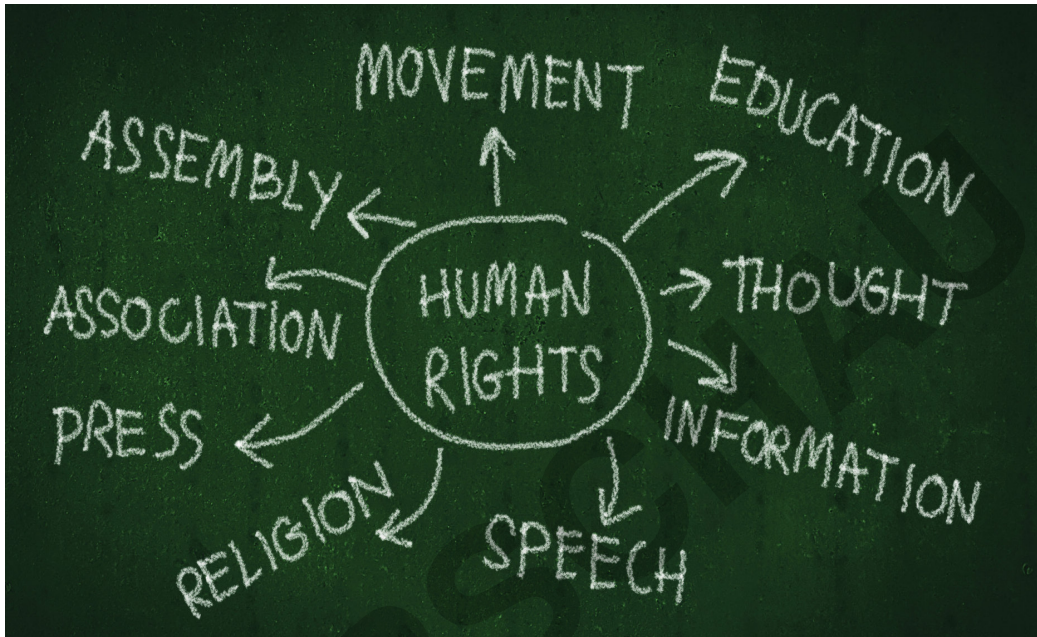


A.III.24

Business communication: writing

Human rights at the workplace – The fundamental rights to protect people at work

Clemens Kaesler, Frankenthal



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„Die Würde des Menschen ist unantastbar.“ – Dies gilt in Deutschland nicht nur im Alltag, sondern genauso am Arbeitsplatz. Die Menschenrechte sind für alle Arbeitnehmer weltweit von hoher Relevanz. In Arbeitsverhältnissen besteht ein hohes Abhängigkeitsverhältnis, was schnell zulasten des schwächeren Arbeitnehmers gehen kann. Die Lernenden erhalten einen Überblick, welche Ausprägungen die Menschenrechte am Arbeitsplatz haben, erlernen aber auch Strategien, um diese zu verteidigen. Ein Schwerpunkt der Einheit liegt dabei auf Rollenspielen in Form von Schreibgesprächen. Zudem wird die Thematik „*Comment-Writing*“ vertieft.

KOMPETENZPROFIL



Niveau:	A2/B1
Dauer:	12 Unterrichtsstunden inklusive LEK
Kompetenzen:	1. Lesekompetenz: Texte verstehen und Informationen entnehmen; 2. Schreibkompetenz: Informationen zusammenfassen; Bilder/ Cartoons schriftlich beschreiben und analysieren; <i>comment</i> schreiben; 3. Sozialkompetenz: kooperativ in Gruppen arbeiten und Probleme lösen; Rollenspiel durchführen; 4. Medienkompetenz: im Internet recherchieren; digitale Tools verwenden
Thematische Bereiche:	Menschenrechte (am Arbeitsplatz), Diskriminierung, Sweatshops
Medien:	Texte, Bilder, Cartoon, Fallbeispiel, <i>LearningApps</i> Strukturelle und sprachliche Hilfen, etc.

Auf einen Blick

1./2. Stunde

Thema: Basic knowledge on human rights

M 1 **“All human beings are born free and equal in dignity and rights” – What are basic human rights? / die universellen Menschenrechte erarbeiten**



Benötigt:

- OH-Projektor, Dokumentenkamera bzw. Beamer / Whiteboard
- Bilder in M 1 als Folienkopie, Ausdruck oder Worddokument
- Internetzugang / Tablets / Laptops; alternativ: Plakate und Stifte

3./4. Stunde

M 2 **Sweatshops in developing countries – human rights at the workplace / Verletzungen der Menschenrechte in der Modeindustrie in Indien erarbeiten**

