



It's Your Right



Teachers' Guide
for adult basic education



Canadian
Heritage

Patrimoine
canadien



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This text has been written as a pedagogical tool and is not intended to be a source of legal expertise.

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Introduction

This kit is designed to be used in Adult Basic Education classes. Its major focus is on those aspects of human rights which affect the lives of such students most directly, i.e. the anti-discrimination rights and those relating to employment and accommodation, although the kit does provide some discussion of the subject of human rights in the wider context of basic freedoms.

In addition to providing information about human rights, the kit also provides an opportunity for language skills practice with exercises and activities designed to improve reading and writing skills and develop vocabulary. As the range of abilities in Adult Basic Education classes is very wide teachers may find that some of the activities are not suitable for their classes. Suggestions are included for ways to make the exercises easier or more challenging and teachers are encouraged to adapt the materials to the need and interests of their class.

The kit can also be used successfully with adult students of English as a Second Language.

Teaching materials in the field of Human Rights are mostly geared towards the **prevention** of prejudice. It is thus assumed that the students of such materials are more likely to be the perpetrators of discrimination than the victims of it. This is not necessarily the case with adult basic education students whose ranks include large numbers of the disadvantaged. The kit therefore includes information about how to handle situations where one's rights are being denied as well as encouraging empathy with others who may be suffering a different form of discrimination.

In order to encourage such empathy, contentious discrimination issues are usually introduced via a case history with the events being told from the standpoint of the suffering individual. Teachers may nonetheless be called upon to face reactions on the lines of, "Serves him right. I don't like such and such a group either." Reactions of this type are likely to be minimized if the teacher can encourage the students to identify with the victim. Pauses in the story, where students are asked how they think the victim must feel, or what they would do next in the victim's position, will help

with this. For similar reasons, it is not a good idea to select the most contentious issues first as students are more likely to fall back on instinctive reactions of prejudices in the early stages, before they have been encouraged to think in wider terms. The best order of presentation will, of course, vary depending on the makeup of the class.

Components of the Kit _____

In addition to the Teacher's Guide the kit contains eight modules:

- Basic Rights and Freedoms
- Employment Rights
- Tenants' Rights
- Age
- Sexual Harassment
- Equal Pay
- Race, Colour and Ethnic Origin
- Disability

The module Basic Rights and Freedoms is intended as an introductory module and should normally be presented first. The other modules can be used in any order which the teacher or the students prefer.

Each module begins with a case history of a person with a Human Rights problem. The issue at stake is thus explained through the story in a concrete fashion. Comprehension and linguistic development activities are also included. The human rights issue is then developed on a more abstract level with other examples of case histories and opportunities for student discussion.

Background to Human Rights issues and Legislation. _____

Human Rights legislation is unfortunately rather complex and is found in a number of different statutes. The situation is aggravated by the fact that certain rights come under federal control, others under provincial or territorial control.

The Canadian Charter of Rights and Freedoms (1982) also protects the rights of Canadians. Section 15 of the 1982 Charter, which came into effect April 17, 1985, guarantees the equality rights, many of which are now being tested and challenged in the courts. Canada also has in force the two International Covenants and Optional Protocol which compose the United Nations International Bill of Human Rights. These also provide further protection. The provinces and territories have also passed their own legislation on human rights, and further protection is provided by provincial labour laws and tenancy regulations.

The rights guaranteed under this legislation fall into three major categories:

Civil and Political Rights. These are the basic freedoms, such as the right to freedom from arbitrary arrest, the right to due process of law, etc. These are protected by the Charter of 1982, and by the International Covenant on Civil and Political Rights.

Economic Rights. As well as such basic rights as being able to own and dispose of property, and the right to work, these also include such employment-related rights as minimum wage, equal pay, a safe workplace, due notice of dismissal, etc. While the basic rights are protected by the Charter and the International Covenant on Economic, Social and Cultural Rights, the labour rights are mostly protected under provincial legislation. Legislation thus differs from province to province.

Social and Cultural Rights. These include the right to adequate food, clothing, and housing, the right to education, the right to a family, etc. They are protected by the International Covenant on Economic, Social and Cultural Rights.

Overlying all these rights are the **Equality Rights.** These state that all people should be treated equally and should have equal access to opportunity. No one can be discriminated against on the grounds of sex, age, race, ethnic origin, disability, etc. These rights are protected by the Charter, by the Canadian Human Rights Act, 1982, and by a number of provincial statutes. The

various Human Rights Commissions, both federally and provincially, exist to ensure that the quality rights are protected. Human Rights Commissions have no power to act on other violations of human rights, and can only refer victims to such other sources of redress as the court systems, or the provincial ministries of labour.

Unfortunately, there is some variation in the protection offered by these different statutes, it is sometimes difficult in discussing some of the material to give students a clear statement of exactly what rights they are guaranteed. For instance, in Ontario, one of the prohibited grounds of discrimination is receipt of public assistance. A single parent cannot be refused accommodation because her source of income is mother's allowance. In other provinces this protection is not provided. Age is another of the proscribed grounds of discrimination. In many provinces, however, protection is limited to those aged 18 to 65. In other words, no protection is offered against mandatory retirement. In some provinces the protected range is only from 45 to 65.

The location in which the discrimination takes place is also important. Certain areas, such as federal agencies, banks and airlines, come under federal control. An individual who is discriminated against in a post office will seek redress through the Canadian Human Rights Commission. Discrimination in a regular store will, however, come under provincial legislation and must be handled through a provincial Human Rights Commission.

When a violation of human rights occurs, the victim must apply to the appropriate agency for help. A violation of the economic rights specified in the provincial labour legislation, for instance, can only be resolved by application to the appropriate provincial Ministry of Labour. The responsibilities of the major agencies are as laid out below.

The Canadian Human Rights Commission is responsible for the implementation of the Canadian Human Rights Act of 1982. It thus handles discrimination cases occurring in federal agencies, departments and ministries, and in areas of federal control.

Provincial Human Rights Commissions implement provincial Human Rights legislation. They handle complaints from individuals which fall under provincial equality rights legislation.

It is not expected that individual discrimination cases will be fought under The Charter of Rights and Freedoms, unless the case is the result of government action. Rather, the Charter influences government action and provincial legislation. Cases which might be fought under the Charter would include such issues as the right of a province to include mandatory retirement policies in labour legislation.

The International Bill of Human Rights guides federal and provincial law rather than individual cases. One issue fought under the international instrument concerns the rights of native women to maintain their status when marrying men other than status Indians.

Suggestions For Use

General Comments

As the various modules have a number of components in common, general teaching methodology is suggested here. Notes for specific modules follow on page 5.

Case Histories

The case histories form the first introduction to the issue under discussion. They thus serve to give the students a very concrete introduction to what is often complex legislation. They should also help the students to approach the issue from a sympathetic standpoint by identifying with the individual concerned.

