Lesson Plan

Information Literacy

Understanding Policies

Objective: Students will explain sample workplace policies.

Workplace Readiness Skill: **Demonstrate information-literacy skills.**

*Demonstration includes*

* *defining* ***information literacy***
* *locating and evaluating credible and relevant sources of information*
* *using information effectively to accomplish work-related tasks.*

Correlations to Other Workplace Readiness Skills:

* Demonstrate integrity.
* Demonstrate work ethic.
* Demonstrate conflict resolution skills.
* Demonstrate career- and life-management skills.
* Demonstrate an understanding of information security.

Correlations to the Virginia Standards of Learning (SOL):

English: 6.2, 6.6, 7.1, 7.2, 7.6, 8.2, 8.6, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5

History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16

Instructional Steps:

1. ***Introduce the lesson with two terms:* policy *and* procedure*.*** Ask students to define and give examples of both of these terms. Explain that in the workforce and throughout life, we must adhere to various policies and procedures. Using your school’s Acceptable Use Policy (AUP) as an example, brainstorm the reasons why some of these policies and procedures were put in place. Ask, “What might be the consequences of a school not having an AUP? What policies and procedures will you encounter in the workplace?”  
   **policy**

(noun) a high-level, overall plan embracing the general goals and acceptable procedures of an organization

**procedure**

(noun) a traditional or established way of doing things

1. ***Research sample policies.*** Ask students to review the following policies; these can be found on the [Virginia Department of Human Resource Management policy web page](http://www.dhrm.virginia.gov/hrpolicies) at <http://www.dhrm.virginia.gov/hrpolicies>. Using Handout #1: Understanding Policies, students will analyze parts of each sample.

* Virginia Department of Human Resource Management: Standards of Conduct (1.60)
* Virginia Department of Human Resource Management: Telework Policy (1.61)
* Virginia Department of Human Resource Management: Use of Electronic Communications & Social Media (1.75)
* Virginia Department of Human Resource Management: Workplace Harassment (2.30)

Explain to students that this exercise will help them understand policies and procedures they’ll encounter in the workplace; explain that, ultimately, policies exist to protect both employees and employers from situations and behaviors that could be detrimental to the organization and the people who are involved in that organization.

1. ***Translate policy to practice.*** Using your school’s Acceptable Use Policy (AUP), ask students to work in groups to research the policy outlined in the AUP and create a training slide presentation for new students. Student presentations should address the following:

* What student practices does your school’s AUP require?
* What are the responsibilities of teachers and administrators, according to the AUP?
* What is the rationale behind a school’s AUP?
* Who does the AUP protect? Explain.

1. ***Share slide presentations.*** Partner with other teachers to allow students to share training presentations with other classes. Student audiences may provide feedback on the presentations using Handout #2: Understanding Policies—Presentation Assessment Rubric.

Formative Assessment**:**

* Assess student understanding as demonstrated in the answers on Handout #1: Understanding Policies.
* Evaluate student understanding of concepts within the lesson as demonstrated by the electronic slide presentation created.

Options for Adaptation/Differentiation:

* To offer scaffolding to students and to complete this activity in a shorter time frame, choose just one of the sample policies and review and discuss it as a whole group.
* To offer an extension opportunity, ask students to use the tips they’ve discovered through their research to create an awareness campaign related to their school’s AUP. Student products may include a bulletin board display, posters, or public service announcements recorded on video and shared with the school.

Suggestions for Follow-up:

* Ask students to apply their learning by creating a classroom policy centered on a daily routine (e.g., turning in homework, behaviors when entering and exiting class, expectations for participation in group discussions).
* Ask students to write a journal reflection using the following prompt:

*Adil has worked hard in his chosen career field, construction. He is finally ready to make the big jump—Adil is starting his own business as a home renovator. Before doing so, he must plan for budgets, workload, employees, equipment, and more. As part of his planning, Adil is considering what policies and procedures he should put in place to protect his business, his employees, and his customers/clients. What policies and procedures should Adil consider? Explain.*

Teacher Resources:

[Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success](https://www.dol.gov/odep/topics/youth/softskills/) (<https://www.dol.gov/odep/topics/youth/softskills/>), U.S. Department of Labor, Office of Disability Employment Policy.

[Workplace Readiness Skills (WRS) Assessment: Virginia Overview](https://www.ctecs.org/virginia/virginia-overview) (<https://www.ctecs.org/virginia/virginia-overview>), Career and Technical Education Consortium of States (CTECS).

[Workplace Readiness Skills (WRS) for the Commonwealth: Instructional Resources](http://cteresource.org/wrs/index.html) (<http://cteresource.org/wrs/index.html>), Career and Technical Education (CTE) Resource Center.