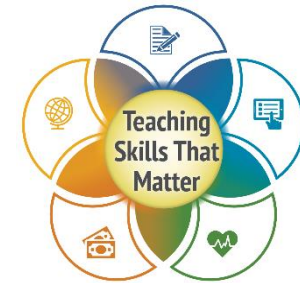# Workforce Preparation: Classroom Workplace Code of Conduct Project-Based Learning Lesson

Background: *Classroom as Workplace* is a classroom structure that introduces on-the-job expectations and provides opportunities to practice and improve workforce preparation skills that matter. When introduced in a classroom setting, workforce preparation skills that are transferable across multiple contexts and job sectors can be developed, with the students provided opportunities to demonstrate competency in targeted skills on a daily basis. The culminating activity and product is the development of a set of rules or a code of conduct that identifies and describes expectations of the students using workforce preparation skills that matter.

NRS Level(s): Low to High Intermediate Basic Education, High Intermediate to Advanced ESL

Project Title: Classroom Workplace Code of Conduct	Approximate Instruction Time: 8 hours over 4 days
Instructional Objective *(written in teacher language primarily derived from content standards and includes evidence of mastery)*: At the conclusion of this project, the students will be able to: • Identify skills that matter in the creation of a classroom code of conduct.	**Learning Target Statements** *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project)* for learners' exit tickets, learning logs, or reflection: Content objectives: • I can identify the similarities between the classroom environment and the workplace. • I can name and define nine essential workplace skills (the skills that matter). • I can apply the skills that matter to collaborate on a code of conduct for the classroom. Language objectives: • I can read and synthesize information from two texts (workplace manuals and skill definitions). • I can support a claim with evidence.

ELA/Mathematics/ELP Standard(s) Addressed:	**Main Standards Addressed**: **CCR Levels C and D:** R1: Read closely and cite evidence to support analysis of text. R9: Analyze how texts address similar themes. S/L1: Engage in collaborative discussions. L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases. **ELPS Levels 4 and 5:** ELPS 1: Cite specific evidence in the text to support analysis. ELPS 2: Participate in extended discussions. Express self clearly and persuasively. ELPS 8: Use context, questioning and morphology to determine the meaning of words.

Central Skills Taught:	☐ Adaptability and Willingness to Learn	☐ Problem Solving
	☑ Communication	☑ Processing and Analyzing Information
	☑ Critical Thinking	☑ Respecting Differences and Diversity
	☑ Interpersonal Skills	☑ Self-Awareness
	☑ Navigating Systems	

Language Demands: *(Include academic language, language skills, etc.)*	Academic vocabulary word families from the skill definitions and workplace manuals (e.g., *adaptability, analyze, awareness, rational, strategy, values*) Moderately complex sentences in some of the skill definitions and, most likely, in the workplace manuals Academic language to compare and contrast ideas: • While interpersonal skills focus on how we interact with others, communication skills focus on how we express our ideas to others. • There are similarities between _____ and _____. Academic language to make and support claims: • Teamwork requires multiple skills. Consider this: In a team you need to be able to communicate ideas, interact successfully, respect diverse ideas, problem solve, and more! • I believe this because … • Think about it! If you [do this], then you are demonstrating [skill].		
Assessing Mastery of the Objective(s) and Central Skills: *(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the project.)*	**Proof of Learning:** ☑ Via observation of a team task (e.g., discussion, work on project) ☐ Via team self-assessment ☐ Via individual self-assessment ☑ Via team product ☐ Via individual product ☐ Other_____	**Proof of Learning Tools:** ☐ Rubric ☐ Checklist ☐ Quiz ☑ Other <u>Group code of conduct</u>	**Ongoing Formative Assessment** ☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) ☐ Peer-to-peer quizzing ☐ Exit/admit tickets ☐ KWL charts ☑ Other <u>Group code of conduct</u>