The approach to be taken to the various case histories will vary a little depending on the length and the amount of illustration, as well as the interests and abilities of the class. However, the following general approach will normally be helpful.

1. Allow the students to look at the first section silently. Encourage them to get what information they can from illustrations, headlines, titles, layout and other format clues. Following this initial scrutiny, encourage prediction skills by asking for guesses as to the likely content of the story, main characters, the most likely problem to be encountered, etc. Where appropriate, ask what the origin of the text might be (newspaper article, diary, business letter, etc).

2. Guide the students' reading by posing in advance three or four questions to which they should find the answer on first reading. Where comprehension questions are provided, the first few questions are normally simple factual questions and might be useful for this purpose. Otherwise decide what the key points of the story are and ask students to find out, for example, "Who is the story about? What is her problem? What does she do about it?" Such questions should be written up on the board for the students to refer to while reading.

3. Do not ask students to read aloud a passage which they have not had a chance to read silently. Many students are unable to cope with the double burden of decoding and getting meaning when asked to do both simultaneously. This tends to build up a habit of concentrating on sounding out rather than understanding.

4. After allowing time for silent reading, orally check comprehension of the text, explaining any difficult vocabulary, problematic expressions, etc.

5. Provide an opportunity for students to hear the text read. You may wish to read the text aloud yourself, to ask students to read to the whole class, or to put students in small groups to read aloud to each other, thus giving more students the chance to read aloud and reducing the pressure on the reader. Where the text is in the form of a dialogue, students will, of course, prefer to be assigned parts rather than listen to a single reader. It is also useful to have a tape recording available of the text, so that students who wish to work at their own pace can read along with the tape repeatedly if they wish.

6. Discuss the passage with the students. Some of the simple factual comprehension questions raised earlier can, if necessary, be rechecked with weaker students to give them a chance to participate. Build up to inference questions which force the students to draw conclusions from the facts presented. For instance, a story about a waitress on night shift might have as inference questions, "Do you think she has any children? Does she live in the country or the city?" Go on to questions which solicit opinions, feelings and similar experiences. Initially, you may want to focus on the feelings of the characters, "How do you think she felt when her boss did that?" before the more personal questions of, "What would you do if your boss did that to you?" or, "Has this ever happened to you?"

7. More vocal classes will enjoy small group discussion. To make sure the discussion doesn't peter out, assign a task or problem to be solved. Students can be asked to come up with a story of a similar experience or to reach group agreement on the best course of action which could have been taken by the character in question.

8. There are a number of possible variations which will allow the teacher to maintain interest by varying the presentation, as well as to adapt the material to the level of the class.

- * In illustrated material, cut up a piece of text to separate the text and the illustration. Put students in small groups to rematch text and illustration. (Good practice for scanning skills).
- * Cut up a copy of a dialogue and have students reorder the strips correctly.
- * A short passage can be written on an overhead or put on the blackboard with blanks representing certain words. Different language skills can be practised according to the blanks chosen and the ways in which the students are asked to fill in the blanks. Blanks can be filled either from a general understanding of the passage (prediction), from memories of a previous reading (vocabulary), or from aural input as the teacher reads the passage aloud (listening discrimination and spelling practise).

Factual Readings

The general approach outlined above for the case histories is also largely valid for the factual readings. However, the greater complexity of the material will make the reading task harder and students may need more help. Some oral discussion prior to the readings would be valuable as a way of focussing the attention on the key points to be found in the reading. It is not necessary for the teacher to answer all the questions raised. Rather, the students should be given a sense of what kind of information they will find in the reading so they can be on the look out for it. A very useful method, which encourages good reading habits, is for three or four key questions to be written up on the blackboard before the reading is attempted.

All readings need not be done with the entire class working at the same speed listening to one reader, whether the reader is teacher or student.

Consider breaking the students up into groups to read a passage together and find out the answer to a few questions posed in advance. Alternatively, assign one half of a passage to one student in a pair and the other half to the partner. Students then summarise what they have read for their partner.

Variations

- * Use some of the passages to develop quick scanning skills. Choose a reading which contains simple factual information and divide the class into two teams. Before the students have had a chance to read the passage, ask simple factual questions and award a point to the team which calls out the correct answer first.
- * Some of the simpler readings can be used to develop listening comprehension if the teacher reads an article aloud **without** allowing the students to follow in their own texts. Thus, the students' only source of information is aural. A quick "True-False" quiz can provide a comprehension check.
- * A short passage can be used for a dictation.

Basic Rights And Freedoms

While most of us are aware of our basic freedoms in an abstract fashion, it is usually only when those freedoms are infringed on that we become formally aware of which freedoms are protected by law. No legislation can guarantee that we will never be harassed or discriminated against. What legislation can do is reduce the likelihood of such persecution, and give us a source of redress should such a situation occur. While Canada's record in the protection of human rights is extremely good, it should not be assumed that an individual's freedoms are never infringed on in Canada or that such infringements are not directed more at certain segments of the population. Young male students in your class will

likely be able to offer accounts of occasions when apparently, they have been arbitrarily stopped by the police. It is unlikely that middle-aged females will have similar stories.

What is true in Canada, however, is that those rights which can be protected by the legal system are enforced. The judicial process must be carried out in public under the scrutiny of the media, and the populace.

Some of the most critical of the fundamental freedoms to be discussed are the following:

- The freedom of each and the equality of all;
- The right to due process of law;
- The right to dissent;
- The right to security of the person; and
- The right to personal privacy.

All these fundamental rights are described in detail in **The Fundamentals of our Fundamental Freedoms — A primer on Civil Liberties and Democracy** by A. Alan Borovoy, published by the Canadian Civil Liberties Education Trust. This booklet is written in simple language and could be used with advanced classes interested in pursuing the theme of civil liberties.

The principle of the **freedom of each and the equality of all** is at the heart of the Canadian system. Every member of society is entitled to the same protection, the same freedom, and the same right to share in the decision-making, even if this means that decisions are made by the foolish as well as the wise.

As is explained in the student materials, the freedom of the individual must have its limitations. The freedom of one individual to do as he, or she, likes cannot include the right to harm another individual, either physically or economically, and such things are therefore forbidden by law.

Another fundamental freedom is the right to **due process of law**. This acknowledges that there are times when our freedom as an individual may be infringed on, but limits such infringements to those occasions specified by law. It thus protects

us from the exercise of arbitrary authority by politicians or police. We cannot, for instance, be ordered to quit smoking, or to donate blood or body organs, worthwhile though these actions might be, without previous passage of suitable legislation. Similarly, if we are accused of a crime, we have the right to a hearing in front of a qualified judge. If convicted, we cannot be held indefinitely, but must be given a sentence. (In the case of capital offences, the sentence may, of course, be life imprisonment).

It would be naive to pretend that Canadians are never deprived of the due process of law, and examples can be cited of occasions when this has happened. No legislation can guarantee to protect us from over zealous security forces, however, the open legislative process helps to minimize the risk of such occurrences.

