

2010

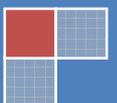
Module 7: Age Discrimination

Sample



In association with
Equality and Diversity UK Ltd

2010



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Module 7: Age Discrimination

The objectives for this session are to:

- examine what is meant by the term age discrimination
- consider your own experiences of stereotypes and think about your own values, attitudes and prejudices
- explore the implications of legislation and initiatives to protect against age discrimination
- challenge inequality with regard to age discrimination
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- book a suitable venue
- send course details to the participants, reminding them to read the self-study materials, in particular *Age Discrimination*, in preparation for this module
- incorporate a set of ground rules for the session in the course details
- familiarise yourself with the Delivery Plan for this module and associated self-study materials
- if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ensure that you are familiar with the resources in this toolkit and have a set to show the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity *Icebreaker*

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- say what we mean by age discrimination
- explain how stereotyping affects both young and older workers
- recognise their own values, attitudes and prejudices and challenge inequality
- describe the legislation in place to protect against discrimination on the grounds of age
- explore how to develop Action Plans to promote equality and diversity

MODULE 7 SLIDE 3

Explain that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

Examining what we mean by age discrimination

Explain that the group is going to begin the session by defining what we mean by age discrimination in relation to employment.

Ask the participants to get into groups of 2 or 3 or split the group randomly (see *Random Splits* in the *About This Guide* section for ideas on how to do this). Encourage them to come up with ideas.

Write up the ideas on the flipchart/whiteboard.

Discuss the ideas, bringing out the point that age discrimination can affect **all** age groups. The participants may concentrate on ideas relating to older people, but there is also a bias against younger people who have not had much work experience. In fact there appear to be only five years of your working life during which you are not at risk of age discrimination.

Show the following slide and ask the participants to comment on it.

The only time that you are not at risk of age discrimination appears to be when you are no younger than 35 and no older than 40

MODULE 7 SLIDE 4

Ask the participants to consider the following questions:

- What do we mean by older workers – is this 40+, 50+ or 60+?
The perception of an older worker can vary in different industries. For example, in IT and for some city jobs in the stock market there is anecdotal evidence that you are considered 'past it' by 35, while in accountancy there is opportunity for development at this age.
- What do we mean by younger workers – 16-18 or up to 25?
Does it depend on when you started work?
For example, a 22 year old teacher would be an inexperienced probationer but a 22 year old hairdresser who started an apprenticeship at 16 would be considered fully trained and experienced.

Sum up this section by showing the following slide:

Age discrimination occurs when age is used to build a mental picture of a person

Stereotypes and assumptions are made on age rather than the competency of the individual

MODULE 7 SLIDE 5

Here is a list of the rest of the contents of this pack

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To view the remainder of this pack, you will need to purchase it