

Work-Based Learning Toolkits

Toolkit Timeline Use

WORK-BASED LEARNING		6 GRADE	7 GRADE	8 GRADE	9 GRADE	10 GRADE	11 GRADE	12 GRADE	13 GRADE	TOOLKITS	
COMPLETION CRITERIA											
WBL Preparation	WBL Awareness	Tours/Field Trips	✓	✓	✓	✓	✓				■
		Guest Speakers	✓	✓	✓	✓					■
		Career Exploration Days/Fairs			✓	✓	✓				■
		Interviews			✓	✓	✓				■
		Mentoring		✓	✓	✓	✓	✓			■
	WBL Exploration	Service Learning/Research Papers	✓	✓	✓	✓	✓	✓	✓		■
		Community Service/Volunteer Work	✓	✓	✓	✓	✓	✓	✓	✓	■
		Job Shadow			✓	✓	✓				■
		Internship						✓	✓		■
		Pre-Apprenticeship/ Youth Apprenticeship					✓	✓	✓	✓	■
		Apprenticeship							✓	✓	■

Toolkits contain the following elements:

- Introduction
- Overview
- Checklist for teacher, student and workplace partner
- Before the WBL project
- During the WBL project
- After the WBL project
- Tools/fact sheets/resources
- Personalizable tools

The guide is in a PDF format that has linked table of contents for quick access to materials. The guide also contains all the tools; however the tools have also been made into separate PDFs that are fillable forms.

FREE work-based learning guides along with the fillable PDF forms can be found at okcareer.tech/ICAPcheck.

Contact us at 405.743.5162 • okcareer.tech/cac

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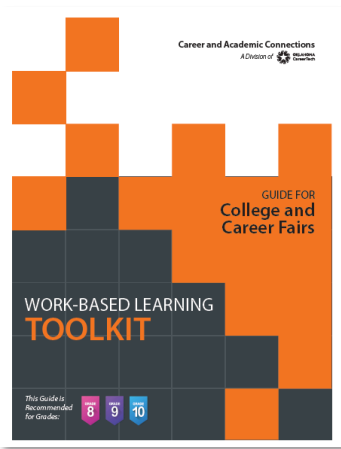
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Work-Based Learning Toolkits



Thematic toolkits is filled with lessons, activities and checklists to guide WBL experience.



Toolkits matched with appropriate grade levels based on career exploration continuum.



Resources for students, teachers and workplace partners make participating as easy as possible through step-by-step guides, checklist, evaluations, monitoring forms and more.



Fillable forms allow each school to personalize with school name and logo along with contact information of WBL coordinator.



Suggested timelines and supplementary information with resources facilitate a meaningful WBL program.



WORKPLACE PARTNERS CHECKLIST for Job Shadow Development

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

- Before the Job Shadow**
- Register at workplace
 - Prepare to interview
 - Allow student to provide an employer

- During the Job Shadow**
- Provide an employer
 - Highlight student's
 - Allow time to complete

- After the Job Shadow**
- Allow time to complete

STUDENT CHECKLIST for Job Shadow Development

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

- Before the Job Shadow**
- Research the company
 - Find out how to dress
 - Get Job Shadow Permission Form
 - Sign in signed Job Shadow
 - Develop questions about the workplace
 - Make sure you know the instructor's name and area

- During the Job Shadow**
- Pay attention to the workplace
 - Ask questions and take notes
 - Comply with all health and safety rules
 - Discuss the next step
 - Update your ICAP or My Documents in ICAE
 - Complete a Job Shadow

- After the Job Shadow**
- Write thank you notes
 - Update your ICAP or My Documents in ICAE
 - Complete a Job Shadow

TEACHER CHECKLIST for Job Shadow Development

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

- Before the Job Shadow**
- Review the Job Shadow Fact Sheet
 - Have students identify career interests
 - Assist students in locating placements
 - Supply the workplace partner with information regarding the participating students
 - Complete Logistics and Student Transportation
 - Collect signed Job Shadow Permission Forms
 - Prepare students to maximize their learning

- During the Job Shadow**
- Ensure that students receive instruction in workplace safety
 - Arrange for students to speak to employees with different levels of responsibility
 - Explain students to all aspects of the industry

- After the Job Shadow**
- Provide post-job shadow activities to structure student reflections
 - Help students make the connection between academics and the industry
 - Have students write thank you notes to workplace host
 - Assist students in determining their next steps in learning about careers and updating ICAP
 - Use workplace partner feedback to inform continuous improvement process
 - This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.

BEFORE the Workplace Tour Development

Review the Workplace Tour Fact Sheet.

The Workplace Tour Fact Sheet is a quick reference guide that outlines the work-based learning experience.

Assess how a workplace tour can support your teaching and curriculum goals.

Workplace tours can provide the context for your curriculum. They can also provide the application of academic concepts to a workplace situation. Workplace tours provide exposure to careers and skills and help students build occupational knowledge.

Select appropriate businesses for tours.

Workplace tours are best opportunities to connect academic learning to the world of work. Using the student ICAP guide, have your students select the businesses that will provide the most support and best learning experience.

Obtain necessary permissions and materials that will help students organize what they learn at the workplace. These documents include the SCAMP® Skills and All Aspects of an Industry™

Ensure transportation arrangements are made for students and staff. Check for policies about automobile and bus transportation and other options are in the transportation for work-based learning.

Fact Sheet. Check with the contact person at the workplace to ensure logistical details are arranged.

Locate the proper building entry and make sure that staff at the school site have a phone number at the workplace where the group can be reached in an emergency. Confirm dress requirements for the tour and ensure that any special accommodations needed for students and staff are arranged in advance.

Confirm how many students and staff will be attending and share the information with the workplace host.

Collect signed Work-Based Learning Permission Forms.

Written permission is required for all work-based learning.

Prepare students to maximize learning.

Helping students develop a context for the workplace tour maximizes their learning since they are at the workplace. There are several ways to do this:

- Discuss expectations for the experience and what the students may learn beforehand.
- Discuss behavioral expectations that will allow students to make the most of the industry.
- Discuss what students know about the company and how the industry affects them.
- Support students in research of the company and the industry so they can ask meaningful questions during the workplace tour.
- Have students prepare questions and individual learning objectives that they would like to accomplish during the workplace tour.
- Introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the SCAMP® Skills and All Aspects of an Industry™

Tools

- All aspects of an industry
- Student Job Shadow Expectations Sheet
- Work-Based Learning Permission Form
- Workplace Safety Curricula

Fact Sheets

- Transportation for Work-Based Learning
- Workplace Tour

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