The **right to freedom of expression** makes it possible to have a multi-party system. It means that we have the right to dissent, to criticize the government, to demand changes to the law, and to vote for whomever we want without fear of recrimination. The right to freedom of expression also includes the freedom of the press, and freedom of speech. In fact, our freedom in this area is not absolute. It is illegal to slander others, to make speeches provoking racial hatred, or to act in such a way as to cause a public disturbance. In many municipalities, permission must be sought to hold any demonstration.

The right to **security of the person** protects us from torture and arbitrary incarceration. It also includes the presumption of innocence, protection against charges based solely on circumstantial evidence, and the right to avoid self incrimination.

The **right to personal privacy** is one which is commonly perceived as being under attack. Should the police have the power to search a house at will without a search warrant? Should it be possible to wire tap a suspect's phone without informing him first? Should our credit records be available to anyone who is interested in them? Should a priest or psychiatrist be forced to tell the court what their clients have told them under bond of secrecy?

Many of these areas will provide an opportunity for good debate among your students.

Suggestions For Use

This module is shorter than the others and is intended as a general introduction to the issues of rights and freedoms.

Missing!

Have the students look at the picture first. Ask them what they think is happening. Ask them where they think it is taking place. Allow a few moments for silent reading, then read the story aloud. Lead into a discussion on the likelihood of such an event taking place in Canada. Some of your students may have suffered an abuse of their rights and have stories to contribute. Ask them what they think would happen next in the story if the victim were in a country which puts low value on human rights. What redress would an individual have in such circumstances? Compare it with the Canadian system. Obviously no one can guarantee that an individual policeman might not exceed his authority on occasion, but the system should come into play very quickly to prevent any long-term abuse.

Ask students whether they have seen movies such as "Missing" which tells the story of an American father's fight to discover what happened to his son, who was the victim of security forces in South America. Compare the matter-of-fact acceptance of street abductions, demonstrated by the locals in such countries, with the likely Canadian reaction.

Try and widen the issue by asking the students what things they would like to do that they are not allowed to do. See if they recognise the general principle behind such restrictions, which is that sometimes one individual's freedom must be restricted to protect the freedom of others.

Have The Right To

Put the students into groups of two or three to study the cartoons. See if they can reach a consensus on whether people have a right to perform in the way shown. See if they can think of any other way in which people's rights to act the way they wish have to be infringed on in order to protect other people.

After studying the cartoons have the students write about two of them, stating whether they feel the cartoon character is justified in demanding his or her rights, and why.

Employment Rights

Because labour legislation is mostly a provincial responsibility, there are some variations in the protection offered workers in different provinces and territories. Also, certain workers who come under the jurisdiction of the federal government, such as federal employees, airline workers, etc, have their rights protected by federal legislation. However, despite these different areas of responsibility, the various labour codes all attempt to address the same issues, and protect the same rights. The major areas of concern include:

working conditions — limitation on number of hours to be worked, minimum age for workers, adequate light and heating, etc.

safety in the workplace — protection from hazardous substances, provision of safety equipment, adequate fire protection, etc.

minimum wage — minimum pay for different age groups, and for overtime

firing and layoff — adequate notification to be given, no arbitrary dismissal, etc.

maternity leave — length of leave, right to return to employment in same or similar job, etc.

vacation pay — minimum amounts, pay in lieu if leave outstanding, etc.

Teachers will find it useful to obtain a copy of the labour legislation applicable to their area, as students are likely to ask questions about such specifics as the amount of minimum wage paid locally.

Suggestions For Use

Case History #1

The cartoon story should be largely comprehensible to even the most basic class, supported as it is by the visual clues in the photographs. Rather than beginning with explanations or vocabulary items, the students should be encouraged to look at the story silently first, to see how much of the reading they can make out with the visual support. Only after the students have had this chance should the story be read aloud. Put the students into groups of five, each student taking a character and reading a part aloud. Then have them rotate parts and read again. In a low level class, the teacher may wish to read the dialogue aloud first to the whole class.

After reading the story, the class may enjoy discussing the various ways in which a workplace can be dangerous. Students who are working may volunteer anecdotes about problems they have had on the job. Others can no doubt add tales they have heard from friends and relatives, or seen on television. Some of these stories could form the basis for student story books, or future reading and writing work. Students may like to build up a list of potential hazards in the workplace, and categorize them in different ways (e.g. short term/long term hazard; minor hazard/serious hazard, caustic/explosive/ poisonous, etc).

Make sure at the end of the discussion that the students are aware of their rights regarding dangerous situations. Provide them with the name and telephone number of the appropriate health and safety department, and remind them that they have the right to refuse to work if they feel there is a genuine danger to their health.

Match These

This exercise provides both a comprehension check and sequencing practise. Students can attempt the work in pairs if they prefer to work that way. Make sure students are referring back to the picture story if they are having difficulty in sequencing the corrected sentences.

Case History #2

This story focusses on overtime pay. In most cases, employees are entitled to be paid overtime pay for anything over 44 hours of work in a week. The most common exceptions concern seasonal workers, such as those harvesting crops, where the employer is entitled to set a simple hourly rate, or piecework rate, until the task is finished.

Teachers may find that students have had the experience of being paid regular rates of pay when they are entitled to overtime. This is particularly common in small non-unionised establishments employing immigrant labour. Students should be made aware of their rights in this area.

This story gives students the opportunity to do some numeracy practise, as well as to develop reading skills. As the passage is so short, the teacher could use it as a dictation with stronger students, or write it up on the blackboard with blanks in for the students to complete.

If the majority of students in the class are working, the teacher might wish to work with mock-ups of pay statements. As well as providing opportunities for more numeracy practice, this also will give students a chance to get explanations about any deductions or other items which they have not previously understood.

Case History #3

The issue in this case history is adequate notification of layoff or firing. Unfortunately, there is no legislation which lays down a specific period of

notice as being adequate. Generally, the judgement of labour tribunals has been that adequate notification is related to the length of time of service. With the exception of cases where the employee proves to be quite unsuitable for the job within a few days of hiring, most establishments will give notice equal to at least one pay period, and frequently, considerably more. As much as one week's notice for each year of work is not uncommon. Union contracts will normally specify minimum notification periods.

Assign the students to read the story individually and to jot down answers to the questions. Then put the students in small groups of three or four to compare answers, and see if they can reach a consensus. Have one member of each group report back the group's findings. You might like to draw up a table on the blackboard to chart the classes' responses to the questions. Have the students complete the appropriate sections, thus building up their familiarity with form layout.

Word Puzzle

This pulls on vocabulary introduced in the course of the case histories and should strengthen spelling. Some clues are provided. You may wish to add more if time is limited.

