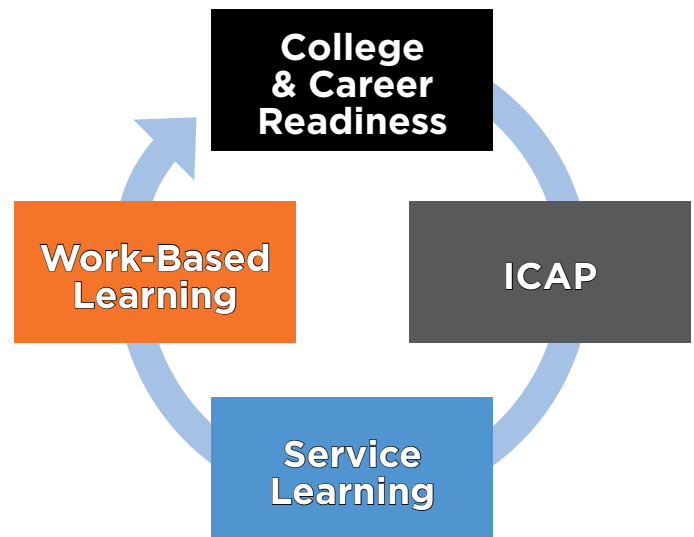


# SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITIES

## WHAT IS THE BASIC ICAP REQUIREMENT FOR SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITIES?

Students must complete and record at least one service learning and/or work environment (work-based learning) activity between ninth grade and graduation. ([70 O.S. § 1210.508-4](#))



## HOW IS SERVICE LEARNING DIFFERENT FROM WORK-BASED LEARNING?

### What is Service Learning?

Service Learning allows students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community ([National and Community Service Act of 1990](#)).

### What is Work-Based Learning?

Work-Based Learning (WBL) expands academic and technical learning and accelerates advancement along career pathways. WBL develops readiness for work as well and skills that support entry or advancement in a particular career field ([Employer Guide To Work-Based Learning](#)).

## HOW CAN STUDENTS DOCUMENT THEIR SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITY?

Students should have structured time to reflect, discuss, or write about their service learning and/or work environment (work-based learning) experience and how their experience connects to their chosen career pathway.

Students can complete a reflection sheet and/or survey to document their experience (e.g. [Work Sample Reflection Sheet Template](#)). These documents should be included within their electronic student portfolio.

### To monitor progress, view:

- [Class of 2023 College Preparatory/Work Ready Curriculum Graduation Checklist](#)
- [Class of 2023 Core Curriculum Graduation Checklist](#)

## WHAT ACTIVITIES SATISFY THE ICAP REQUIREMENT FOR SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING)?

The following sample activities for service learning and work environment (work-based learning) are intended to provide suggestions and ideas for schools and districts to consider:

### SAMPLE ACTIVITIES: SERVICE LEARNING

ADVOCACY	DIRECT
<p><b>Advocacy service learning experiences allow students to create, educate, or increase public awareness on a topic that impacts the community at large.</b></p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Create a marketing strategy for a public health campaign</li> <li>• Plan and execute community or public forums</li> <li>• Work with elected officials to draft legislation to improve communities</li> <li>• Invite a guest speaker to discuss a topic of interest in the community</li> </ul>	<p><b>Direct service learning experiences allow students to have face-to-face involvement with service projects that directly impact individuals that receive the service.</b></p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Organize a coat drive</li> <li>• Create a recycling program</li> <li>• Join a student club/organization focused on community service</li> <li>• Host a monthly game night at a local senior living community or senior center</li> </ul>
INDIRECT	RESEARCH-BASED
<p><b>Indirect service learning experiences allow students to help the community in a broader way.</b></p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Participate in a beautification or community gardening project</li> <li>• Organize a collection drive to ask neighbors and school families to donate books, magazines, equipment, etc. to a local retirement center</li> </ul>	<p><b>Research-based service learning experiences allow students to find, collect and analyze data to meet a community issue or need.</b></p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Have students research the best energy practices and learn what major/minor changes people can do to reduce costs and increase efficiency. Share this information with a local community center.</li> <li>• Research state and national laws on cyber-bullying. Share the current legislation and data with your school and community.</li> </ul>

