniel's part of the conversation. Change roles and have students repeat their new part of the conversation. If necessary, repeat again with another grouping strategy.</p> <p>Put learners in pairs by first asking them to form a single file line by their <i>favorite day of the week</i>, starting with Sunday and ending with Saturday. Pair students from this line.</p> <p>Distribute one copy of the Worker Rights Picture Story and a set of the Safety First Conversation Cards to each pair of students.</p> <p><u>Pair Activity:</u></p> <p>Easy: </p> <p>In pairs, learners practice the Safety First Conversation for each frame of the story. Then, learners look at the picture and match the conversation with the correct picture. Learners should switch roles to make sure they practice the entire dialogue.</p>	<p>Worker Rights Picture Story Handout</p> <p>Safety First Conversation Script</p> <p>Safety First Conversation Cards</p> <p>Safety First Conversation Handout</p>

Actions	Materials
<p>Difficult: </p> <p>In pairs, learners practice the Safety First Conversation for each frame of the story. Then, learners write a different ending (for any or all of the Safety First Conversation Cards) by changing the last two lines of the conversation.</p> <p>Circulate while learners practice the dialogue. Check for comprehension. To wrap up, ask for volunteers to present one of the dialogues.</p>	<p>Worker Rights Picture Story Handout</p> <p>Safety First Conversation Cards</p> <p>Safety First Conversation Handout</p>
<p>Activity #4: Worker Rights Picture Story Review and Language Experience Approach</p> <p>Students practice reading the Worker Rights Story and develop a conversation for the <i>Saturday</i> frame of the story. Distribute a copy of the Worker Rights Story Handout. Read it out loud to the whole group as learners follow along.</p> <p>Easy: </p> <p>Conduct a guided reading of the story. Reads a sentence, then have the students repeat.</p> <p>Difficult: </p> <p>Learners read the story to their partner.</p> <p>Re-group the students and as a whole group, and focus learners on the <i>Saturday</i> frame of the story. Elicit from learners a conversation that might take place during the <i>Saturday</i> frame of the story. Write the story on the blackboard, overhead, or flip chart paper as students supply the text. Be sure to include John, Daniel, and Mr. King in the conversation.</p> <p>This learner-generated conversation can be used for further activities, depending on the focus of the conversation. Learners may practice the dialogue in groups of three.</p>	<p>Worker Rights Story Handout</p>

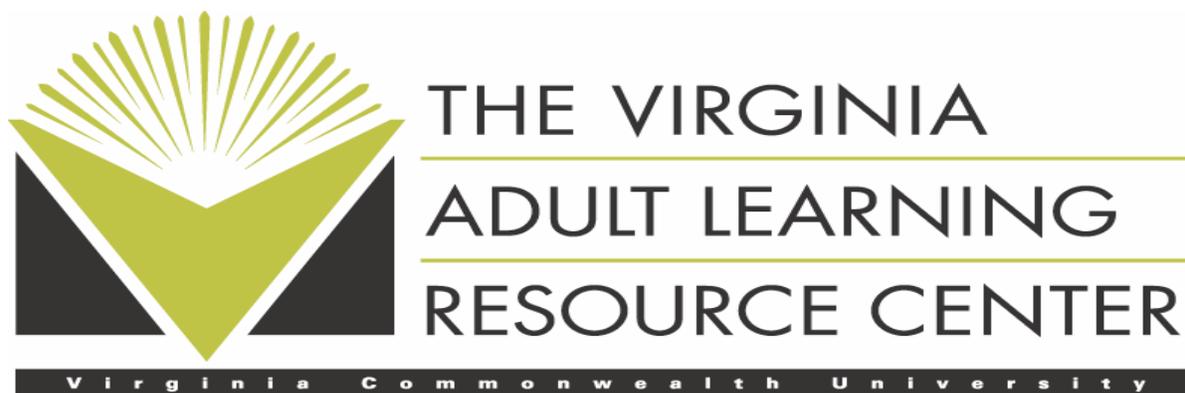
Actions	Materials
<p>Individuals may write down the dialogue, but change the ending again so everyone creates a new dialogue. Lower level learners can focus on new vocabulary.</p>	<p>Worker Rights Story Handout</p>
<p>Activity #5: <i>Learner-Generated Worker Rights</i></p> <p>In this activity, learners use the Worker Rights Picture Story to develop another, new story.</p> <p><u>Individual Activity:</u> For individual writing practice, students use a copy of the Worker Rights Picture Story and write down a description of each picture.</p> <p>Easy: </p> <p>Learners write one word or sentence fragments to describe each picture frame.</p> <p>Difficult: </p> <p>Learners write complete sentences or short paragraphs.</p> <p><u>Whole Group Activity:</u> As a group writing activity, use the Worker Rights Picture Story Cards. Put learners in mixed-ability level groups of 4-5. Give each learner one Picture Story Card attached with a paper clip to a blank piece of paper. Explain to students that they are going to write a new story and can be funny, creative, serious, etc., by answering one question at a time about the Picture Card in front of them. Each time, they will get a different Picture Story Card.</p> <p>Using a question from <i>Laying the Foundation: Step 3</i> (or other questions), ask each learner to answer the question in writing on the blank piece of paper; e.g., "What's his name?". Give learners a few minutes to write. Then, learners attach their Picture Card to its paper, and pass the Picture Card and paper to the person on their left.</p> <p>Now, ask a new question; e.g., "What's his job?". Learners answer the question according to the new Picture Card and paper they have. Then, learners pass the Picture Card and paper to the person on their left.</p>	<p>Worker Rights Picture Story</p> <p>Worker Rights Picture Story Cards</p> <p>Blank Paper</p>