C																				
W	O	R	K	E	R															
N						O														
T	M		H			P	R	O	T	E	C	T								
R	A		F	I	R	E														E
A	T		R			R														N
C	H	E	Q	U	E	A						U								A
T	R					T						N								N
						O						I								T
						I			F	R	E	E	D	O	M					
						T														N
L	A	Y	O	F	F															

Tenants' Rights

Introduction

Legislation concerning tenancy rights is another area of provincial responsibility. Consequently, the legislation varies among provinces and territories. It is thus difficult to be too specific about the rights which tenants may have in any given area. Most provinces and territories, however, have legislation which protects tenants' rights in the following areas:

- privacy,
- rent controls,
- protection from eviction,
- reasonable maintenance,
- adequate heat and water supply.

It is suggested that teachers get information on tenancy regulations in their local area as tenants may be protected far more fully than the above list would indicate.

Suggestions For Use

Case History #1

This case history focusses on the question of adequate maintenance, which is probably one of the most common complaints of tenants. The story can be covered with the usual procedure of guided reading, silent reading, oral reading and discussion, as outlined in the introduction. However, its illustrated format also makes it suitable for activities which practice scanning skills and sequencing. Make a copy of the story, and cut apart the separate chunks of dialogue and the pictures. Put students in small groups, and give a set of pictures and text to each group for matching and resequencing. Follow with a general discussion guided by the questions provided. Discussion questions can, of course, be assigned for writing if required.

Case History #2

The discussion questions which follow this story could usefully be posed prior to the reading to guide the students. The landlord does, of course, violate a number of rights:

- * tenants cannot be evicted at such short notice for such a reason;
- * notice of eviction must be given in writing;
- * landlords do not have the right to enter apartments without the permission of the tenants;
- * tenants have the right to a supply of water irrespective of any other negotiations which may be taking place.

The rights of tenants are spelled out for the students at the beginning of the module. While landlords do, of course, have rights, their position tends to be less clearly spelled out than that of tenants. Much of their protection is built into criminal law, with protection against damage to property, fraud, etc. Students could be asked to draw up a list of the rights they feel a landlord should have. If this is difficult, the class could attempt the question again after reading the third story.

Case History #3

This story looks at the problems of tenants and landlords from the landlord's viewpoint. As the language is relatively simple, the students should find the story easy to read. They may wish to read aloud in groups, thus allowing more people a chance to read, and reducing some of the stress of reading to the whole class. The small group could then discuss the questions before writing the short assignment at the end.

Race, Colour and Ethnic Origin _____

Introduction

Race, colour and national or ethnic origin are among the ten grounds on which discrimination is forbidden under federal legislation. In federal jurisdiction, employers and those who offer goods, services, facilities or accommodations must treat everyone equally. Harassment based on these grounds is also forbidden.

All the provinces and territories have similar laws on racial discrimination in the fields they control - most housing and shops, for instance, as well as provincial government programs. The protection against discrimination on these grounds is thus more straightforward and all encompassing than the protection against many other forms of discrimination, where legislation differs from province to province.

This unit focusses on racial discrimination in the provision of housing and public services of various kinds. While the legislative policy on racial discrimination is the same across the country, unfortunately all the provinces and territories have their own legislation concerning accommodation, goods, services, and facilities. Teachers should be aware of the exact reading of the laws in their province or territory. However, most provinces prohibit discrimination on any of the protected grounds in providing accommodation, when that accommodation is self contained. Usually this means that the landlord can only arbitrarily refuse tenants in situations where he or his family have to share common facilities such as a bathroom or kitchen with the tenant. The legislation is thus designed to give landlords the right to be as selective as they wish when sharing their private living accommodation, while forbidding discrimination in all other forms of accommodation.

Although this unit deals primarily with discrimination on the grounds of race, the legislation applies equally to discrimination on any of the other protected grounds, such as age or sex. A woman looking for a joint tenant to share her apartment is justified in refusing all males, if she wishes. However, a landlady letting a self-contained apartment in her building cannot specify that she will take only female tenants.

Landlords do, of course, have the right to refuse tenants who cannot produce good references, or evidence of a steady income. However, to avoid charges of discrimination, they must apply the requirement to all prospective tenants.

Suggestions For Use

Case History #1: Lisa's Story

The dialogue nature of this story makes it suitable for reading aloud. After allowing time for silent reading, put the students in pairs and have all the pairs read aloud without the pressure of a large audience. Ask students to switch roles and read the story again.

Alternatively the dialogue could be used for a strip story with copies of the story being cut into the individual speeches and the jumbled strips being given to a group to reorder and read aloud.

Follow the reading with an oral comprehension check before assigning the Talking and Writing exercise. Make sure students realize that all the information they need to complete the statement is included in the original dialogue, but that they must be on the look out for the necessary change of pronouns.

Ask students to predict the outcome of the case before they read the end of the dialogue.

Word Puzzle

Answer:

S	L	A	N	D	L	A	D	Y	K	P	L	M
A	B	H	S	J	A	D	Y	Z	X	M	T	N
R	K	O	I	J	L	K	K	L	E	A	S	E
E	A	F	R	I	E	N	D	B	C	D	E	M
N	G	P	A	R	S	S	A	K	Q	I	Y	P
T	E	F	G	H	P	A	P	E	R	L	I	T
E	J	K	L	A	B	C	A	M	N	L	R	Y
D	R	O	S	T	U	W	R	I	J	E	H	L
S	P	R	O	V	E	X	T	C	V	G	W	E
I	C	A	E	H	J	L	M	N	P	A	R	S
G	U	C	V	X	A	P	E	L	Y	L	Z	A
N	R	E	I	H	S	A	N	B	C	D	E	N
Q	R	O	O	V	E	R	T	I	M	E	F	Y

Landlords and Tenants

As explained above, people offering rental accommodation are only allowed to discriminate in situations where they or their family share facilities with the tenant.

Students should read the advertisements focussing on the type of accommodation provided (self contained or not), and noticing the abbreviations typically used in such ads. As well as comprehension questions, quick questions to test scanning skills will be very useful here. For example, you could ask, "Which is the cheapest accommodation? How much a month is Number 3? Which place would a man with a dog go for? How long is the lease on Number 2?"

Alternatively, the advertisements and the illustrations can be separated for the students to rematch them.

Abbreviations In Ads

Use the previous ads to explain common abbreviations. If possible, get multiple copies of a newspaper with examples of advertisements from your city or town. Familiarise the students with the way in which ads are arranged in your local newspaper, e.g. alphabetical order, by district, or by furnished/unfurnished. Have the students search the ads for the following:

- * ads to suit a particular situation, e.g. 'Find me a flat for two young men for less than \$400 per month,' or, "A lady with a cat wants to share an apartment with another woman. Which ads might suit her?"
- * examples of ads that discriminate. You are most unlikely to find evidence of racial discrimination, but examples of sex and age discrimination are often found. Also common in accommodation is discrimination on the grounds of family status. Adult only buildings discriminate against children, of course, and may well be ruled illegal under the new Charter.

