*English Instructional Plan –* **Social Media in the Workplace**

**Primary Strand: 9.5, 10.5, 11.5 Reading**

**Integrated Strand/s: 11.1, 11.2 Communication and Multimodal Literacies, 11.6 Writing**

**Essential Understanding:**

* informational text often looks and sounds different from narrative and expository text
* informational text in the workplace often exists to protect both the employer and the employees

**Essential Knowledge, Skills, and Processes:**

* identify different formats and purposes of informational and technical texts
* analyze information from multiple texts to make inferences and draw conclusions
* compare and contrast how complex texts treat the same topics
* provide an objective summary of a text

**Primary SOL:** 11.5 The student will read, interpret, analyze, and evaluate a variety of non-fiction texts including employment documents and technical writing.

**Reinforced (Related Standard) SOL:** 11.6 h, 11.7

**Academic Background/Language:** Students should understand the terms policy, technical writing, and social media in a broad and workplace context.

## Materials: sticky notes, Expo markers, [Adidas social media](https://s3-us-west-2.amazonaws.com/articleresources/adidas-Group-Social-Media-Guidelines1.pdf) guidelines, [Dell social media guidelines](https://www.dell.com/learn/us/en/uscorp1/corp-comm/social-media-policy?c=us&l=en&s=corp)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Engage the students by taking a quick poll on what types of social media they use. (Example: Write various types on the board and allow students to place an X or a dot by the ones they use.) Which ones are most popular? What’s no longer popular (think MySpace!) Why?
* Next, give students several sticky notes each. Ask them to independently consider their own personal or family rules for social media use and to write ONE guideline on a sticky note. They may write several guidelines, but be sure to write only one on a sticky note. As students finish, ask them to post the notes somewhere in the classroom. Have a few students affinity map the responses (group by likeness) and share their findings with the entire class. Use the results to facilitate classroom discussion on personal social media guidelines.
* Explain to students that just like individuals or families have guidelines for social media use, so do organizations.
* Distribute the social media policies for adidas and Dell. Allow students to read and annotate the texts independently, with a partner, or with a teacher led group (student choice).
* Use the following questions to assist students in analyzing and comparing the documents. Utilize a collaborative post-reading strategy you and your students enjoy.
  + The authors of these texts wrote them for what purpose?
  + Who are these documents written for?
  + What is the collective main idea of the passages?
  + In general, how do the companies define social media?
  + What does the Dell policy mean when it states “While social media creates new opportunities for personal expressions, it also creates new responsibilities”?
  + Why do adidas and Dell (and other companies) have social media policies?
  + What could happen if no social media policy exists within a business or company?
  + How does each brand view confidentiality with regard to work and work related products?
  + What outcome do you predict if an employee violates a social media policy?
  + What does the adidas policy mean by “don’t forget your daily job…”?
  + With which part of a particular policy do you most agree?
  + With which part of a particular policy do you least agree?
  + How do you predict social media policies could change in the next ten to twenty years?
  + What similarities exist between your personal social media policy and the policies of adidas and Dell?

**Assessment (Diagnostic, Formative, Summative)**

* Your company is creating a social media policy for employees and the human relations (HR) department has requested employee input. Compose a memo to the HR department detailing two or three of the most important components you believe the new social media policy should include. (Independent)
* You have started your own business and as you have hired new people, you realize you need a social media policy. Create a presentation for your employees detailing your new policy. (Collaborative)

**Writing Connections:**

* Students may research to see if there are school divisions with social media policies and compile their research into a succinct summary for reporting back to the class.
* After students complete the structured academic controversy, compose a persuasive essay to answer the question “Are social networking sites good for our society?”

**Extensions and Connections (for all students)**

* As a pre-reading or post-reading activity, use the ProCon.org website (topic: Are social networking sites good for our society?) to facilitate an in-class debate or Socratic Seminar.

**Strategies for Differentiation**

* Use one example of a social media policy and adjust questions accordingly.
* Reduce the word count in the policies by removing information not essential to understanding the policies.