Actions	Materials
<p>Repeat the activity by continuing to pass each Picture Card and paper around the group and by asking a new question each time the students get a new Picture Card and paper. To finish, ask each group to read together the descriptions they generated within their group and select one to present to the entire class.</p>	<p>Worker Rights Picture Story Cards</p> <p>Blank Paper</p>
<p>Activity #6: <i>Worker Rights and Safety Rules</i></p> <p>In this activity, learners generate a list of important <i>Worker Rights and Safety Rules</i>.</p> <p>Form mixed-ability groups of 3-4 students per group. Give each group a piece of flip chart paper and markers or overhead transparency and overhead pens. Assign roles such as timekeeper (keeps track of time), notetaker (writes), and reporter (reports back to whole group) to each group.</p> <p>In groups, students generate two lists: <i>Worker Rights</i> and <i>Safety Rules</i>. Encourage and allow students to look over handouts used earlier in the lesson for ideas and information, or to think about their own experience. Give a time limit. At the end of the time, ask each reporter to share the group's list with the whole class.</p>	<p>Overhead, Flip Chart Paper, or Whiteboard</p> <p>Markers</p>

Finishing Work
Extension or Out-of-Class Practice



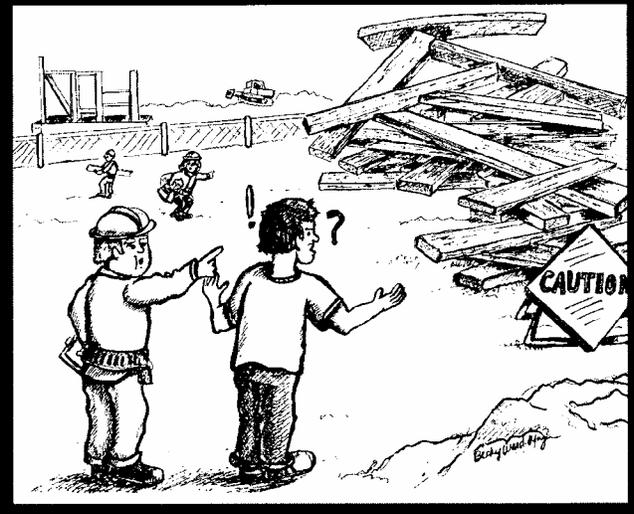
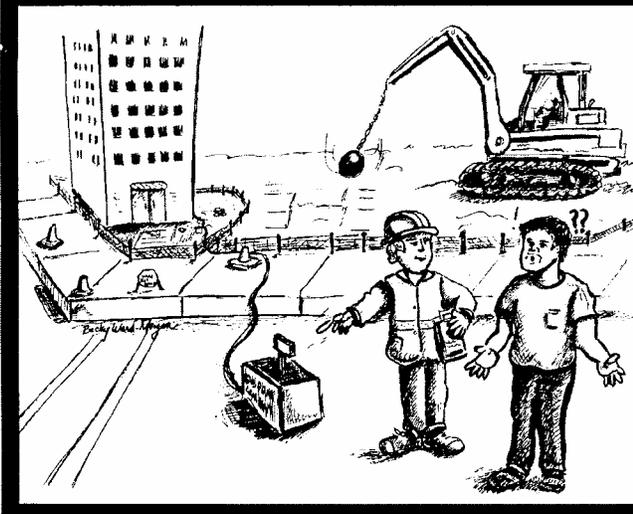
Actions	Materials
<ol style="list-style-type: none">1. Discuss compound words from the Worker Rights Story and have learners generate examples of other compound words, e.g. <i>weekend</i>.2. Learners visit a jobsite and record safety issues.3. Learners make a list of the safety equipment they need and/or use at their job.	<i>Worker Rights Story</i>