Following this exposure to the pattern of ads, have the students attempt the exercise where they write an ad themselves. Remind them that landlords have a right to refuse tenants on racial or any other grounds in providing shared accommodation, but not in providing self-contained accommodation.

Goods and Services

Discrimination on the grounds of race is illegal in all public facilities. These two newspaper stories illustrate some of the other forms which racial discrimination may take. One story tells of a woman who is refused permission to try on a dress without first posting a deposit. The other describes poor restaurant service. The two stories are simple and straightforward, and could be used for dictation or a cloze exercise as well as giving reading practise.

The stories also demonstrate the classic five "Ws" of story telling "Who, What, Why, Where, and When." Students' attention is drawn to this pattern, which can help them organize their own writing. More advanced students might like to rewrite one of the stories in the first person. Alternatively, they could write a letter from the victim to the shop or restaurant, or to the Human Rights Commission, complaining about the treatment that they received.

As a follow-up activity, students can read short reports on accidents, or other incidents in newspapers, and answer questions on "Who?, What? Where?", etc. Or, with the students in groups of five, the teacher can tell a brief story. Each student in the group is assigned the task of listening for the answer to one of the Ws and then writing up a sentence to contribute to a joint account. Stories from different groups can then be swapped and compared.

What Do You Think?

This reading should focus students' attention on the fact that denial of goods and services is justifiable on certain grounds. Bank loans, for

example, can be denied if the applicant does not have sufficient collateral to back the loan, or does not provide evidence of job stability.

The questions should be discussed in groups, with the students working out together their choices and reasons. Groups should be told to come up with at least two written reasons to support their choice. Alternatively, they could pick the best and the worst course of action, and provide their reasons for the selection.

The answers students give to these questions should, of course, be based on their own opinions, and there are no correct answers. However, students should be aware that solution 7 (Complain to the Human Rights Commission) is not a good solution as there is no evidence of racism in the situation. The loan was refused because of insufficient evidence of financial reliability, not because of race.

Case History #2: Jaswinder's Story

The cartoon story tells of a man who is laid off from his employment. He feels that he is the victim of racial discrimination, and lodges a complaint with the Human Rights Commission. After some investigation, it is decided that his complaint is unfounded. This story is included to demonstrate that not all complaints are upheld, and that students should not automatically assume that they are suffering discrimination without considering other factors.

The story should, however, provide a good introduction to the problem of discrimination in the workplace, which is the location most likely to be the site of severe problems.

Students should find Jaswinder's story easy to read, especially if they are given the opportunity to study the illustrations first. As with the other illustrated stories, this one lends itself well to sequencing activities.

What Would You Do?: Willis's Story

This story deals with racial harassment on the job. While the intent of the exercise is to get the students arguing a number of possible solutions, rather than specifying a single correct answer, the teacher should be aware of the implications of some of the choices. Choice 2, making it clear to the harassers that their behaviour is unwelcome, is a critical first step for victims of harassment to take. Choice 3, approaching the personnel office, is valid as the responsibility lies with the employer to provide a harassment free workplace. Victims could also approach a supervisor, or member of management. Choices 7 and 8 represent the course of action followed by a number of victims of harassment. The onus should not, of course, be on the victim to accommodate such behaviour, but on the harassers to improve their behaviour.

Disability

Introduction

In Human Rights legislation, the term disability is used to cover a wide range of conditions. In addition to such physical handicaps as paralysis, deafness or loss of sight, it also covers mental handicaps, and chronic illness such as epilepsy or diabetes.

It is illegal in Canada for people to be refused employment simply because they are disabled. However, an employer can fire or refuse to hire someone if their disability prevents them from doing the required work. The pamphlet **Physical Disability**, from the Canadian Human Rights Commission, says:

Equal opportunity for those with disabilities means equal opportunity to do the things they **can** do effectively and safely. Employers are not forced, in the name of human rights, to hire people who cannot do the essential tasks of the job.

Employers are, however, expected to make reasonable compromises to adapt to the problems of disabled staff. A potential employee, who can perform the vast majority of the tasks required in a job, should not be refused the job because an occasional task, which can be performed by another employee, is beyond their abilities.

Suggestions For Use

Case History #1

The case history which opens this unit is intended to give students reading and writing practice with forms, reports and letters. The case is one where a man fights for his rights after suffering a temporarily disabling accident. The type of disability is deliberately chosen as one which could affect any worker, and should be a situation with which all students can identify. Because the man in the case knows his rights, and is not prepared to accept being classified as disabled, he is able to overcome the discrimination being practiced against him.

After reading each component in the case history, students should be asked to list the options which they feel the man has, and to predict which step they feel he will take.

Accident Report

Students should be encouraged to sharpen their prediction skills by making use of the context clues provided by form layout. They should be asked what kind of information they would expect to find in such a form, and then told to search for the expected items. The form could be put on an overhead with the boxes numbered to make it easier for students to find the section under discussion.

Follow the prediction exercises with silent reading and an oral comprehension check. Put the students into groups of two or three to attempt the second half of the form. If it is necessary to

simplify the writing task, precede this with discussion, or work out certain useful phrases on the blackboard for the students to order and combine on the form.

Workers Compensation

This is an excerpt from a much longer form completed by the employer of the injured worker. Although workers do not have to complete such forms themselves, they should be able to check figures of this type to ensure they get the appropriate WCB payments.

The numeracy exercises, which complete this section, can be ignored or adapted if the teacher does not feel they are suitable. However, the students must look at the information contained in these forms in order to understand the progression of the case history.

Letter To Human Rights Commission

Before worrying about the phrasing of Ray's letter, focus on the content, and ask the students whether they feel Ray made a good decision. Can they think of any other step Ray could have taken? Approaching the union, or asking to speak to the Personnel Manager, might be some suggestions which students will offer.

Although the organisation of Ray's letter is very poor, the letter does demonstrate good layout. See if the students are aware of this by asking questions such as "Do you think this is a good letter? Why? Why not? Do you see anything wrong with it?"

Letter Writing Exercise

The students are given considerable guidance in the formation of this letter, as the layout and the content are provided. Teachers may wish to provide further exercise in the writing of formal

letters by asking the students to write a similar letter from another claimant, perhaps based on the picture stories in Harassment, or Race, Colour and Ethnic Origin.

Letter From The Employer

Before reading this letter, ask the students to predict what they think will happen next. Do they imagine that the Human Rights Commission will uphold Ray's complaint? Will the HRC speak to Ray's employer? Will he get his job back?

What Problems Do Disabled People Face?

These sections can be discussed by the whole class, or in small groups which later report back to the class with a list of likely problems.

What Would You Tell These People To Do?

