

Chapter 10: House Rules and Rights

Objectives

- Understanding that every workplace has rules.
- Understanding the difference between spoken and unspoken rules.
- Seeing the importance of rules in the workplace.
- Knowing the difference between legal rights and given rights.

Working Vocabulary

- **Rules:** Rules are statements of expected behavior.
- **Lawful rights:** Lawful rights or legal rights are rights you are entitled to by law.
- **Given rights:** Given rights are rights and privileges that your employer or manager grants to you.

For Discussion

Every business has rules and regulations. One example is safety rules, which are very clear and regulated by a government agency. Another example is company rules, which are written and always available for review. Company rules are usually covered during new employee orientation, and can usually be found in the employee manual.

It is the rules that are *not* written that can cause trouble for workers. These rules are sometimes spoken and sometimes unspoken, but they are still house rules. Have you heard the saying, “Rules are made to be broken”? For job survival, this is simply not true. Never stretch or break the rules, especially on the work site. Can you think of any time where it is okay to break the rules?

You also have rights in the workplace. Some of these rights are granted by law. Some are privileges given to you by your employer. For example, protection against discrimination is a legal right. But allowing casual dress at work is something your employer decides. Be sure you know what is a legal right and what is an employer-granted privilege before you say that your rights are being violated in the workplace. What rights do you have as a worker? What privileges are you granted? Be sure you know the difference.

Presentation Suggestions

Use with Pages 156–161

Begin by asking the class to read silently the first paragraph on page 156. Then ask, “What is one of the main reasons companies have rules and regulations? When do most companies present rules to employees? Why do you think companies choose this time to make employees familiar with their rules and regulations?” Discuss the responses to these questions. Then have students complete the Stop and Think on page 156. Discuss answers as a whole group.

Ask the class to read the first paragraph on page 157 silently. Ask, “What is the difference between spoken rules and written rules, aside from the fact that one is written down?” Have students complete the Stop and Think on pages 157–158 individually, and discuss responses as a class.

Ask a student to read aloud the paragraph under “Unspoken Rules” on page 158. Next, have that student list the three types of rules. Write these on the board or overhead as shown below. Call on students to write a definition of each underneath the rule type. Then call on other students to write examples in the correct columns. Add as many examples as will fit.

WRITTEN RULES	SPOKEN RULES	UNSPOKEN RULES
Definition:	Definition:	Definition:
Example:	Example:	Example:
Example:	Example:	Example:

Provide each student with a 4-by-8 index card. Allow time for the class to copy the information from the board or overhead on the card. Students may place these cards in their yellow folders as a quick reference.

Have students complete the Stop and Think activities on pages 158–159 individually. Read the “Things You Would Report” section aloud with the class. Divide the class into small groups to complete the Stop and Think on page 160.

When students have completed their exercise in the groups, go around the room and make a tally of yes and no answers for each situation. Ask the groups to share portions of their discussions throughout the tallying process.

Use with Pages 161–163

Have students read the Example on page 161 silently. Then ask these questions:

- What rule was Carla breaking?
- What type of rule was it?
- Why would an employer want to enforce a rule like this? Provide some reasons.

Invite a student to read aloud the paragraphs under the Example on page 161. Have students complete the Stop and Think exercises on pages 162–163 individually. Follow with a whole group discussion.

Use with Pages 163–165

Write the words “LAWFUL RIGHTS” and “GIVEN RIGHTS” on the board or overhead, or direct student attention back to the vocabulary. Ask a student to read the definitions and examples of each type of right provided on page 163.

Have students complete the Stop and Think on pages 163–164 individually. Discuss responses as a whole group. List as many responses on the board or overhead as possible. Be sure the students are clear about who is responsible for knowing legal rights and given rights. Complete the Stop and Think exercises on pages 164–166 together as a class. Allow plenty of time to read the situations aloud and to discuss the questions and answers. This may take some time!

Continue on after the discussion and allow the class no more than 1 minute to check off the rights on page 167. Read off each right. Ask “Is this a legal right?” Ask students to raise their hands if they agree. Ask whether the same right is a given right. Ask students to raise their hands if they agree. Discuss any discrepancies.

Consider using either the “**Survival Search**” word search or “**The Three Cs**” group activity as a way to review the chapter’s main ideas.

Until Next Time

Consider the role that stress plays in your life. What are some things that stress you out? Have you ever thought about trying to turn those stressful things into the very things that motivate you? Think about it until next time.