## SAMPLE ACTIVITIES: WORK ENVIRONMENT (WORK-BASED LEARNING)

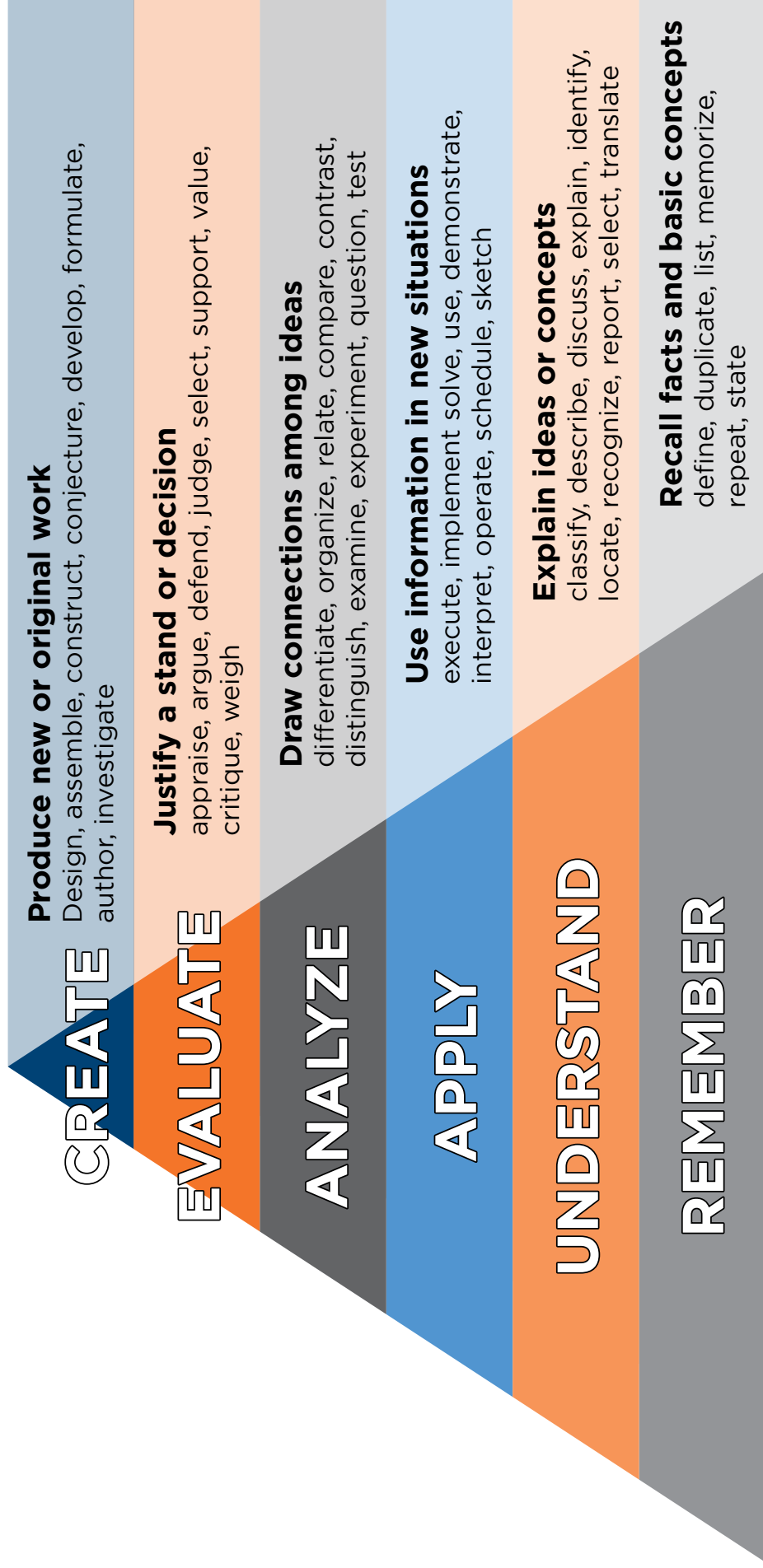
<b>APPRENTICESHIPS</b>	<ul style="list-style-type: none"> <li>• Youth apprenticeships</li> <li>• Registered apprenticeships</li> </ul>
<b>INTERNSHIPS</b>	<ul style="list-style-type: none"> <li>• Student internships at local high school and/or high school in surrounding area</li> <li>• Student internships with a business or industry</li> <li>• Student internships with a community or non-profit organization</li> </ul> <p><b>For more guidance, view <a href="#">Internships FAQs</a>.</b></p>
<b>MENTORSHIPS</b>	<ul style="list-style-type: none"> <li>• Specific class connected to chosen career pathway</li> <li>• Students mentored by a classroom teacher, business, industry or community leader</li> <li>• Students participate in a group mentoring program</li> </ul>
<b>JOB SHADOWING</b>	<ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Mock / informational interviews</li> <li>• Community or non-profit organization (e.g. Junior Achievement)</li> <li>• Shadow a person or organization connected to chosen career pathway</li> </ul>
<b>PROJECT-BASED LEARNING</b>	<ul style="list-style-type: none"> <li>• CareerTech programs</li> <li>• STEM academy, summer academy or program</li> <li>• Community or non-profit organization (e.g. Project Lead The Way)</li> </ul>
<b>VIRTUAL CAREER LEARNING</b>	<ul style="list-style-type: none"> <li>• <a href="#">Careers in the Classroom</a></li> <li>• Virtual Career Expos</li> </ul>
<b>CAREER FAIRS</b>	<ul style="list-style-type: none"> <li>• Adulting day</li> <li>• Business / Industry tours</li> <li>• Community or non-profit program (e.g. Boys &amp; Girls Club of Oklahoma County)</li> <li>• Junior / Senior conferences</li> <li>• Interview career experts</li> <li>• Reality Check</li> </ul>