M 3 **Sweatshops in the UK? – Human rights at the workplace / Verletzungen der Menschenrechte in der Modeindustrie in Großbritannien erarbeiten**

M 4 **What human rights do for the rights at work / anhand von Gerichtsfällen die Wichtigkeit der Menschenrechte für die Arbeitswelt erschließen**



Benötigt:

- OH-Projektor, Dokumentenkamera bzw. Beamer / Whiteboard
- M 2 und M 4 als Folie, Ausdruck oder Worddokument
- ggf. Internetzugang / Smartphones / Tablets / Laptops und digitale Alternative von M 4 in *LearningApps*

5.–7. Stunde

Thema: Anti-Discrimination – a basic human right

M 5 **“Because I am a woman?” – Types of discrimination / einen Überblick über verschiedene Diskriminierungsformen mit einer Mindmap gewinnen**

M 6 **Too young to retire, too old to rehire – age discrimination / das Dilemma einer Altersdiskriminierten erarbeiten und verstehen**

M 7 **Too young to do the job – age discrimination / eine Diskussionsrunde in verschiedenen Rollen durchführen**

Benötigt:

- Ausreichend weiße DIN-A4-Blätter und entsprechende Stifte
- ggf. *Padlet*, *BookCreator* oder *FreeMind* (Software) für M 5
- ggf. Internetzugang / Tablets / Laptops für M 5
- OH-Projektor, Dokumentenkamera bzw. Beamer / Whiteboard
- M 6 als Folie, Ausdruck oder Worddokument



8.–10. Stunde

Thema:	Bullying – a common form of discrimination at work
M 8	Workplace bullying – a vicious cycle? / die Probleme von Mobbing für das Individuum erarbeiten und verstehen
M 9	Step by step – tackling discrimination in a company / Strategien und Schritte zur Bewältigung von Diskriminierung erarbeiten
M 10	Case study: Discrimination of Barry – from problem to solution space / das Wissen über Bewältigungsstrategien in einem realen Beispiel anwenden
Benötigt:	<input type="checkbox"/> OH-Projektor, Dokumentenkamera bzw. Beamer / Whiteboard <input type="checkbox"/> M 6 als Folie, Ausdruck oder Worddokument <input type="checkbox"/> ggf. <i>PowerPoint, Padlet, BookCreator</i> für M 10 <input type="checkbox"/> ggf. Internetzugang / Tablets / Laptop für M 10



11./12. Stunde

LEK	Test on human rights at the workplace
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Zusatzmaterialien auf der CD 37 bzw. in der ZIP-Datei





ZM 1_TIPcomment	Strukturelle Hilfestellung für leistungsschwächere Lernende
ZM 2_connectives	Sprachliche Hilfestellung für leistungsschwächere Lernende
ZM 3_sentencestructure	Sprachliche Hilfestellung für leistungsschwächere Lernende
ZM 4_exampldiscussion	Beispielhafte Diskussion des Rollenspiels in M 7
ZM 5_bullyingcycle	Ergänzende Materialien zu M 9 für Leistungsstärkere
ZM 6_casestudyworksheet	Strukturelle Hilfestellung für leistungsschwächere Lernende bei der Bearbeitung und Lösung der <i>case study</i> in M 10

Minimalplan

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1. Stunde: What human rights do for the rights at work	M 1/M 4
2. Stunde: Types of discrimination	M 5
3. Stunde: Comment writing: <i>age discrimination</i>	M 6/M 7

Hinweise zu den Differenzierungssymbolen

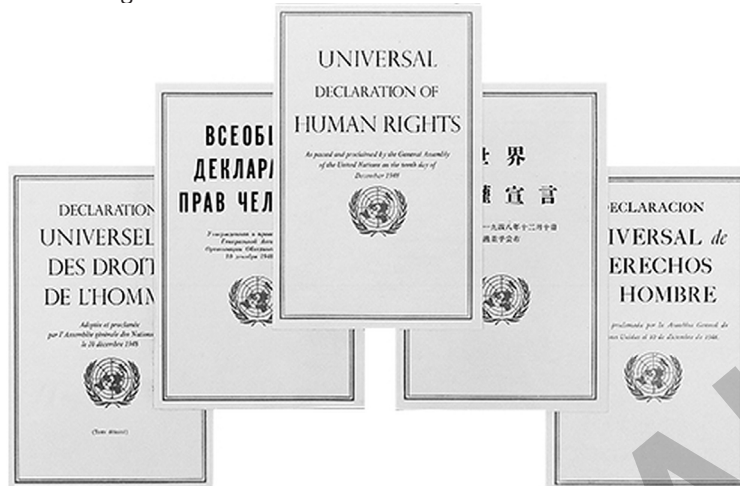
	Finden Sie dieses Symbol in den Lehrerhinweisen, so findet eine Differenzierung statt. Es gibt drei Niveaustufen, wobei nicht jede Niveaustufe immer extra ausgewiesen wird.	
		
einfaches Niveau	mittleres Niveau	schwieriges Niveau



“All human beings are born free and equal in dignity and rights” – What are basic human rights?

