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

Social/Diversity Awareness, Lesson 2: Disabilities & Generations

Written By: Rajinder Gill, Co-Creator of the New World of Work Series

Enhancements By: Katie Seder, Santa Rosa Junior College; Julie Collier, Folsom Lake College; and Shannon Wells, Statewide TAP Employability Skills

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 3 & 4:

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, group research, and online quizzes.

- 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 Assessment Videos

In the 2017-2018 academic year, a new set of assessment videos will be added. You can use one or both of these videos based on the workplace scenes depicted. They can be accessed through the playlist: www.youtube.com/playlist?list=PLWCjcrQpQifZn9kWvXIuKnd-DOscOE6s6A

Dancing Starbucks Barista Video:
www.youtube.com/watch?v=KaRqqVDAaQo&app=desktop

How Millennial Are You Quiz:
www.pewresearch.org/quiz/how-millennial-are-you/

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 can be broken into each topic and done separately. Done together, it might exceed the allotted time for one class session. The lesson is most relevant when interactive time is given to stimulate class discussion on each of the topics: disability awareness and multi-generational awareness. Additional notes for particular slides from the PPT are included below.

The disability awareness content is derived from Darlene Avery & Derek Shields at the Department of Labor, OASAM and Michelle Alford-Williams, Workforce Development Section in the Department of Rehabilitation.


The generational awareness content is derived from the reference book: Unlocking Generational CODES by Anna Liotta, Aviva Publishing, New York

1. **PPT Slide 2, Attributes:** Review the attributes of Social/Diversity Awareness, let students know this lesson will focus on the final two attributes in bold.

2. **PPT Slide 4, Definitions:** Emphasize the difference between the terms disability and handicap, so students will not misuse them in the workplace.

3. **PPT Slide 6, Disclosure:** This is an appropriate time to reference the resources on your campus to support students with disabilities. You can also include resources on your community based organizations and advocacy groups.

4. **PPT Slide 8, Discussion Activity:**

   Have students pair off, or form small groups, to discuss examples of different accommodations in the workplace.

   You can also pose a question to the class if anyone wants to share a story where there was a lack of understanding in a work or school setting regarding disabilities. Personal stories can humanize the terms/concepts, but must be given voluntarily.

5. **PPT Slide 9, Once You Are Working:** As a supplement to this slide, you can provide the Suggested Professional Evaluation Questions handout from Self-Awareness Lesson 1.

6. **PPT Slide 16, Dancing Starbucks Barista:** Play the video up until 3:36 minutes

   [www.youtube.com/watch?v=KaRqqVDAaQo&app=desktop](http://www.youtube.com/watch?v=KaRqqVDAaQo&app=desktop)

   This story is a great example of inclusion in the workplace that benefits not only coworkers, but also customers and the organization as a whole.

7. **PPT Slide 19, Generational Definitions:** Ask the class: What factors are taken into account when establishing different generations? What defines a generation? Can you name the current generations in the US Workforce?
Afterward, point out that factors in defining generations can include: major social movements, technological advances, as well as a particular time span of years. Ask the class if they know all the current generations, then reveal the answer on the next slide.

8. **PPT Slide 20, Generations in the Workforce:** Poll audience to see generational make-up. After reviewing the different generations, have the class group into their generation (or assign students to each of the generation groups if you don’t have a wide range of ages in the class). Give them poster paper, post its, or other supplies so they can write out all the historical and pop culture/trends from their generation. This can be done by conducting Google searches and/or input from the group. Then share out with the class.

9. **PPT Slide 21, Trends in Generations**: Indicate these are not stereotypes but rather patterns and trends. There are always variations from these overviews, but noticing patterns can be helpful in multi-generational workplaces.

10. **PPT Slide 28, Generational Quiz:** [www.pewresearch.org/quiz/how-millennial-are-you/](http://www.pewresearch.org/quiz/how-millennial-are-you/)

   Have students take this online quiz in the class session or provide as an outside resource. The results show trends in all the generations and can be a helpful discussion to recognize how you can be more similar to another generation than you might have originally thought.

11. **PPT Slides 36 & 37, Pair-Share Activities**: Group students into 2-4 and have them discuss solutions to the two workplace scenarios, then share with the entire class.

12. **PPT Slide 38, Social/Diversity Awareness Video Assessment:** Please see the notes in the Media Section of the lesson plan. Access the playlist here: [www.youtube.com/playlist?list=PLWCjcrQpOiFZn9kWvXIKTnd-DOscOEs6A](http://www.youtube.com/playlist?list=PLWCjcrQpOiFZn9kWvXIKTnd-DOscOEs6A)

   Have students comment on which option shows the best recognition of differing strengths and collaboration across generations.

See next page for Class Closure ➡
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](http://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](https://www.linkedin.com/learning/communicating-across-cultures)
- Developing Cross-Cultural Intelligence
  [https://www.linkedin.com/learning/developing-cross-cultural-intelligence](https://www.linkedin.com/learning/developing-cross-cultural-intelligence)
- Conflict Resolution
  [https://www.linkedin.com/learning/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](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](https://www.linkedin.com/learning/interpersonal-communication/communication-and-cultural-differences)

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