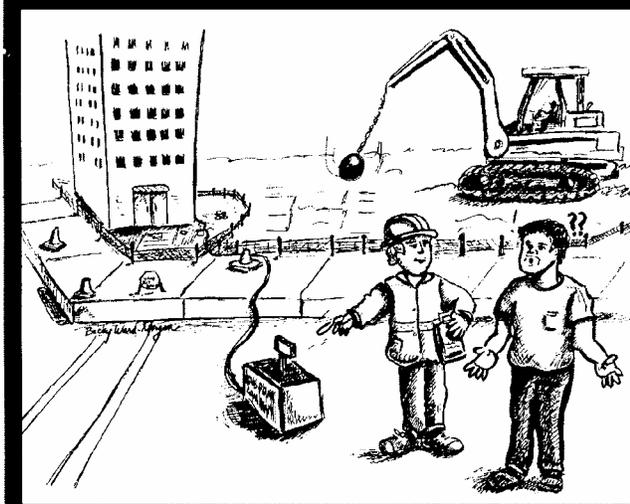


General Construction Lesson Four: Worker Rights

Facilitator Materials

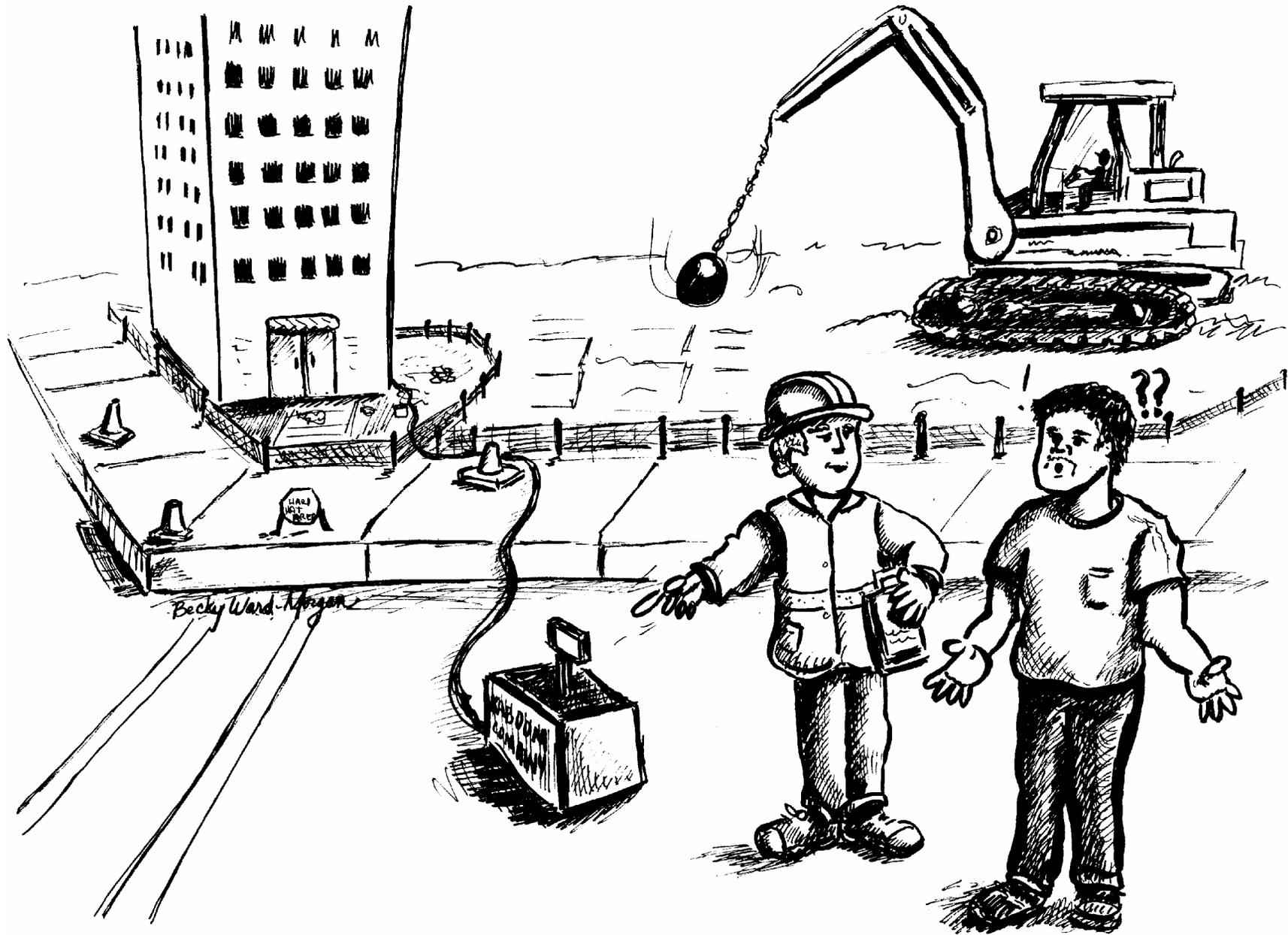
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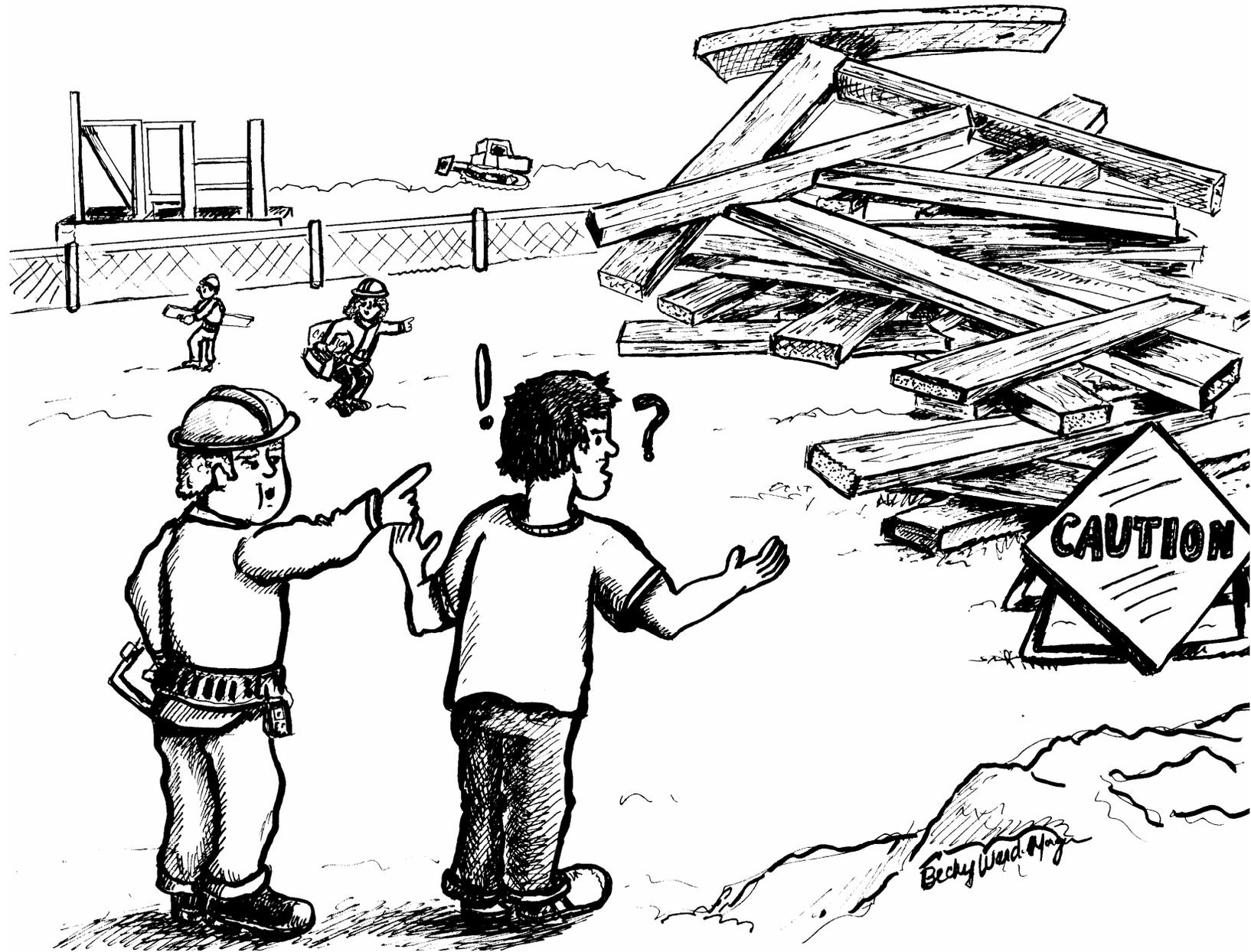




