Brad Irvin

**Lesson Plan 2**

**Standards**

Texas Essential Knowledge and Skills: 130.142 Human Resources Management, (c), (3), (A).

***Analyze the major Equal Employment Opportunity laws;***

English Language Proficiency Standards 74.4, (d), (2), (D), (i)

***able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;***

Texas College and Career Readiness Standards: N/A for HR learning objectives

**Learning Objective**

students will choose five from a list of seven Federal equal employment opportunity laws and provide a written response why the law was written and who it protects with no more than one two errors.

**Focus**

1. Ask the class to turn to their shoulder buddy and discuss what they learned about employee and management relations in a union environment. Give them 3 minutes and ask a student(s) to share what they learned. Afterwards, present one PowerPoint slide that list key points from last time.
2. Announce that today’s topic is Federal equal employment opportunity laws.
3. (Teacher) Tell the class why learning about equal pre-employment testing is important to them.

* Most, if not all will supervise an employee at some point in their career. It is extremely important that they comply with letter and the intent of all employment laws. The consequences for violations can lead to personal liability, criminal charges, and they will probably lose their jobs. This lesson will prepare them to successfully hire, discipline, and terminate employees without violating employment laws.
  + They like being treated fairly and they sure want their family and friends to be treated the same way. They can be a resource to the people they care about if they know the laws.

1. Ask the class if anyone can describe an equal employment opportunity law.

**Teacher Instructional Delivery**

1. Ask the class to break-up into groups of four. Each group receives a worksheet that lists 12 unique Federal equal employment opportunity laws (law). The worksheet has 5 blank lines under each law. The team appoints a Scribe to complete the worksheet after the team’s discussions and decisions.
2. The teacher displays the laws (one at a time) on a PowerPoint slide. The teacher describes the law, background, what regulatory agency enforces it, who/groups it protects, and EEOC findings and/or lawsuit examples.
3. After the teacher completes the description for each law, the teams are asked to write in the blanks below the law which group(s) are protected by that law.

**Guided Practice**

1. Once the teacher presents all the laws, the teacher asks each group one at a time to discuss the law and who is protected. The teacher will probe for any deeper understanding. The teacher will ask if any other groups had something different. The teacher will continue to ask the groups until all the laws are discussed. The teacher will ask if any other group had something different each time. The teacher will praise each group and/or provide additional explanation/guidance.
2. Once the guided practice is completed, the teacher will praise the class. The teacher will mention we have a class of future business titans or something like that.

Discrimination Civil Court Trial (A Skit).

1. The teacher sets-up an employment discrimination case to the class:

*A Manager does not hire an applicant for an accounting positions because the applicant uses a wheelchair. To enter the office employees must use four steps. The office does not have a wheelchair ramp. The applicant far exceeds the qualifications for the job. The interview occurs in the parking lot and the manager tells the applicant he can’t hire him because there isn’t a ramp and the company can’t afford to build one. The company has 20 full-time employees.*

*The learning objective:*

* + - *Did the manager violate a Federal an equal employment law? If so, which law?*
    - *What is the Equal Employment Opportunity Commission’s role?*
    - *What is the role of the court?*
    - *What, if any remedies are due to the applicant?*

1. The teacher assigns students to the following roles, disability law summary and provides each one an outline script and adlib is required:
   * Manager (Gift student - manager also represents the company in court)
   * Applicant (Teacher chooses a student who takes a drama class)
   * EEOC Investigator
   * Applicant’s attorney
   * Judge (gifted student)
   * Jury (everyone else)
   * Teacher (director, set decorator and legal consultant)

1. Once the skit is completed, the teacher again displays the laws (one at a time) on a PowerPoint slide. The teacher asks individual students to describe the law and who it protects. After the student answers the question, the teacher again describes the law, what regulatory agency enforces it, who/groups it protects.

**Independent Practice**

students will choose five from a list of seven Federal equal employment opportunity laws and provide a written response why the law was written and who it protects with no more than one two errors.

**Lesson Closure**

* Ask the class (volunteers) to individually share what they learned about equal employment opportunity laws.
* (Teacher) Praise the class and announce will learn about strong policies and procedures for dealing with sexual harassment.