LESSON SUBJECT (21st Century Skill, Lesson Number: Topic)

Social/Diversity Awareness, Lesson 1: Gender & Ethnicity

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ACADEMIC LEARNING GOALS (OUTCOMES/OBJECTIVES) FOR THIS LESSON:
(What learners should know or be able to do as a result of the lesson.)

The four primary attributes of Social/Diversity Awareness covered in Lesson 1 & Lesson 2 are listed. This lesson will primarily provide an overview of attributes 1 & 2:

1. Respectful of differences in others’ backgrounds and beliefs in local communities and the world at large.
2. Uses social or cultural differences to help expand the concept of what is “normal” and uses this to generate new ideas.
3. Values diversity in the workplace, including gender, sexual orientation, ethnicity, and age. Understands these differences can actually improve products, services, or work processes.
4. Develops and improves relationships with people of different backgrounds and beliefs by improving self-awareness, sensitivity to others’ feelings, and professionalism.

CRITICAL THINKING SKILLS UTILIZED IN THIS LESSON:
(What elements of the lesson allow learners to utilize critical thinking techniques.)

- Using facilitation strategies in addition to instruction will encourage learner participation and opportunities to exercise critical thinking.
- In this lesson, the facilitation strategies are class discussions, and a global literacy quiz.
- Think of the 80-20 rule. 80% of this lesson is ready for use, 20% can be enhanced by interactive activities and examples you come up with as an instructor. After using this lesson, you can provide your feedback and enhancements through the www.newworldofwork.org website.
MEDIA, HANDOUTS, OR EXTRA MATERIALS: (What media is used in addition to lesson plan.)

The skills lessons have been designed to go along with the New World of Work/CreatorUp video content. All the Lesson 1’s can incorporate the “What Not to Do” videos and all Lesson 2’s can utilize the 21st Century Skills Video Assessments. These videos can also assist in hybrid/online courses. Gauge student interest in the videos and play throughout the course as needed.

This lesson uses:

**New World of Work Social/Diversity Awareness “What Not to Do” Video**
www.youtube.com/watch?v=w6UKcl6xusQ&t=5s

**Global Literacy Quiz Handout**

INSTRUCTION: (List of reproducible steps for the lesson.)

**Instructor Notes (General):**

To allow for greater flexibility of delivery, lessons can be shortened to fit into a 45min class period. They can be expanded, with more time for facilitated activities and examples, up to a 90min session.

PPT presentation slides have been kept basic to avoid copyright infringement on images hosted open source. Feel free to add your own images when presenting the slides to your learners.

**Instructor Notes (Lesson-Specific):**

If you are teaching the skills in a series, Social/Diversity Awareness can be the final skill to cover as it relies on so many of the other skills such as Self-Awareness, Communication, Collaboration, and Empathy. This can also be a good time to administer the End of Term Surveys for both students and, if applicable, their host employers.

This lesson is most relevant when interactive time is given to stimulate class discussion on each of the topics: gender and culture/ethnicity.

**Additional notes for particular slides from the PPT are included below.**
1. **PPT Slide 2, Attributes:** Review the attributes of Social/Diversity Awareness, let students know this lesson will focus on the first two attributes in bold.

2. **PPT Slide 3, Sex vs. Gender Definitions:** Emphasize the difference between the terms so students understand that gender categories are not set in stone and vary by culture. Building awareness around “gendering” not only impacts one’s personal interactions but also workplace interactions.


3. **PPT Slides 4 & 5, Male and Female:** These slides show examples of gendering and stereotypes for females and males. Ask the class to provide other examples of gendering. Engage them in a discussion of examples from both work and school where they felt gendering came into play.

4. **PPT Slide 6, Gendering in the Workplace:** Ask students to provide examples of types of work where they feel there is a stereotype of it being a “male” job or a “female” job?


5. **PPT Slide 9, Food for Thought:** Have students break into small groups to discuss these questions. Then have them share out thoughts with the entire class. These concepts relate back to information presented in Adaptability and E-ship Mindset on the changes in the emerging workforce.

6. **PPT Slide 10, Culture:** Pass out the Global Literacy Quiz Handout.

   For more background and for project ideas to help increase global literacy in your class, visit: [www.nytimes.com/2017/02/08/opinion/preparing-young-americans-for-a-complex-world.html](http://www.nytimes.com/2017/02/08/opinion/preparing-young-americans-for-a-complex-world.html)

   The answers are:  
   

7. **PPT Slides 11 & 12, Race vs. Ethnicity:** After going through the definitions, engage the class in a discussion on:

   - Their self-identified ethnicity
   - If they have felt defined by their gender and/or race and what impact that had
   - How can discussions of what make us different actually expand ideas of what is “normal”

   You can have every single member answer the questions. You can also just ask for volunteers. The goal is to have a supportive discussion on topics that can be quite challenging, so engage students based on the comfort level that has been established within the group.

   Then show the Social/Diversity Awareness “What Not to Do” Video: [www.youtube.com/watch?v=w6UKcI6xusQ&t=5s](http://www.youtube.com/watch?v=w6UKcI6xusQ&t=5s)
CLASS CLOSURE: (How the information relates to students’ life experiences/academic goals and/or the intro. for the next session of instruction.)

LinkedIn and New World of Work have partnered to provide suggested next steps after each of NWoW’s 21st Century Skills lessons. Learners can go through self-paced, online video courses through LinkedIn Learning’s Lynda.com platform to build on their knowledge and application of employability skills. This can be done within the class, assigned as homework, and/or hosted online if you are incorporating a hybrid format. Learners earn certificates of completion, which can be showcased on their LinkedIn profiles along with digital badges and skills verifications.

Go to: www.linkedin.com/learning

Suggested Courses and Videos for Social/Diversity Awareness at the Postsecondary Education Level

Communicating Across Cultures
https://www.linkedin.com/learning/communicating-across-cultures

Developing Cross-Cultural Intelligence
https://www.linkedin.com/learning/developing-cross-cultural-intelligence

Conflict Resolution
https://www.linkedin.com/learning/conflict-resolution

Understand your value
https://www.linkedin.com/learning/florent-groberg-on-finding-your-purpose-after-active-duty/understand-your-value

Communication and cultural differences
https://www.linkedin.com/learning/interpersonal-communication/communication-and-cultural-differences

*Videos are hyperlinked and can also be accessed through the NWoW-LinkedIn Crosswalk