Encourage the students to come up with a clear recommendation of a course of action for these people. Do they feel that these people have the right to the protection of the Human Rights Commission? Would they feel any differently if Bill was able to prove that he has recovered from his alcoholism? If perhaps, it had been five years since he took a drink, rather than one? Or, if he had participated in a rehabilitation course? As the case is described in the student materials, an employer could claim that Bill has not been able to demonstrate any proof of having conquered his alcoholism.

The case with Beth is more clear cut. She is currently proving her ability to cope by working, and is able to do the work of the new job. She would be entitled to make a complaint of discrimination.

Introduction

Age is one of the ten grounds on which discrimination is forbidden under the Canadian Human Rights Act. In areas under federal jurisdiction, employers, and those who offer goods, services, facilities or accommodation, must treat everybody equally. Most provinces and territories have similar laws on age discrimination in fields they control such as housing, shops, and provincial government programs.

While agreeing in principle that people should not be discriminated against on the grounds of age, most Canadians would nonetheless argue for a number of exceptions. We refuse children access to marriage, alcohol, driving licenses, and pornography, and insist that they remain in full time education. We allow mandatory retirement at 65 and tolerate reduced fares for senior citizens. We refuse to prosecute young offenders, and restrict the franchise to those over 18.

Technically, all these practices are examples of discrimination based on age. Some of them, such as mandatory retirement at age 65, are currently being challenged in the courts under Section 15 of the Charter. The new legislation serves to protect two major age groups. The first is the young adult who may be refused opportunities because of presumed instability, or poor financial standing. The policy of assessing car insurance premiums on age, which is currently under review, is an example of discrimination in this area. The other major group is the older adult who may be refused employment opportunities because he or she is perceived as being *too* old to justify the investment of training.

This unit focusses on age discrimination in two major areas -one is accommodation, goods and services; the other employment.

Case History #1

The case history is one of a man who is refused an apartment purely on the grounds of age. The story is introduced initially by a newspaper clipping, which provides only the bare bones of the story. The details are then provided by a copy of his statement to the Human Rights Commission. The students should be encouraged to use their overall knowledge of the events, gleaned from the clipping, to help them predict what is likely to be included in the statement. The statement is a realistic example and reflects the informal tone used in such depositions. After the students have had a chance to read the newspaper story and the statement silently, the teacher may want to point out the necessity of accurate details such as dates, addresses, names, etc. This could be done by comparing the information in the newspaper article with the information in the statement.

Discuss These Questions

As well as providing a comprehension check, this exercise is intended to give students practise with discovering whether specific information is provided in a text. Three kinds of questions are included:

- * questions which can be answered factually based on the reading;
- * questions that cannot be answered because the reading does not provide enough information (e.g. How much money does he make?);
- * inference questions which encourage the student to "read between the lines," (e.g. Does Harry have a steady income?).

These questions could be done orally, with students encouraged to give their reasoning for the inference questions.

Word Puzzle

The puzzle has a dual function. It works as a cloze test in which sentence structure clues, and information gained from the reading, help the student to find the correct vocabulary item. It also works as a spelling exercise. If students have difficulty finding the correct words, the teacher can direct them to specific places in the text where the appropriate word occurs. Students can also be encouraged to use the length of the word as a clue. If students find the puzzle very difficult, the new word "Discriminate" can be provided.

Answers

DECIDED
BUILDING
LEGISLATION
COMMISSION
REFUSED
PROHIBITS
APARTMENT
QUESTION
VACANT
AGE
RENT
ILLEGAL

21-Year Old Gets Apology

Before students read this solution to the case, they should try to predict how it was solved, and perhaps discuss what they think a fair solution should be. After students have read the solution, there could be further discussion on it. The teacher might emphasize the fact that "winning" this kind of a human rights case may not generate more than an apology, and a promise of the next available apartment.

Case History #2

Students read the text silently. Because some of the sentence structures are quite complicated, it would be useful to follow the silent reading with the teacher reading the passage aloud. Alternatively, a tape recording of the passage would be useful as this would also allow students to return to the passage later, or to work at their own pace if they wish.

Alternatively, this passage is suitable for developing skimming and scanning skills. To encourage rapid reading, put students in teams and award points to the side which calls out the correct answer most quickly. Do not allow time to read the material first or you will be testing student recall, not skimming and scanning skills.

Suitable questions would be:

This story is about a girl and a boy. What's the girl's name?

What's the boy's name?

How old are they?

What do they want?

What's the name of the first place they try?

What happens?

What is the name of the second place they go to?

Which place is more expensive?

The numeracy exercise which follows the reading demonstrates that, if necessary, victims of discrimination are entitled to financial compensation for extra expenses incurred. Check that the students appreciate the distinction between this kind of compensation, and that for suffering or loss of dignity.

Ask the students whether the situation would have been different if the landlord had been able to prove that the young couple's income was insufficient to afford the apartment.

Discussion

This exercise and the following reading on Mr. Anderson (Case history #3) both serve to help students recognize the scope of age discrimination. As indicated earlier, many aspects of age discrimination, such as those which protect young children or those which give financial benefits to the elderly, are considered standard in our society. After reading and discussing the material, see if students can list four or five examples of age discrimination of which they approve, and a similar number of examples of age discrimination of which they disapprove. This activity could be usefully done in groups, with the students instructed to write down their list.

Case History #4

While this story may be handled in the standard way outlined in the introduction, it is also well suited for use as a strip story. Put the students into groups of three or four. Cut sufficient copies of the passage into sentences or paragraph strips. Give each group a jumbled set of strips to be read and reordered logically. If the students lay the strips on the table and all try and read simultaneously and decide on order, it will encourage quick reading. If students need practice in reading aloud, each student can be given one strip to read aloud, following which the group as a whole decides on the appropriate order of the pieces.

A Letter To Jane

Since the letter contains the information about the result of Joseph's case, the teacher may wish to ask the class to make predictions about the case before they read the letter. The students could also be asked to decide to whom the letter is written (friend, employer, Human Rights official, etc.) by looking at the layout, the greeting, and the closing of the letter. Because of the narrative nature of the letter, it lends itself well to some of the variations based on re-ordering material. Alternatively, in view of the simpler language and

structure in this informal letter, it could be a useful basis for a cloze exercise, where students are called upon to fill in the blanks.

Follow Up Discussion

One very important aspect of this case is the fact that the bus company did not intend to discriminate against Joseph personally. Their policy on age applied equally to all applicants for the job. What the tribunal was able to prove was that the age restriction of the hiring process was not justifiable. The teacher may want to discuss with the class this kind of systemic discrimination which affects whole groups of people. Examples of this type of systemic discrimination include: insistence on the wearing of uniform headgear, which discriminates against Sikhs who must wear turbans for religious reasons; a requirement that employees be available for work on days which are religious holidays for certain groups; or the refusal to allow women to take part in armed combat.