## WHAT STUDENT LEARNING OUTCOMES ARE GAINED FROM PARTICIPATION IN A SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITY?

The following sample student learning outcomes for service learning and work environment (work-based learning) are intended to provide suggestions and ideas for schools and districts to consider:

### SAMPLE STUDENT LEARNING OUTCOMES:

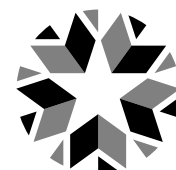
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<b>REMEMBER</b>	<p>Students can recall facts and basic concepts about the needs and demands of industry.</p> <p><b>Sample Essential Question to Ask Students:</b></p> <ul style="list-style-type: none"> <li>• What kind of team skills can be used in today’s workplace?</li> </ul>
<b>UNDERSTAND</b>	<p>Students can identify ideas or concepts used in a real-world setting.</p> <p><b>Sample Essential Question to Ask Students:</b></p> <ul style="list-style-type: none"> <li>• What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?</li> </ul>
<b>APPLY</b>	<p>Students can implement knowledge gained academically and in real-world application.</p> <p><b>Sample Essential Question to Ask Students:</b></p> <ul style="list-style-type: none"> <li>• How can education and training impact life-long earning potential and future career opportunities?</li> </ul>
<b>ANALYZE</b>	<p>Students can use critical thinking and logical reasoning to increase employability skills.</p> <p><b>Sample Essential Question to Ask Students:</b></p> <ul style="list-style-type: none"> <li>• What similar characteristics and skills are employers looking for when hiring a nurse compared to a doctor?</li> </ul>
<b>EVALUATE</b>	<p>Students critique their experience and lessons learned.</p> <p><b>Sample Essential Question to Ask Students:</b></p> <ul style="list-style-type: none"> <li>• What positive and negative work habits impact success?</li> </ul>
<b>CREATE</b>	<p>Students produce tangible products that can be used in a real-world setting.</p> <p><b>Sample Essential Question to Ask Students:</b></p> <ul style="list-style-type: none"> <li>• How would you design an effective financial management practice guide?</li> </ul>

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