

'PLEASE HIRE HOTEL MARIGOLD CUSTOMERS IN YOUR COMPANY'

- Acting out scenes taking on the roles of managers in different types of companies



TYPE & NATURE: Small group work in educator presence, face to face activity; Watching the movie is required before.

DURATION: 90 min. (15 participants)/120 min. (21 or more)

OBJECTIVES: Detecting age stereotypes in employment practices, identifying conditions that weaken the effects of stereotypes.

LEARNING OUTCOMES (EASY Course Framework)- Learners:

A_02.3.6: recognize and verify that in order to counteract stereotypes, contact with those who are subject to stereotypes is necessary

A_02.4.5: recognize and verify how stereotypes contribute to discriminatory practices

RESOURCES & TOOLS necessary:

1/ Brief description of companies (att.1- as many copies as the number of teams formed, plus one copy for drawing roles in the drama), 2/ Cards of characters from the film (att.2- as many copies as the number of teams formed, plus one copy for drawing roles in the drama), 3/ role cards to be drawn (attachment 3), 4/ videoclip

SHORT DESCRIPTION: Drama- participants draw roles to play, act out scenes taking on the roles of managers in different types of companies and the roles of senior citizens- characters from a movie.

IMPLEMENTATION

1. INTRODUCTION: short, collective quiz "Do you know how many ...?" and short discussion (time: 10 min.)

- Using any but a reliable source, prepare data about your country in advance, answering the questions:

How many citizens does our country have? What is the age distribution of citizens?

How many citizens are economically active?

How many citizens over 50-60 are still working?

For starters, you can use: <https://www.worldometers.info/world-population/>

- Conduct a collective quiz, asking the above questions and disclosing the answers.

- Ask a discussion question:

For what reasons are so few elderly people economically active?

- Write down in the form of keywords these reasons on the board

2. PREPARATION FOR ROLE PLAY IN DRAMA (time: 20 min.)

- Prepare as many company names and brief descriptions of their business as you expect teams of three in the learning group to have (example in att.1)
- By any method divide the group into teams of three (company owner, recruiter and candidate)
- Distribute cards of characters from the film (att.2) and descriptions of companies (att.1) to the groups; give the groups **instructions**:

You are preparing to play the roles of hiring people and job applicants, who are characters from the film. Using the cards handed out, recall the characteristics of these characters, you can note them down on the cards. Also read the description of the various enterprises you will be the owner or recruiter of in the drama. Discuss what kind of employees you are looking for. You have about 20 minutes to do this.

- After completing the task, give the groups a 5-minute break. Prepare the scenery for the drama scenes (table/desk, three chairs) at this time.

3. 'HIRE HOTEL MARIGOLD CUSTOMERS IN YOUR COMPANY' – drama activities (time depends on the number of teams, average: 40 min., 5 teams per 7 min. each one,)

- Prepare in advance three boxes with cards for drawing: companies (one box- copy of appendix 1), roles in the drama (second box- appendix 3), names of candidates (third box- copy of appendix 2, selected cards).
- Give the groups **instructions**:

Group representatives will draw the names of the companies to which you will "hire" candidates. On the sheet with the name of the company there is a number, indicating the order of presentation of the scenes. Then the team with company No. 1 (and after the scenes are played, the next) will draw the roles that each member will play. The person with the role of "candidate" will additionally draw the name of the character from the film that he "represents".

During the role-play, you can take individual notes to discuss them later.

- Conduct a draw of companies, start the role-play.

CLOSURE (time: 20 min.)

- Form three groups from the participants:
1) company owners, 2) recruiters, 3) job candidates (characters from the film).
- Give the groups thus formed a few minutes to deliberate, asking everyone the same questions:
What kind of powers accompanied the entry into the role?
What was the most difficult for the participants in this improvisation?
- Then address different questions to each group in the order given (questions-answer group, then next):
a/ business owners: *What factors did you consider in your hiring decision? How convinced were you of the need to hire this candidate for your company?*
b/ recruiters: *how did you counter age stereotypes during the interview? How to determine a candidate's competences and suitability?*
c/ candidates: *to what extent did you feel accepted as a job candidate? Did you notice any stereotypical questions or other statements?*
- Ask each group to formulate the final conclusions of the class regarding the presence of stereotypes in the employment practices of the elderly. As long as you have a few more minutes, as a conclusion you can watch together the video clip from the film with Eveline, as an example of the professional usefulness of older people (attachment 4)

RECOMMENDATIONS:

- 1/ Drama is an activity involving role improvisation, so it is best if the class is conducted in a group of up to 15 people.
- 2/ You can limit the number of 'job applicants' by choosing 2 characters who 'apply for employment' at different companies.