M 1

The *Universal Declaration of Human Rights* is a milestone in the history of humanity. Here you learn about its content and origin.



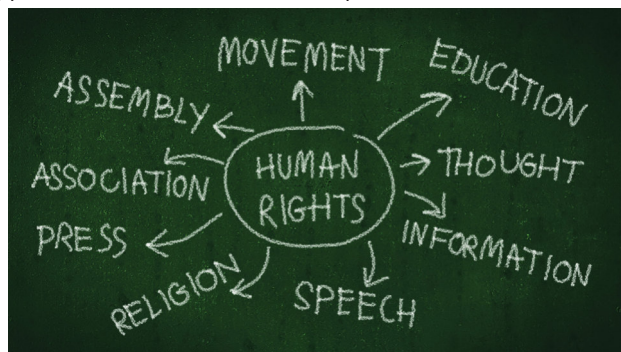
Source: United Nations, found at <https://www.un.org/en/sections/issues-depth/human-rights/> [last access: 29/10/2020]

Tasks

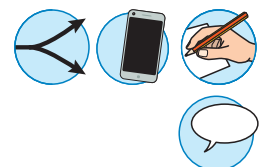
- In the picture you can see the title page of *The Universal Declaration of Human Rights*. The declaration is depicted in different languages. Explain the reason for this depiction.
- Form six groups. Each group takes over five rights of the *The Universal Declaration of Human Rights*.
 - Read the original text from the UN and make notes on the content of the articles: <https://www.un.org/en/universal-declaration-human-rights/index.html> [last access: 29/10/2020]
 - In your group, exchange your notes and decide on a clear statement for each article.
 - Version 1: Use *BookCreator* to make an infographic about your five human rights. Include pictures/symbols and your main statement.
Version 2: Make a poster with the main statements of your five human rights.
 - Present your articles in plain and easy English with the help of your infographic/poster.

Group 1: Article 1 to 5	Group 4: Article 16 to 20
Group 2: Article 6 to 10	Group 5: Article 21 to 25
Group 3: Article 11 to 15	Group 6: Article 26 to 30

- Human rights are global and affect us all in different aspects of life. Work in pairs. Have a look at the following picture and name real-life examples for at least four areas of the given chart.



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M 4

What human rights do for rights at work



<https://learningapps.org/watch?v=pai8m5d7520>



It is obvious that unfair and inhumane working conditions are a violation of human rights. But there are other ways of human rights violations which are not that obvious.

Tasks

- Form groups of 3–4 students. Read the legal cases that depict violations of human rights in the boxes (a–i) and some of the articles of the *Universal Declaration of Human Rights* in the bubbles. Match the violations to the corresponding human right(s). Not all human rights must be matched.
- The legal cases show the wide variety and importance of human rights issues at work. Make a list of the human rights at work, which you can derive from these cases.

- | |
|--|
| a) A Ugandan woman was forced to work, without breaks or time off, as a live-in carer for an elderly couple in Britain. |
| b) An employee of a van hire company was told by her employer to refuse to hire vans to black or Asian people. She felt she had to resign. She won her case as her employer acted in a discriminatory way. |
| c) A soldier died from excessive heat having complained many times. The Ministry of Defence tried to get the complaint struck out ¹ . The court said a soldier's right to life was protected even when serving abroad. |
| d) [The company] Boots blocked recognition ² of an independent pharmacist trade union. The independent union won their case – the right to collective bargaining ³ through trade unions to protect the interests of employees had been breached. |
| e) An applicant ⁴ for the position of a fitness coach was rejected due to his age. He was 54 years old, other applicants were younger. |
| f) An English man working for the BBC in Scotland lost his job and was replaced with a Scottish woman. He won his case – he was discriminated against because he was English and BBC Scotland wanted a Scottish person to do the job instead. |
| g) Four men were dismissed from the Royal Navy for being homosexuals. The European Court of Human Rights ruled their right to privacy had been violated. Because of this, the Armed Forces withdrew the long-standing ban on homosexuals serving. |
| h) A Nigerian nurse was accused of mistreating the elderly people in her care. These accusations ⁵ were made public even though they were false. She won her case as this would make getting another job very difficult. |
| i) A police officer had her personal phone calls at work intercepted by her bosses. The European Court of Human Rights found this was a breach of her right to privacy. |

Source: Each other, *What Human Rights Do For Rights At Work*, found at <https://eachother.org.uk/what-human-rights-do-for-rights-at-work/> [last access: 29/10/2020]

Vocabulary

1 **to strike out sth.:** etw. ausstreichen – 2 **recognition:** die Anerkennung – 3 **collective bargaining:** die Tarifverhandlung – 4 **applicant:** der/die Antragsteller/in – 5 **accusation:** die Beschuldigung

M 6

Too young to retire, too old to rehire – age discrimination

Age discrimination is a violation of human rights at the workplace. It causes a lot of distress among older employees. Their qualifications are willfully ignored and their chances for a new job (and thus a better life) are denied.

