



Quality Work-Based Learning

Requirements for Work-Based Learning (WBL) Experiences

WBL:

- Must be tied to classroom curriculum.
- Linked to learning objectives that help motivate the student to get the most out of their experience. Learning objectives drive work-based learning WBL.
- Consists of sequenced experiences to ensure preparation.
- Focuses on career and postsecondary options with both options given equal consideration.
- Needs to be accessible to all students and designed to meet the diverse needs of students.
- Takes place in an inclusive environment.

Types of WBL:

- **Job Shadowing**
 - Description: Job shadowing involves working with another employee who might have something to teach, or can help the person shadowing them learn new aspects related to the job, organization, certain behaviors or competencies.
 - Activities:
 - Exploring and gathering information about the company/business for the job shadow experience
 - Developing questions for job shadow experience
 - Participating in one-on-one job shadow experience
 - Partaking in group job shadow experience
 - Evaluating experience for student, provider, and worksite
- **Career Mentorship**
 - Description: A mentor is one who teaches or provides guidance and advice to a less experienced and often younger person.
 - Activities:
 - Meet and regularly check-in with the mentor
 - Questions or job-related topics for mentee to discuss with mentor
 - Define frequency and duration of meetings
 - Facilitate alternative forms of connecting students and mentee such as Skype, email or phone calls
 - Support students in mentorship experiences: students can practice sharing their interests, goals and career aspirations and current study topics



- **Simulated Work Experiences**

- o Description: Simulated workplace experiences are WBL activities that simulate work environments in any field. These are typically classroom-based. Elective, occupation-based courses can provide great settings for this learning. For example, automotive or construction programs in which sustained industry involvement allows students to develop and apply their skills in the context of industry standards and expectations.
- o Activities:
 - Create scenarios for students to practice career relevant skills
 - Identify student strengths and areas for improvement
 - Collaborate with the team to find ways to create simulated work experiences that are low cost and low technology
 - Work together with the student to research and connect interests with possible simulated work

- **Career-Related Competitions**

- o Description: Career-related student competitions are WBL activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations (CTSOs) sponsor such competitions in the fields of agriculture, business, health, hospitality and industrial technology.
- o Activities:
 - Identifying individual strengths and areas for improvement for students
 - Developing soft skills needed for employment
 - Presenting on personal skill development or work experience
 - Reviewing resources on career specific skills
 - Creating small projects related to career specific skills- photography, cooking, mechanic or construction related
 - Researching organizations or clubs for students to join related to career interests

- **Informational Interviews**

- o Description: An informational interview is an informal conversation with someone working in a career area/job that interests you, who will give you information and an overview of their job. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. It is not a job interview, and the objective is not to find job openings.
- o Activities:
 - Exploring and gathering information about a company/organization and an individual of interest
 - Supporting students in reaching out to professionals of interest via phone, email, etc.
 - Setting up virtual or in-person meetings
 - Developing specific questions for the informational interview on the field, career, or job exploration process
 - Practicing interviewing skills with the student



- **Volunteering**

- o Description: Volunteering is when a person donates their time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations.
- o Activities:
 - Identify students' areas of interest
 - Help students discover needs within their community
 - Create opportunities for reflection
- o Examples:
 - Animal Shelters
 - Nursing Homes
 - Neighborhood yard work
 - Non-profit fundraisers

- **Workplace Tours**

- o Description: A group excursion for the purpose of first-hand observation of specific worksites. Students learn about the business, meet employees, ask questions, and observe work in progress. Students may be able to have individual tour experiences or within a small group.
- o Activities:
 - Exploring and gathering information about a company/business
 - Who works there, what type of work happens
 - Brainstorm questions to ask on the tour
 - Explore appropriate etiquette for that workplace culture: clothing, voice-level, protective gear, etc.

- **Paid and Non-Paid Internships**

- o Description: An internship is a temporary position with an emphasis on on-the-job training rather than merely employment, and it can be paid or non-paid. An internship is an opportunity to develop specific job-related skills before you are qualified for an actual job.
- o Activities:
 - Exploring and gathering information about the company/business
 - Provide professional development support
 - Resume reviewing
 - Communication: email and phone
 - Support the student on areas of the internship that the student feels they do not have the skills necessary to be successful.
 - Set up internship reflection opportunities for students



- **School-Based Enterprises**

- o Description: School-based enterprises are business organizations that produce goods or services to be used by people other than the participating student(s). Students gain experience in managing, sales, and advertising.
- o Activities:
 - Brainstorm areas of need for the school with students
 - Help students identify areas of interest in enterprise
 - Develop plans with students to create the enterprise
 - Create resources to support problem-solving and decision making
- o Types of student-led enterprises:
 - Food and beverage stand
 - School spirit wear
 - School supply store

- **Paid and Non-Paid Work Experiences**

- o Description: Work experience offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace.
 - Paid: can be general or vocational, focusing respectively on general workplace skills or career preparation activities within a specific industry or career area.
 - Non-Paid: is exploratory in nature and its intent is to expose an individual to a variety of occupations for the purpose of building basic workplace competence.
- o Activities:
 - Create opportunities to practice interview skills
 - Develop resources to assist students with professional communication
 - Explore and gather information about the company/business
 - Identify areas of strength for the student
 - Support the student in areas of work that the student is concerned about
 - Set up work reflection opportunities for students
 - Connect students with other peers in similar industries- within and outside of the disability community