Writing

This activity can begin with an explanation of the proper layout and style of an informal letter. The students' attention should be drawn to proper sequencing of events, and the tale then retold in chronological order. Many of the students will find the hardest task to be that of condensing the available information into one or two paragraphs. Some sample sentences can be worked out jointly and written up on the board if this is a problem. Allowing the students to tackle the task in pairs will also make it simpler. More advanced students can, of course, be encouraged to begin the letter with an enquiry after the recipient's health, and add personal details to the facts.

Too Old To Work/Dear Dorothy

This activity can be usefully covered by separating the questions from the answers and asking the students to match them up. Or, students can be put in groups of six, each of which is given either a question or a reply. Without showing their texts, students then have to ask questions of each other to decide on the correct pairing. This provides excellent practice in recognizing the main idea of a passage.

Alternatively students can be given the question letters and asked to give their own replies before reading the responses.

New Brunswick	19+	%
Prince Edward Island	18-65	%
Nova Scotia	40-65	
Newfoundland	19-65	
Northwest Territories	%	%
Yukon	19+	19+

Retirement

The teacher may wish to conduct a class discussion on these questions before students write down their individual sentences, or the class may be divided into groups who discuss the questions and write down group answers, which can later be shared with another group.

The following chart shows the age discrimination restrictions in Canada for employment, and public services and facilities. The * represents legislation outlawing age discrimination.

	Employment	Public Services and Facilities
Federal	%	%
British Columbia	45-65	
Alberta	45-65	
Saskatchewan	18-65	%
Manitoba	%	%
Ontario	18-65	%
Québec	%	%

Crossword Solution

	¹ P		² A	³ T	⁴ T	I	⁵ C		⁶ B
⁷ R	E	T	I	R	E		⁸ O	I	L
	N		⁹ R	A	N		M		I
¹⁰ A	S	K		I		¹¹ O	P	E	N
	I			N			E		D
¹² J	O	¹³ B					N		
	¹⁴ N	O	T	¹⁵ E			¹⁶ S	A	¹⁷ Y
¹⁸ C		N		V			A		O
A		U		E			T		U
¹⁹ B	U	S	D	R	I	V	E	R	

Sexual Harassment_____

Introduction

As well as protection against discrimination on the grounds of sex, human rights legislation also offers protection from sexual harassment. The Canadian Human Rights Commission pamphlet, "What is Harassment?" says:

Unwanted physical contact, attention demands, and a pattern of jokes or insults are harassment when they affect your job, your working environment, or your chances to obtain a service such as a bank loan or unemployment insurance.

If you are refused a job, a promotion, or a training opportunity because you won't put up with harassment, you have been discriminated against. You have also been discriminated against if the outcome is unfavourable influence on decisions affecting you, or if it interferes with your job performance, or if it insults you or intimidates you, and a reasonable person ought to have known that you would be bothered by the behaviour.

The definition of what constitutes harassment will vary according to the standards of the workplace and the individual. The CHRC says sexual harassment:

is not flirtation, chit-chat or good-natured jesting that are sometimes a part of office life when both parties find the conduct acceptable.

Sexual harassment is a statement about power. The victim, usually a woman, is hesitant to seek help because she feels there will be reprisals or economic consequences.

A victim perceives "giving in" to be a condition of the job. She fears that she will lose it if she speaks up, or that the harasser

can influence her employment future, including her chances for promotion and training.

She worries that a service, such as a loan, will be withheld if she doesn't comply.

Freedom from sexual harassment also guarantees freedom from reprisals if sexual advances are rejected. Complaints of such harassment or reprisals can only be made against those who are in a position to confer or deny benefits to the victim. Employers can be held responsible for harassment by employees as "the onus is on the employer to provide a discrimination free workplace. It is the employer's duty to protect potential victims by establishing a code of conduct and anti-harassment policy, and making every employee aware of them."

This module deals almost exclusively with sexual harassment cases where the woman is the victim. While this is the usual pattern, a few cases have been filed where men are the victims. In most of these cases the harassment was homosexual, but occasional cases have been reported of harassment by women.

Suggestions For Use

Case History #1 Cartoon Story

Students should find this story very easy to read, supported as it is by the illustrations. Allow students to read silently before putting them in groups to read the story aloud.

You may wish to cut out or white out some of the speech balloons in the story and give out copies for the students to write in their own versions of the dialogue. Alternatively, students could write the story out in a narrative form, or use knowledge gained from the cartoon strip to complete a narrative version with blanks in it, which the teacher has prepared in an overhead.

Statement

This statement is representative of those taken from human rights complainants and, as can be seen, is written in an informal tone. While this material can be covered in the standard manner, as laid out in the early part of this manual, it also lends itself well to sequencing activities. Cut up a copy of the statement and remove the numbers. See if students can resequence the paragraphs based on their knowledge from the cartoon story. Or, leave out a crucial paragraph and see if the class can recognize what its content must be.

Questions

These can be covered orally with the whole class or assigned as a writing exercise.

Witness Statement

Point out to the students the importance of Susan being able to show that she had made it clear to Mr Davis that his intentions were unwelcome. Suggest that if students suffer from harassment, they must make it clear to the harasser that the behaviour is unwelcome. They should also tell colleagues, management, or even family if necessary, rather than suffering the harassment in silence. If the person works in a place which is unionized, the union will often be the first recourse, but there may well be an equal opportunity officer, or even a human rights officer in the company who could be approached.

The suggestions for use with the complainant's statement are also valid for the witness statement.

What Do You Think?

Three different points of view are expressed about harassment. After the students have read the comments, ask students to write their own

comments on harassment. You might wish to put some of the following ideas on the blackboard to help them to get started.

Do you think men ever get harassed? When?
Do you think women who get harassed "ask for it?"
What's the difference between flirtation and harassment?

Do not encourage students to write about their own experiences of harassment at this point as they will be writing on this topic under the heading, "Have you ever had any trouble with sexual harassment?"

Case History #2: What Should She Do?

Put students in pairs or groups to read the story and discuss the options. After the students have written down their choices and reasoning, have a class discussion to see if all students have made the same choices.

Which Of These Are Harassment?

As well as discussing these cartoons, students can be asked to write a brief description of the situation, or of their reasons for deciding whether the situation depicted is one of harassment or not.

Equal Pay_____

Introduction

Teachers should be aware of the distinction between equal pay for equal work, and equal pay for work of equal value.

Equal pay for equal work means that a man and a woman doing essentially the same job at the

same place of work must be paid the same. (Employees can still receive more pay based on seniority, but the scale must be the same for men and women.)

Equal pay for work of equal value means that if two jobs in the same company can be demonstrated to be of equal value, the employer must offer the same rates of pay. For example, the comparative value of the job of a waitress in the canteen and a clerk in the warehouse could be assessed according to the following criteria:

- * skill,
- * effort,
- * responsibility,
- * working conditions.

If these jobs were found to be of equal value, the employer would have to offer the same rate of pay to waitresses as to male warehouse clerks.