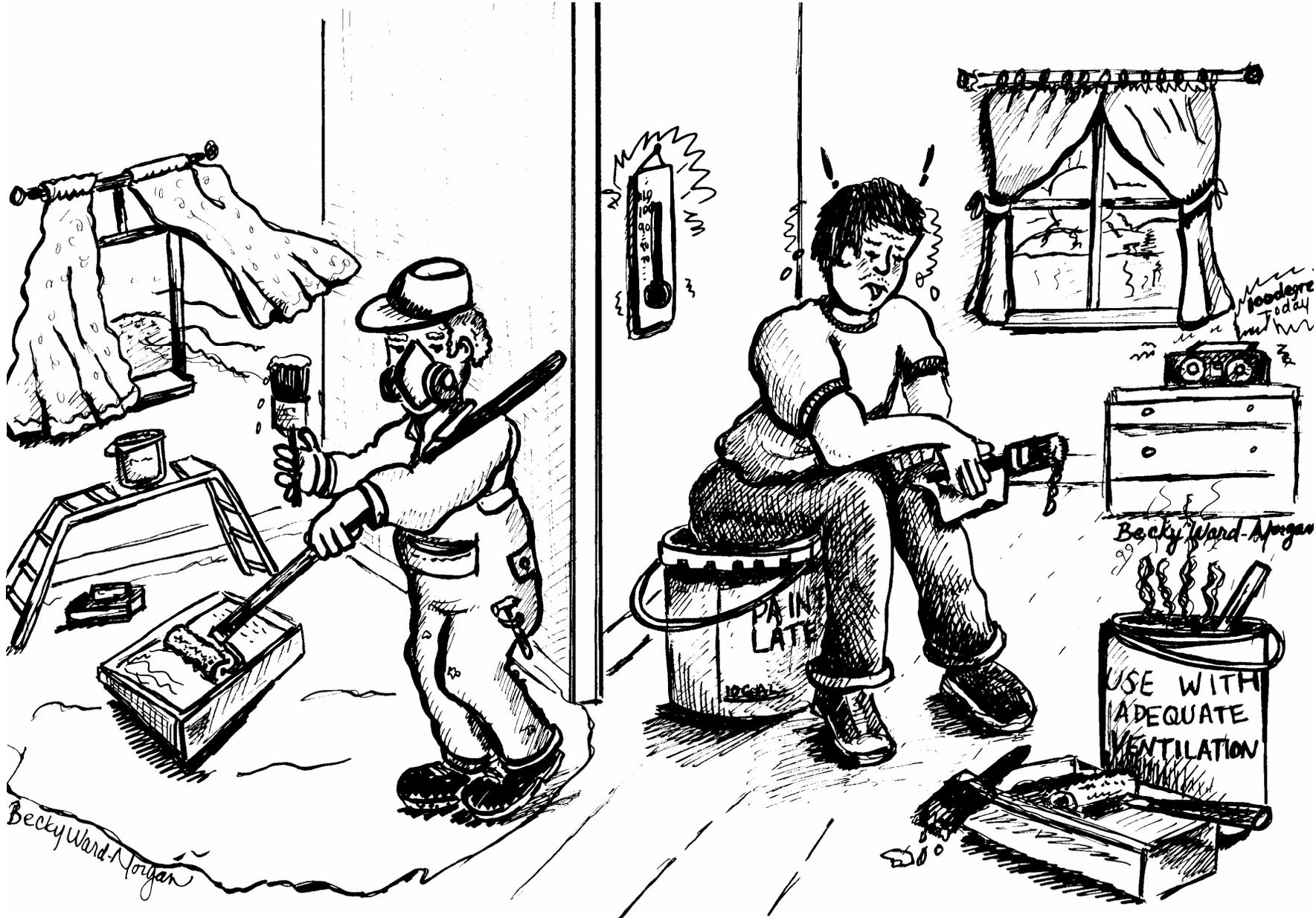








Becky Weed May





Worker Rights Story

On Monday, Daniel enjoys a cup of coffee with his supervisor, Mr. King. Daniel likes Mr. King. He is a friendly supervisor.

