

## Should companies track employee health?

**Level:** Intermediate - advanced

**Time:** 90 minutes +

**Summary:** This lesson is about whether companies should be allowed to track or monitor their employees' health and well-being. In this lesson, students:

1. discuss the uses of any health apps or activity trackers they use;
2. read one of two articles, either in favour of companies tracking their employees' health or against it;
3. share information with someone who read the other text;
4. explore their personal responses to employee health tracking;
5. compose a persuasive email.

**Materials:** One copy of either the Student A or Student B worksheet per student

**Group size:** Two or more

**Note:** Divide the students into Student A and Student B and give them their corresponding worksheets.

This lesson plan is for both pre-experience and in-work business students based on an original two-part head-to-head article first published in *Business Spotlight* issue 4/2020.

### Warmer

Students discuss the warmer questions briefly as a lead in to the more specific topic of health tracking that is carried out by an employer. Possible answers as to what these apps might do are: count steps, show how far a person has walked or run over a certain period of time, check someone's sleep quality, blood pressure, temperature or pulse.

### Key words

Students read the article for Student A or Student B and find and underline the key words in Task 2. The definitions are given in the order that the words appear in the article.

**Key:**

**YES**

1. tick-box surveillance
2. approach
3. intervention
4. empower
5. diversify
6. corporate
7. assessment
8. nutrition
9. sensitive
10. returns

**NO**

1. consent to
2. repercussion
3. predict
4. inference
5. workforce
6. disciplinary
7. enforce
8. adequate
9. anonymous
10. infringe

### Information sharing

Students make a note of all the arguments the author of their text makes. If there is anything that the students do not completely understand, briefly clarify things for them now.

Next, students discuss the two authors' opinions, which of the two they think presents the most convincing argument and how they each do this – paying particular attention to the authors' choice of vocabulary. At this point, students could also talk about the key words from both texts and look again at how they were used in context.

### Phrases

Student Bs, who read the *No* article, should find and highlight the three phrases. Each Student A, who read the *Yes* article, should ask a Student B to share the information by reading out the sections containing these three phrases.

Students should then discuss what the phrases mean and come up with a definition for each one. Finally, they should use each phrase in a new sentence of their own.

**Key:**

**b. (suggested answers)**

1. the worst possible situation you could imagine
2. a way of deciding what to do about something, especially in an organization, that is dependent on the collection or analysis of data
3. considering all the parts of something as one unit

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### Discussion

Students read and discuss the questions using examples and facts to support their answers.

### Writing

Students use information from the articles to compose an email for employees using persuasive, well-structured language with the aim of obtaining the employees' consent to the company collecting and analyzing their health data.

Teacher's notes