Adaptations and/or Accommodations: *(How will you increase access to the content of the project? Identify differentiation strategies.)*	**For learners of lower levels of language proficiency:** • Revise "The Skills That Matter in the Classroom Workplace" handout (Appendix A) so that the complexity of each definition is level appropriate (e.g., Problem solving is … instead of Problem solving has been identified as …) and each definition has a very brief example. Once learners have completed the workplace skill brainstorm, divide the class into nine pairs or teams, assign one skill from the handout to each pair or team, and have them collaborate in reading, answering questions, and preparing a very brief (guided) report about the skill to the class. For example: We learned about [skill]. People with this skill can … . ____ and ____ will demonstrate this skill for you now (role-play example from text). • To check the class's comprehension of the skills, show visuals of different situations at work and ask which skills are needed (e.g., a photo of co-workers arguing might suggest communication or interpersonal skills). • Show one or two examples of simple workplace manuals to the class and have learners hunt for phrases from the skills that matter (e.g., respect diversity, teamwork, problem solving, etc.). • With the whole class, elicit what learners need to do to create a successful class community (code of conduct) and supply additional ideas as needed for the next task. Use visuals and questions to support learners' comprehension. In teams, provide learners with a worksheet or sentence frame to help them match their code of conduct ideas to the skills that matter (e.g., When you come to class on time, you are demonstrating interpersonal skills). • Teams then each select one (or more) ideas from the code of conduct brainstorm and design a sign that can be displayed in the classroom. • Conduct the debrief as suggested in the instructional material. **For ASE learners,** the entire project can be done autonomously by providing a set of instructions and a rubric to guide learners in • defining and researching the skills that matter, • searching workplace manuals to identify when and where the skills that matter occur, and • designing and producing the code of conduct pages for the school's orientation manual or webpage based on their research and collaboration.

		CENTRAL SKILLS	MATERIALS
Working collaboratively, the class chooses a topic based on a real-world issue affecting learners' lives.	The teacher should prepare flip chart sheets, each of which has one skill that matters and its definition. The teacher introduces the activity by telling the students that they will begin to discuss the skills that matter and the way these skills look in a workplace. The teacher asks the students to think about skills that are important in the workplace. Students' responses are listed on a flip chart, and the teacher refers to them as the Skills That Matter are introduced. The teacher distributes the "Skills That Matter" handout (Appendix A) and tells the students that they will be discussing each of the skills and determining how each skill might be used in the classroom if the classroom were their workplace. Examples may include communicating with the students working on a project together and knowing whom to talk to about a problem with another student. As classroom workplace activities are identified for each skill, the teacher asks the students to complete the handout with the appropriate skill or skills. It would be helpful to invite a human resources guest speaker who is prepared to present information about the skills that matter in his/her workplace. Ideally, a panel representing various sectors that have diverse examples would enhance this activity.	• Processing and analyzing information	• Flip chart • Markers • TSTM in the Classroom Workplace (Appendix A)
Learners decide what they would like to create as a final product.	The teacher tells the students that the product of this activity is a classroom handbook that uses the skills that matter in the expected and appropriate behaviors in the classroom, but the students can decide what the handbook will include and what it will look like. The code of conduct is one part of the classroom as workplace structure that encourages teamwork, punctual attendance, calling in when absent or tardy, and making appointments outside of class time, for example. Options for the final product could include a book, posters or something virtual.	• Navigating systems	• Paper and pencils

Learners choose their roles and responsibilities for completing their project.	The teacher uses a simple interest/skills survey to determine team roles. Items might include the following: I am comfortable with … • finding information online • creative design • writing • speaking in front of the class	• Adaptability and willingness to learn • Self-awareness	
Learners determine the necessary resources for their project.	The teacher divides the class into groups of three to five students. The teacher shares some authentic workplace handbooks with the groups and instructs the students to look for places in the handbooks where the Skills That Matter are identified as well as for examples that could carry over into the classroom. The students discuss what they find, write their responses on paper, and are prepared to share their findings with the class. One member from each team reports out. The teacher leads a class discussion that brings together the two activities that can inform the classroom workplace handbook: a study of the "Skills That Matter" handout and a review of the authentic handbooks. As a class activity, the teacher leads a discussion that helps the students identify the Skills That Matter and classroom behaviors that are appropriate and should be included in the code of conduct. The teacher takes notes on a flip chart so that the information is readily available throughout this process. If students have access to computers and the internet in the classroom, they may want to find additional examples online to supplement the handbooks provided.	• Communication • Critical thinking • Interpersonal skills • Processing and analyzing information • Respecting differences and diversity	• Flip chart and markers • Authentic workplace handbooks • Paper and pencils