While equal pay for equal work is now mandatory all over Canada, equal pay for work of equal value is, at present, restricted to employees of the federal government, and to Quebec. (It is currently under discussion by the government of Ontario). As this indicates, legislation on equal pay varies considerably among provinces, and teachers are advised to find out the situation in their own province before teaching this unit. This information is available from provincial Human Rights Commissions. (See Appendix for addresses).

In view of the number of female students in low income jobs, this module is likely to be of particular interest to Adult Basic Education students. Students should be reassured that they cannot be fired from their job because they make a complaint to a Human Rights Commission.

Suggestions For Use

Page 1

Work with the pictures initially. After the students have identified the occupations shown in the pictures ask them to identify the principle that lies behind the wage gap. See if the students know that this is illegal before they read the next paragraph. Make sure that students are aware that only employees of the same company can demand equal pay. Ask the students if they have ever worked in a place where men and women were paid differently.

Ann's Diary

As a variation on the general procedure outlined earlier, the diary can be used for jigsaw reading. One entry in the diary is assigned to each quarter of the class. After reading it, and if necessary discussing it, a reporter is assigned to give a verbal summary to the rest of the class. Following the reports, the entire text is read aloud.

The comprehension questions which follow the diary can be done orally or in writing. Consider putting students in pairs, or previewing the questions orally if the exercise is to be assigned as a writing task.

How Much Do Women Earn?

There have been numerous studies on the comparative wages of men and women in Canada. Because there are a number of ways of calculating the wage scales, the results are not always identical. However, all studies agree that women earn significantly less than men, with women earning between 54 and 72 cents for each dollar earned by men.

This exercise provides an opportunity for some numeracy work in an area of critical interest. If students are only interested in literacy these exercises may be omitted.

Group Work

Although superficially this may appear to be merely another numeracy exercise, it is also in fact an attempt to get students to examine their own prejudices in the area of equal pay for work of equal value. See if the students take into account the amount of skill and training required for the different positions when deciding salary levels, or whether they follow more traditional male-female stereotypes by awarding higher salaries to the men, even in cases where the male jobs can be assessed as being of lower value. It should be noted that the pharmacy described in this exercise would not come under federal control and hence, would not be legally required to offer equal pay for work of equal value.

Beth And Peter

This reading points out to the students the grounds on which jobs can be assessed to demonstrate their value.

The points given in the job description are awarded as follows:

- * skill 25 points
- * effort 25 points
- * responsibility 25 points
- * working conditions 25 points
- Total possible score 100 points.

After the students have read this section suggest that they assess other jobs with which they are familiar and record the scores awarded by the class on the blackboard. Choose some typically male and female occupations, and relate the final scores to average salaries.

Circle The Right Answer

This exercise is very challenging and should be done in groups to encourage students to read the questions carefully. The distinction between equal pay and equal pay for work of equal value is critical.

Answers. 1.b 2.c 3.b 4.b 5.c 6.a

What Do You Think?

Work orally on this exercise and see if students agree with any of the comments. Ask the female students if they have ever had comments of this sort directed at them. Encourage all students to add their own comments on the problems of working women, or if they wish, to add comments on working men. Write the students' comments up on the blackboard.

Word Puzzle

Answer:

P R O V I N C E
 E Q U A L I T Y
 V A L U E
 W A I T R E S S
 I L L E G A L
 C O M P A N Y
 M A N A G E R
 R E S P O N S I B I L I T Y

Appendix

Addresses Of Canadian And Provincial Human Rights Commissions

National Office

Canadian Human Rights Commission
320 Queen Street
Place de Ville, Tower A
Ottawa, Ontario K1A 1E1
Telephone: (613) 995-1151
FAX: (613) 996-9661
TTY: (613) 996-5211

Regional Offices

Atlantic

Office address:
5475 Spring Garden Road, 2nd Floor
Halifax, Nova Scotia B3J 1H1
Telephone: (902) 426-8380
Toll Free: 1-800-565-1752
FAX: (902) 426-2685
TTY: (902) 426-9345

Mailing address:

P.O. Box 3545
Halifax South Postal Station
Halifax, Nova Scotia B3J 3T2

Quebec

470-1253 McGill College Avenue
Montreal, Quebec H3B 2Y5
Telephone: (514) 283-5218
FAX: (514) 283-5084
TTY: (514) 283-1869

Ontario

1002-175 Bloor Street East
Toronto, Ontario M4W 3R8
Telephone: (416) 973-5527
FAX: (416) 973-6184
TTY: (416) 973-8912

Prairies

242-240 Graham Avenue
Winnipeg, Manitoba R3C 0J7
Telephone: (204) 983-2189
FAX: (204) 983-6132
TTY: (204) 983-2882

Alberta and Northwest Territories

Highfield Place
10010-106 Street
Edmonton, Alberta T5J 3L2
Telephone: (403) 495-4040
FAX: (403) 495-4044
TTY: (403) 495-4108

Western

800 Burrard Street, 13th Floor
Vancouver, British Columbia V6Z 1X9
Telephone: (604) 666-2251
FAX: (604) 666-2386
TTY: (604) 666-3071

Provincial Human Rights Commissions

Alberta Human Rights Commission

8th Floor, 10808 - 99th Avenue
Edmonton, Alberta
T5K 0G5

British Columbia Human Rights Commission

815 Hornby Street, Suite 306
Vancouver, British Columbia
V6Z 2E6

Manitoba Human Rights Commission

Room 301, Paris Building
259 Portage Avenue
Winnipeg, Manitoba
R3B 2A9

New Brunswick Human Rights Commission

P.O. Box 6000
751 Brunswick Street
Fredericton, New Brunswick
E3B 5H1

Newfoundland Human Rights Commission

Department of Employment and
Labour Relations
Government of Newfoundland and Labrador
345 Duckworth Street, 4th Floor
P.O. Box 8700
St. John's, Newfoundland
A1B 4J6

Nova Scotia Human Rights Commission

th Floor, Lord Nelson Arcade
5675 Spring Garden Road
P.O. Box 2221
Halifax, Nova Scotia
B3J 3C4

Ontario Human Rights Commission

180 Dundas Street West, 8th Floor
Toronto, Ontario
M7A 2R9

Prince Edward Island Human Rights Commission

3 Queen Street
P.O. Box 2000
Charlottetown, Prince Edward Island
C1A 7N8

Commission des droits de la personne et des droits de la jeunesse du Québec

360, rue Saint-Jacques ouest
1er étage
Montréal (Qc)
H2Y 1P5

Saskatchewan Human Rights Commission

122 - 3rd Avenue North
8th Floor, Sturdy Stone Building
Saskatoon, Saskatchewan
S7K 2H6

Yukon Human Rights Commission

205 Rogers Street
Whitehorse, Yukon
Y1A 1X1

Bibliography And Resources For The Teacher

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The publications listed above are available from:

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