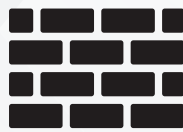




journey

Adult Basic Education



Lesson 8
Lesson Plan



BARRIERS

Learning Objective

Students will identify barriers that get in the way of securing a job and identify things they cannot control.

Training Materials & Equipment

- A/V equipment for PowerPoint slides
- Lesson-Eight.ppt
- Computer/laptop for each student
- Whiteboard and sticky notes.

Instructions

Often overlooked in career planning are the barriers to securing a job. What does it take to get a job? Select one or two jobs the students have identified in their research and write them on the board. Ask students to list the skills and education or certification required for these jobs. **(Slide 2)**

Ask: What happens if you apply for a job for which you do not have the qualifications or skills?

- You may not get called in for an interview.
- If in an interview the employer realizes you do not have the skills necessary, you may not get hired.
- You may have a potentially embarrassing conversation about why you applied without the right skills.

Sometimes people just aren't qualified for jobs that are of interest to them, which is definitely a barrier to employment. Even though some parts of the hiring process are out of applicants' control, there are factors that they can control.

Factors that are within applicants' control **(Slide 3)**

- Getting the necessary education and training.
- Having previous work experience with transferable skills.
- Talking to others who are in similar jobs and asking them about the qualifications.
- Having complete and accurate job applications and resumes.
- Showing up on time to interviews.
- Sending thank-you letters.
- Having a positive attitude.
- Having good references.

Factors not within applicants' control:

- Age.
- Race/ethnicity.
- Gender.
- Weight.
- Sexual orientation.
- Involvement in the justice system.



Discuss how the factors we don't have control over sometimes become barriers.

Why would an employer not hire someone because of age, gender, sexual orientation, race/ethnicity? (Possible answers: Age and weight could be a liability or involve health care costs, gender could be related to sexism or an image the company is presenting, race and ethnicity can be barriers due to racism, involvement in the justice system could be seen as taking a risk if applicants are not truly reformed.)

Other barriers/obstacles to discuss: What do you do about child care while you are in school/training? What do you do if child is sick and cannot stay at child care? Do you have reliable transportation? What are you going to do if your car breaks down? What if you are sick? Discuss any other questions or excuses you or students have heard in the past.




Activity (Slide 4)

By building a word map, we will help students understand the meaning a difference between prejudice and discrimination.

Write the word “prejudice” on the board and **ask** students to offer their reactions. Record their responses on the board. (Possible answers: Violence, racism, fear, prejudice against a specific people group, stems from home/TV/society, situation not improving.) **Discuss** how prejudice refers to preconceived negative beliefs, attitudes or feelings.


Do the same using the word “discrimination,” understanding that the maps may overlap quite a bit. You may find students’ understanding of discrimination might not be quite correct. Possible responses: Illegal, prejudice, happens everywhere, people never get in trouble, reason for affirmative action, targeted punishment of specific people group, never-ending problem.

Explain that discrimination refers to actions and behaviors that may be based on prejudices. Discrimination is illegal in many cases, but prejudice is not.

 **Discuss** how the word maps are similar and different. Allow students to share in small groups or with the class their own stories involving prejudice and discrimination. Can they distinguish between the two?

Identify two or three jobs the students have been studying. Post these jobs on the board and describe them a little. Be sure to get vastly different jobs and preferably ones that historically are done by a specific gender.

- Can both me and women get these jobs? All ethnicities/races? People of differing physical abilities?
- Are there certain jobs that only some people are allowed to do/apply for? Why?
- How do you move up or advance in the occupation? How did you learn about the job?
- What are the wages of these jobs? Are both men and women paid the same?

 **Ask** students if they think there are some jobs in the United States that only some people are allowed to do/apply for. What are those jobs and why do they think only some people can apply? Do they or a relative have a personal experience of being turned away or discouraged from applying for a job?

To finish the lesson and end the discussion positively, **ask** students about changes they’ve seen in the workforce. In what ways are gender norms becoming less important? (Possible answers: More men in the classroom or as nurses, more female politicians and CEOs.) What are things we can all do to ensure we do not fall into the behaviors of our predecessors? (Possible answers: Diversity and inclusivity training, seeking out others to learn about their experiences, etc.).

Summary:

All of the information researched today is going to be beneficial for students’ educational growth and job searches. Although we cannot depend on the information to be 100% exact in all geographical areas, it is a good benchmark to go by when considering educational or occupational changes. Review the checklist so the students can see where they have been and where they are going next.

Barriers to securing a job 