



**Task-based Activity Cover Sheet**

**Task Title:** Filing a Complaint against an Employer

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
<b>Task Description:</b> The learner will watch a video to extract information about filing a complaint against an employer.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information	<b>Task Group(s):</b> A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text
<b>Level Indicators:</b> A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Computer with Internet access capable of playing Adobe Flash video</li> <li>• <a href="http://www.labour.gov.on.ca/english/gallery/es/v_filescomplaint.php">http://www.labour.gov.on.ca/english/gallery/es/v_filescomplaint.php</a></li> </ul>	
<b>ESKARGO:</b> <b>Skills and Knowledge Required for Successful Task Performance Comprehension</b> <ul style="list-style-type: none"> <li>• Gets the main idea of a film, broadcast or presentation with familiar subject matter</li> <li>• Uses basic strategies to check and increase understanding (i.e., asks for clarification)</li> <li>• Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects</li> <li>• Understands how presentation techniques are used to affect/influence/persuade an audience</li> <li>• Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)</li> </ul>	



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- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

### **Interpretation:**

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

### **Attitudes:**

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important       Attitude is somewhat important       Attitude is very important



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Many government agencies post information videos about the rights of employees. Watch this video:

[http://www.labour.gov.on.ca/english/gallery/es/v\\_filescomplaint.php](http://www.labour.gov.on.ca/english/gallery/es/v_filescomplaint.php)

**Task 1:** Who reviews the complaint after it has been submitted?

**Task 2:** What are the standards regulated by the Employment Standards Act?

**Task 3:** What are the circumstances where it may not be appropriate for an employee to contact the employer directly about a complaint?

**Task 4:** Under what circumstance would an employee make a complaint against an employer?

**Task 5:** When is an employee unable to make a complaint against an employer?

**Task 6:** What can cause a complaint to take longer than necessary?



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### Answer Key

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Many government agencies post information videos about the rights of employees. Watch this video:

[http://www.labour.gov.on.ca/english/gallery/es/v\\_filescomplaint.php](http://www.labour.gov.on.ca/english/gallery/es/v_filescomplaint.php)

**Task 1:** Who reviews the complaint after it has been submitted?

- ❖ Employment Standards Officer

**Task 2:** What are the standards regulated by the Employment Standards Act?

- ❖ Minimum wage
- ❖ Vacation pay
- ❖ Public holidays
- ❖ Overtime
- ❖ Termination pay
- ❖ Severance

**Task 3:** What are the circumstances where it may not be appropriate for an employee to contact the employer directly about the complaint.

- ❖ Fear of employer
- ❖ Language barrier
- ❖ Money owed more than 5 months overdue
- ❖ Young worker
- ❖ Employer's business closed

**Task 4:** Under what circumstance would an employee make a complaint against an employer?

- ❖ If an employee believes an employer is not compliant with the Employment Standards Act

**Task 5:** When is an employee unable to make a complaint against an employer?

- ❖ When the employee has already started a court complaint for the same matter

**Task 6:** What can cause a complaint to take longer than necessary?

- ❖ Missing or inaccurate information on claim form



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<b>Suggested Performance Descriptors</b>		<b>Needs Work</b>	<b>Completes task with support from practitioner</b>	<b>Completes task independently</b>
<b>A3:2</b>	<ul style="list-style-type: none"><li>Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors</li></ul>			
<b>A3.3</b>	<ul style="list-style-type: none"><li>Listens/watches broadcast for more than one piece of information and integrates that information</li></ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
Print Instructor's Name

\_\_\_\_\_  
Learner Signature