Building Basics was paid for under an EL Civics grant from the U. S. Department of Education administered by the Virginia Department of Education. It was paid for under the Adult Education and Family Literacy Act of 1998; however, the opinions expressed herein do not necessarily represent the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred. This document was designed and created by the Virginia Adult Learning Resource Center at Virginia Commonwealth University, 817 West Franklin Street, Suite 221, P.O. Box 842037, Richmond, VA 23284-2020. It may be reproduced for nonprofit, educational purposes only.
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

<table>
<thead>
<tr>
<th>Actions</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elicit from learners names of safety equipment and procedures they use on the job. Examples may include: <em>gloves, masks, vests, hardhat, use a safety vest.</em></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
| 3. Using the **Worker Rights Picture Story**, elicit from students names of safety equipment. 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: ᐅ Who are the people? ᐅ Where are they? ᐅ What equipment do you see? ᐅ What is Mr. King doing? ᐅ What does Daniel say? ᐅ How does Daniel feel? ᐅ What is Mr. King wearing? ᐅ What’s the problem in this picture? 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. | **Worker Rights Picture Story**  
**Worker Rights Story Script** |
Building on the Foundation
Practicing the New Language

Actions | Materials
---|---
**Activity #1: Worker Rights Picture Story**
Put learners in like-ability pairs; e.g., match beginners with beginners, intermediate with intermediate, etc.

**Easy:**
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.

**Difficult:**
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.

Circulate as learners do the activity to check comprehension.

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:

- What happened on Monday?
- What was the problem on Friday?, etc.
<table>
<thead>
<tr>
<th>Actions</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **Activity #2: Vocabulary Development** | **Vocabulary Handout A**
Learners work with the vocabulary presented in the story to build their comprehension skills. | **Vocabulary Handout B** |

**Easy:**

Distribute *Vocabulary Handout A*. Do the first word together as a group to model how to complete it. Then, learners complete the handout individually.

**Difficult:**

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.

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.

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.
**Activity #3: Safety First Conversation Practice**

Students will practice conversations related to each frame of the Worker Rights Picture Story.

**Whole Group Activity:**
Show the *Tuesday* 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.

Read the Conversation again as you show it on the overhead or board. Discuss new vocabulary.

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.

Put learners in pairs by first asking them to form a single file line by their favorite day of the week, starting with Sunday and ending with Saturday. Pair students from this line.

Distribute one copy of the Worker Rights Picture Story and a set of the Safety First Conversation Cards to each pair of students.

**Pair Activity:**

Easy:

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.
**Actions**

**Difficult:**

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.

Circulate while learners practice the dialogue. Check for comprehension. To wrap up, ask for volunteers to present one of the dialogues.

**Activity #4:** Worker Rights Picture Story Review and Language Experience Approach

Students practice reading the Worker Rights Story and develop a conversation for the Saturday 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.

**Easy:**

Conduct a guided reading of the story. Reads a sentence, then have the students repeat.

**Difficult:**

Learners read the story to their partner.

Re-group the students and as a whole group, and focus learners on the Saturday frame of the story. Elicit from learners a conversation that might take place during the Saturday 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.

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.

**Materials**

Worker Rights Picture Story Handout

Safety First Conversation Cards

Safety First Conversation Handout

Worker Rights Story Handout
**Actions**

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.

**Activity #5: Learner-Generated Worker Rights**

In this activity, learners use the Worker Rights Picture Story to develop another, new story.

**Individual Activity:**
For individual writing practice, students use a copy of the Worker Rights Picture Story and write down a description of each picture.

- **Easy:**
  Learners write one word or sentence fragments to describe each picture frame.

- **Difficult:**
  Learners write complete sentences or short paragraphs.

**Whole Group Activity:**
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.

Using a question from Laying the Foundation: Step 3 (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.

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.

**Materials**

- Worker Rights Story Handout
- Worker Rights Picture Story
- Worker Rights Picture Story Cards
- Blank Paper
**Actions**

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.

**Materials**

- **Worker Rights Picture Story Cards**
- **Blank Paper**
- **Overhead, Flip Chart Paper, or Whiteboard**
- **Markers**

---

**Activity #6: Worker Rights and Safety Rules**

In this activity, learners generate a list of important **Worker Rights and Safety Rules**.

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.

In groups, students generate two lists: **Worker Rights** and **Safety Rules**. 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.
### Actions

1. Discuss compound words from the *Worker Rights Story* and have learners generate examples of other compound words, e.g. *weekend*.

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.

### Materials

- *Worker Rights Story*
General Construction
Lesson Four: Worker Rights

Facilitator Materials

Building Basics was paid for under an EL Civics grant from the U. S. Department of Education administered by the Virginia Department of Education. It was paid for under the Adult Education and Family Literacy Act of 1998; however, the opinions expressed herein do not necessarily represent the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred. This document was designed and created by the Virginia Adult Learning Resource Center at Virginia Commonwealth University, 817 West Franklin Street, Suite 221, P.O. Box 842037, Richmond, VA 23284-2020. It may be reproduced for nonprofit, educational purposes only.
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."
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."
Activity #2: Vocabulary

Handout A

1. Copy the words.

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

2. Say the words to your partner.

3. Put the words in alphabetical order.

back-support belt  mask
boards  safety vest
debri  steel-toed boots
flagman  window
hard hat
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.
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.