

Employee Responsibilities

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Outcome LCW.M1.S2.WORK.4

WHAT THIS LESSON DOES

Write a clear workplace message about a safety or dignity issue, with a fact, a time stamp, one clear ask, and a justified recipient among supervisor, safety representative and the Workplace Relations Commission.

HANDLE WITH CARE

- Accent-mocking is bullying-adjacent. Student-facing copy already signposts guidance counsellor, WRC and Citizens Information.
- Live disclosures: school procedures first, not open-floor problem-solving.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.WORK.4	outline employee responsibilities in the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Outline employee responsibilities for health, safety, welfare and dignity
- Write a real message about a safety or dignity issue with a clear ask
- Choose the right recipient among supervisor, safety representative and the Workplace Relations Commission

KEY TERMS

Term	What it means here	For example
Employee responsibility	What you owe at work as well as what you are owed: taking reasonable care of your own health, safety and welfare, and that of the people around you.	Putting a wet-floor sign out after you mop, even if nobody asked you to
Dignity at work	Treating colleagues and customers with respect so nobody is harassed, belittled or excluded because of who they are.	Not joining in a group chat joke that targets a co-worker who is not in the chat
Health and safety	The practical duty to spot and report hazards, follow training, and help keep the workplace safe for everyone on site.	Telling a supervisor about a broken guard on a machine before the next shift uses it

BEFORE THE BELL

- Skim the five opinion line claims so you can bounce on 'youngest stays quiet' and 'straight to the WRC' without reading from the screen.
- Decide how you will handle a live dignity disclosure (school pastoral route, guidance counsellor) before the writing step.
- Have the Strand 1.2 folder path and the Employee Responsibilities filename ready for students who need it written on the board.
- The activity asks only for first positions: students drag a marker onto the agree-to-disagree line for each claim, and nothing is scored or corrected. Take their honest first reaction rather than pushing for a polished answer, because the positions are there to be argued with and moved later, and the prompts under each claim are yours to tap open when the room needs a second angle.
- On screen this lesson: opinion line, document annotator, list builder.

Employee Responsibilities

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
10 min	activity	What Do You Believe Right Now?
15 min	activity	Annotate a Real Message
18 min	activity	Write Your Own Message
7 min	activity	Check the Four Parts
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who has ever seen something unsafe or unfair at a part-time job or placement and said nothing? Keep it light; the point is honesty, not confession.

If a student discloses a live workplace issue that sounds serious, follow the school's own pastoral procedures rather than handling it on the open floor.

10 min What Do You Believe Right Now? On screen: opinion line

LOOK-FORS

- Students who agree that the youngest person should stay quiet: invite one concrete reason, then one counter-example from a kitchen, shop floor or site.
- Students who would go straight to the Workplace Relations Commission for every issue: ask what a supervisor could fix in twenty-four hours that the WRC cannot.
- Students who treat dignity issues as 'not my business': link back to the duty to protect dignity at work, not only your own comfort.

TIMING

Allow about ninety seconds per claim, and take a short whole-class exchange on the two that divide the room most, so students hear an argument before they decide whether to move their marker.

15 min Annotate a Real Message On screen: document annotator

RUNNING THE ANNOTATOR

Give four silent minutes to place labels, then three minutes comparing with a neighbour before you reveal the model on the board.

TEACHING POINT

Pause on the recipient paragraph. Ask: what would change if this went to a safety representative instead? What would change if it went straight to the WRC? Students should leave able to name supervisor, safety representative and WRC without treating them as interchangeable.

For dignity cases (step 4), flag that HR or a designated dignity-at-work contact is often the named internal route; the safety representative is the natural second door for OHS hazards under the Safety, Health and Welfare at Work framework, not for every bullying pattern. Keep the three practised options for the portfolio task, and name the nuance so the model stays honest.

COMMON MISS

Students tag the whole first paragraph as 'what happened' and skip the time stamp. The date and time are what make the fact checkable.