Tasks

1. Describe and analyse the picture. What is its message?
2. Define the term "age discrimination". Exchange your definition with your partner's.
3. Read the text *Too young to retire, too old to rehire*. Answer the following questions.
 - a) Why doesn't Linda want to retire at the age of 59?
 - b) How do employers check the age of applicants?
 - c) Why was there a steady rise in older people looking for a job?
 - d) How has the job-seeking process changed for older workers?
 - e) What is the problem with people not cutting down their spending after a job loss?
4. Replace the quotations from the text with your own words.
 - a) "She had never struggled to find jobs before, and she had plenty of experience."
 - b) "She isn't ready to retire either financially or mentally, but she can't seem to get hired, either, even as the labor market improves."
 - c) "The demise of traditional pensions, fewer employers offering retiree health benefits and longer life spans mean that many workers must put in more years before they retire."
 - d) "What was kind of unique about this recession was that workers over 65 still kept looking, and that's probably a pattern that we will likely see more of going forward."
 - e) "Conrad cautions against withdrawals from retirement funds as long as possible because they are too hard to make up."
5. Describe and analyse the cartoon. Give your opinion and include the information from the text.



© UncleFredDesign / Adobe Stock



Source: <http://education.nswtf.org.au/april-7-2014/features/pitch-raise-age-discrimination-awareness> [last access: 29/10/2020]

20 your work environment. [...] If you feel that you are being singled out because of a characteristic that is protected under federal or state law, such as your race, gender, religion or disability, file a complaint with your local Equal Employment Opportunity Commission. [...]

Unequal treatment at work can be the result of behavior from a coworker or supervisor. Your
 25 coworker can treat you poorly by not including you in activities with other employees, talking about you behind your back, constantly asking you for dates or unjustly complaining about you to your supervisor. Your manager may participate in unequal treatment by denying you a deserved⁶ raise or promotion, terminating you, not offering you desirable projects or making derogatory⁷ jokes in the workplace. Being treated differently than others can cause stress and
 30 low morale, which impacts your performance and productivity.

[...] Keeping a record of your treatment is a good practice to get into if you feel you are being treated unfairly at work and will also help you to feel empowered⁸ and more in control of the situation. A record of events could be useful to have if you need to take things further but can
 35 also help you to see things clearly and even identify patterns in the behavior of the person treating you unfairly. If you are unable to resolve the situation on your own, file a complaint⁹ with your human resources department or the employee contact for this type of issue. [...]

If you suspect that you are being treated unfairly, it is worth getting up to date with understanding
 40 employment law. Knowledge is power. You will be much better placed to deal with any issues that arise if you know where you stand in the matter and what options are available to you moving forward. [...] Your employer may question you and others involved to determine the cause of the behavior if any wrongdoing is suspected. If the claim of unequal treatment is based on illegal discrimination or harassment, as specified in federal and state laws, your company
 45 must investigate and assure fair conduct in future interactions. In addition, your employer must ensure that you are not adversely¹⁰ impacted for filing a complaint because retaliation also is illegal. [...]

Depending on your company culture, it might be worth get advice from a HR representative
 50 or impartial supervisor within your company. If you feel that getting impartial¹¹ advice from outside the company will be a better move, do that instead. Small companies don't always have anyone that you can turn to and if the person you are being treated unfairly by is the top of the pile, then you will need to weigh up your options.

55 Whatever way the situation at work plays out, take care of yourself and make your health a priority. Stress in the workplace is a big issue for many people and it is important to take action to reduce stress and maintain good health and wellbeing.

Source: Adapted from: Thomas Timothy Tart, 27 February 2016, found at <https://www.linkedin.com/pulse/how-deal-unfairness-workplace-t-timothy-tart> [last access: 29/10/2020]

Vocabulary

1 **inequitably**: ungerecht – 2 **disparate**: unterschiedlich – 3 **retaliation**: die Vergeltung – 4 **victim**: das Opfer – 5 **perpetrator**: Täter – 6 **to deserve sth.**: etw. verdienen – 7 **derogatory**: abwertend – 8 **empowered**: ermächtigt – 9 **complaint**: die Beschwerde – 10 **adversely**: nachteilig – 11 **impartial**: unparteiisch