Groups carry out assigned work. Peers provide feedback. The instructor asks guiding questions.	Each group creates a list of five to 10 classroom workplace behaviors they think should be included in the class's code of conduct with support for each selection. Each group shares their list of behaviors. The teacher leads a discussion to determine which behaviors from the individual lists will be included in the class's code of conduct, noting similarities and differences. Any Skills That Matter required for the behaviors should be identified. The code-of-conduct behaviors (see below) must be agreed on by a majority of the students.	• Communication • Navigating systems • Respecting differences and diversity	• Flip chart • Markers

Classroom workplace code of conduct	Skill that matters
1.	
2.	
3.	
4.	
5.	
6.	

Teams create the final product, copyedit, and finalize for publication and presentation.	**Possible final products:** • Booklet • Poster • Video • Website	• Adaptability and willingness to learn • Communication • Navigating systems • Problem solving • Processing and analyzing information • Respecting differences and diversity	• Varies by final product
Teams share the final products.	This will depend on what students selected as their final product. • Booklet: The teacher may want to make copies available for all students and have a classroom copy. • Poster: Students should select a place to have it prominently displayed in the classroom. • Video: Students can host an event to share with other classes, teachers, administrators, and family members. • Website: Students can host an event to do a walkthrough with other classes, teachers, administrators, and family members.	• Communication • Interpersonal skills	• Varies by final product

| The project ends with self-assessment and assessment by one's peers. | The teacher debriefs the students using reflective questions such as the following:

• Which classroom workplace behaviors will be easy for you to follow? Why?

• Which classroom workplace behaviors will be difficult for you to follow? Why?

• Which skills that matter might you need to improve? How do you know? | • Self-awareness | |

Appendix A. The Skills That Matter in the Classroom Workplace

The *skills that matter* are the foundational skills needed to function effectively in the workforce and in civic and community life*.*

Adaptability and willingness to learn
Adaptability is the quality of being able to roll with new situations, such as a change in leadership, a revised work assignment, or an unexpected life event.   In the classroom workplace …

Communication
Adults with strong communication skills can convey information to others effectively and efficiently—both verbally and nonverbally as well as in writing. Communication skills also include the effective use of visuals, multimedia, and digital platforms to convey information.   In the classroom workplace …

Critical thinking
Critical thinking is the open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall. In adult education classrooms, critical thinking skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data.   In the classroom workplace …

Interpersonal skills
Sometimes called "people skills," interpersonal skills are the qualities and behaviors a person uses to interact with others appropriately. They are essential to successful communication and systems navigation across contexts.   In the classroom workplace …

Navigating systems
Navigating systems is successful operation within the institutions and organizational structures that are part of communities, workplaces, schools, and families.   In the classroom workplace …

Problem solving
Problem solving has been identified as one of the top two skills employers look for in job applicants, but it is also part of adult daily life (e.g., work–life balance, parenting choices, managing finances, etc.). The key stages in problem solving are to 1) identify the problem, 2) propose solutions, 3) analyze solutions (and consequences) in order to select a solution, and 4) apply or implement the solution. In the classroom workplace …

Processing and analyzing information
In processing and analyzing information, first identify a topic, problem, or issue and then gather the information needed to develop and test solutions. Finally, assess and reflect on the results. In the classroom workplace …

Respecting differences and diversity
Respecting differences and diversity is the ability to interact with others respectfully, accommodating their different lifestyles and needs and accepting their diverse viewpoints and expertise. In the classroom workplace …

Self-awareness
Self-awareness is the ability to take stock of one's own emotions, thoughts, and values and to recognize their impact on one's own (and others') behavior. In the classroom workplace …