18 min Write Your Own Message On screen: list builder

SUGGESTED TIMING

Two minutes to choose the recipient out loud with a partner (link back to opinion line positions), ten minutes to build and write, three minutes to swap and check the four required parts, three minutes for early finishers to draft the 'ignored twice' next-door note into the same document.

PASTORAL

The accent-mocking case is dignity-at-work / bullying-adjacent. If a student signals that something similar is live for them, pause the public task and follow school pastoral procedures. Point them to the guidance counsellor; WRC and Citizens Information are external advice routes, not a substitute for immediate support. Keep portfolio work fictionalised: no real names, no real local employers.

LOOK-FORS

- Recipient justified by power to act, not only by who feels safest to talk to.
- Ask is behavioural and checkable (stop the impressions; check in with the person; remind the team about dignity) rather than 'do something'.
- Students who pick safety representative for a pure dignity case can explain the stretch, or switch to supervisor / WRC with a clearer reason; note HR or dignity-at-work contact as the common internal route in Irish workplaces.
- No full names of real classmates or real local employers in the portfolio copy.

DIFFERENTIATION

Students stuck on tone can mirror Aoife's four-part shape from the previous step and use the list builder starters. Students who finish early complete the next-door follow-up and note what changed in tone and evidence.

7 min Check the Four Parts On screen: list builder

RUNNING THE CHECK

Keep this in pairs, and do not have full messages read aloud unless a student offers, because a dignity message written in the first person is close enough to real that a public reading changes what students are willing to write. Circulate for missing time stamps and vague asks such as 'please deal with this'.

EXTENSION

Early finishers can write a second full version aimed at a different door and note what changed in tone and in the evidence they had to give.

CLOSE THE LOOP

Ask two pairs to name only the recipient they chose and the one-line reason, and link one of those answers back to a claim from the opinion line earlier in the lesson, so the class hears that their first positions were doing work.

5 min What you covered

Close by asking two students to name only the recipient they chose and the one-line reason. No need to read full messages aloud unless someone wants to.

Remind the class that live personal situations go to the guidance counsellor first; the portfolio piece stays fictionalised.

ANSWERS AND LOOK-FORS

- "the wet-floor sign was missing after a spill near the till" - What happened: the fact - One concrete fact a reader can picture. Not 'health and safety is bad here': a missing sign after a spill.
- "On Saturday 14 March at about 4.15pm" - When: date and time - Date and approximate time make the report checkable on a rota and a CCTV log. Without this, it is only a vague impression.
- "Can we agree that whoever mops puts the sign out before they leave..." - Clear ask: what should change - Two specific actions the supervisor can put on a checklist. The reader knows what 'done' looks like.
- "Some people say stuff happens and you just get on with it, which is..." - Vague or weak - Adds heat without adding a fact or an ask. Cut lines like this before you send.

TEACHING MOVES

- Run the opinion line for honest first positions; link at least one claim to the recipient choice in the writing step.
- Give silent time for labelling before neighbour comparison; reveal the model after students have tried.
- Circulate during the writing task to check for fact, time, ask, recipient and why.
- Keep Harbour Lane Café and North Quay Sports Store clearly framed as classroom scenarios.
- Name the pathway nuance once: safety rep and HSA for OHS hazards; HR/dignity contact then WRC for bullying/harassment; supervisor as the day-to-day first door in both.

WHAT TO WATCH FOR

- Messages lack a clear ask: prompt students to specify one checkable action.
- Students forget the time of the incident: point back to Aoife's opening line.
- Choosing the WRC for every minor issue: discuss what a supervisor can fix first.
- Using a safety representative as the automatic second door for a pure dignity case without noticing HR/dignity-at-work routes.

DIFFERENTIATION

- Support: list builder starters and Aoife's four-part shape.
- Support: partner talk before writing.
- Extension: full second version for a different door, plus the ignored-twice follow-up.

WHAT STUDENTS ARE LEFT WITH

- Employee Responsibilities: message as you would send it plus why that recipient