On Tuesday, Mr. King asks Daniel to work as a flagman. He wants Daniel to direct traffic for a road construction project. Mr. King is wearing a safety vest. He has a flag for Daniel, but no safety vest. Daniel is worried. The cars and trucks drive fast.

On Wednesday, Mr. King and Daniel are at a demolition site. Mr. King wants Daniel to operate the crane to wreck the building. There is also a box of dynamite to explode the building. Mr. King is wearing a hard hat. He does not have a hard hat for Daniel. Daniel is afraid a piece of debris may hit him.

On Thursday, Mr. King wants Daniel to move some boards. The boards are very heavy. Mr. King and the other workers are wearing hard hats, back-support belts, and steel-toed boots. Daniel is worried. It is difficult to lift heavy boards.

On Friday, Mr. King and Daniel are painting. Mr. King is wearing a mask. The window is open. He does not have a mask for Daniel. The window in Daniel's room is closed. It is very hot outside, too. Daniel feels sick.

On Saturday, Daniel and his friend, John, visit Mr. King in his office. John was Daniel's teacher at a class he took on "worker rights."

Worker Rights Story Cards

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Activity #2: Vocabulary

Handout A

1. Copy the words.

flagman	<u>flagman</u>
safety vest	<u>safety vest</u>
hard hat	<u>hard hat</u>
debris	<u>debris</u>
boards	<u>boards</u>
back-support belt	<u>back-support belt</u>
steel-toed boots	<u>steel-toed boots</u>
mask	<u>mask</u>
window	<u>window</u>

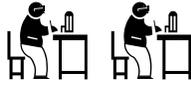
2. Say the words to your partner.

3. Put the words in alphabetical order.

<u>back-support belt</u>	<u>mask</u>
<u>boards</u>	<u>safety vest</u>
<u>debris</u>	<u>steel-toed boots</u>
<u>flagman</u>	<u>window</u>
<u>hard hat</u>	

Activity #2: Vocabulary

Handout B



1. Put the words in alphabetical order:

flagman	safety vest	worry	debris
boards	mask	steel-toed boots	window
back-support belt	injure	rights	hard hat

back-support belt

mask

boards

rights

debris

safety vest

flagman

steel-toed boots

hard hat

window

injure

worry

2. Complete the sentence using the words below. (There are 2 extra words!)

are	dangerous	supports	rights	worry
need	paint	steel-toed boots	protects	demolition

1. Sometimes supervisors are friendly.
2. Workers need safety equipment.
3. A flagman has a dangerous job.
4. At a demolition site, dynamite is used to explode a building.
5. Steel-toed boots protect your feet.
6. A back-support belt protects your back.
7. It is unhealthy to breathe paint fumes.
8. Workers need to understand their rights on a job.

Activity #3: Safety First Conversations

TUESDAY

Mr. King: Daniel, I want you to be a flagman and direct traffic.

Daniel: Do you have a safety vest I can wear?

Mr. King: No. Don't worry. You'll be okay.

Daniel: I need a safety vest so cars and trucks can see me. Please get me a safety vest.

WEDNESDAY

Mr. King: Daniel, I want you to operate the crane. I also want you to dynamite the building.

Daniel: Do you have a hard hat I can wear?

Mr. King: No. Don't worry. You'll be okay.

Daniel: I need a hard hat so the debris doesn't injure me. Please get me a hard hat.

THURSDAY

Mr. King: Daniel, I want you to lift the boards.

Daniel: Do you have a back-support belt I can wear? Do you have any steel-toed boots?

Mr. King: No. Don't worry. You'll be okay.

Daniel: I need a back-support belt and steel-toed boots to protect myself.
I won't do the job without them.

FRIDAY

Mr. King: Daniel, I want you to paint the room.

Daniel: Do you have a mask I can wear? Does the window open?

Mr. King: No. Don't worry. You'll be okay.

Daniel: The paint fumes are very strong. I need a mask. I need to open the window.

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