

**Work-based Learning Opportunities**  
**9<sup>th</sup> Grade Career Development Advisement Activity #3**  
**Teacher as Advisor Program (TAP)**  
**Estimated time: 30-45 minutes**

**National Career Development Standard/Competency**

4. Understanding the relationship between educational achievement and career planning
  - Describe the relationship of academic and vocational skills to personal interests
  - Describe how learning skills are required in the workplace
9. Skills to make decisions
  - Demonstrate responsibility for making tentative educational and occupational choices
  - Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
  - Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
12. Skills in career planning
  - Describe school and community resources to explore educational and occupational choices

**Goal:**

Students will investigate work-based learning opportunities available in their high school.

**Objectives:**

- Identify different kinds of work-based experiences: field trips, job shadowing, school-based enterprises/school-sponsored enterprises, entrepreneurial ventures, internships/practicum, clinical experiences, cooperative education, and youth apprenticeships
- Understand the relationship between work-based learning and careers

**Materials:**

- 9th Grade Career Development Advisement Activity #3 handouts - **Work-based Learning Opportunities Defined** and **Work-based Learning Opportunities Investigation**
- Advisors can find more information regarding work-based learning at <http://www.GeorgiaCRN.org> “Key Components”
- Pen or pencil

**Activity:**

1. *Greet students:* “Welcome to advisement. I hope all of you took the time and effort to update your portfolio. It is important that you keep up with the research and planning it takes to know how you’re going to meet your career goal - your career goal will determine your life-style for the rest of your life. Today we’re going to discuss work-based learning opportunities.” *Distribute Handout #3, **Work-based Learning Opportunities Defined.***
2. *Review and discuss the handout with students. Ensure that they understand each type of work-based learning opportunity before going on to the next. Use examples from your own school to add to their understanding. Ask students to discuss why they should consider visiting/working in occupations that they might find interesting. Possible answers include: to ensure that occupation really appeals to the student; to discover the student does not like*

*that type of work (better to find out now); to experience the work environment; better to find out now rather than spend lots of money and time training for a job you will not like.*

3. *Distribute Handout #4, **Work-based Learning Opportunities Investigation**, to students. Review the directions, ensure students understand them, and have students complete the activity. Collect the handouts once students have finished.*

**Evaluation:**

Students will be evaluated on their participation in the class discussions and on their handouts.

Work-based Learning Opportunities Defined  
9th Grade Career Development Advisement Activity #3  
Teacher as Advisor Program (TAP)

Work-based learning programs offer hands-on workplace experience and opportunities to learn work-related skills and abilities not acquired in a classroom. In addition, these programs may increase your prospects for future gainful employment and postsecondary education. Many work-based learning opportunities are available through your school.

**Field Trips:** Specially planned field trips to businesses and industries provide opportunities for groups of students to explore different workplaces. When students are well prepared beforehand, they ask probing questions about workers' backgrounds and interests, in addition to questions about the product or service provided and the knowledge and skills required for doing the job. This learning experience provides students with knowledge that better prepares them to select secondary and postsecondary programs of study related to their career choice.

**Job Shadowing:** The student "shadows" an employee at a workplace for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students refine their career objectives, select a career focus area for the latter part of high school, and participate in a more advanced level of work-based learning.

**School-Based Enterprises:** A school-based enterprise involves students producing goods and services as part of their educational program of study. The students plan, implement, conduct, and evaluate the operation of the business, including the production and distribution of goods and/or services. These enterprises may range from building houses, running restaurants, or managing school stores to publishing periodicals and newspapers, conducting marketing research studies for local business and industry, or engaging in small-scale manufacturing.

**Entrepreneurial Ventures:** Entrepreneurship experiences assist students in developing the competencies needed to own and manage enterprises. Students plan, implement, operate, and assume the financial risk in a business that includes production and distribution of goods and/or services. Students must maintain complete and accurate records. An entrepreneurial experience provides students with the opportunity to develop the necessary skills and competencies to become established in their own business or to gain employment.

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**Internship/Practicum:** An internship/practicum tends to be a one-time, short-term placement that is directly related to a student's program of study and typically begins after completion of school-based learning in a student's career focus area or a related academic area. These placements are usually for intense observation of how a job is performed in a specific career area.

**Clinical Experiences:** Clinical experiences are available primarily in the health and medical career areas and include such career-focus areas as allied health services, dental health, medical/physician professions, and veterinary medicine. They can also be available for human resource and legal career areas and include childcare, counseling, food service, law, and social and family services. Clinical experiences are different from other structured work-based learning programs in that they require on-site supervision at all times by a certified teacher, school-based personnel with a medical or social work degree, or a work-based instructor with these same qualifications.

**Cooperative Education:** Cooperative education programs are the most commonly available form of work-based learning, designed to assist students in making the transition to careers. Cooperative education programs feature agreements between schools and employers to provide on-the-job experiences that relate to a student's career focus. In a typical cooperative education program, employers provide paid part-time jobs in the student's career field.

**Youth Apprenticeship:** Youth Apprenticeship offers students both school-based and work-based experiences. The school-based portion provides a highly structured curriculum integrating both academic and occupational experiences; the work-based portion provides a paid on-the-job training experience that is related to the curriculum. The emphasis is on contextual, real-world learning through extensively structured work-place experience. Youth apprenticeship is usually two to four years in length and stresses more formal linkages between academic and occupational disciplines and between the classroom and the workplace that should result in a student acquiring sophisticated technical skills.

**Work-based Learning Opportunities Investigation  
9th Grade Career Development Advisement Activity #3  
Teacher as Advisor Program (TAP)**

Student name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_ Due Date \_\_\_\_\_

**Directions:**

1. Circle each type of work-based learning opportunity available at your school and describe what they are. Put a check beside one that interests you.
2. Discuss field trips and job shadowing and ways to begin some entrepreneurial and school-based enterprises. Add your ideas in each box. Remember work-based learning will help you find out what you don't want to do for 30 years!

<b>Field Trips</b>	<b>Job Shadowing</b>	<b>School-Based Enterprises</b>	<b>Entrepreneurial Ventures</b>
<b>My Ideas</b>	<b>My Ideas</b>	<b>My Ideas</b>	<b>My Ideas</b>
<b>Intern/Practicum</b>	<b>Clinical Experiences</b>	<b>Cooperative Education</b>	<b>Youth Apprenticeship</b>
<b>My Ideas</b>	<b>My Ideas</b>	<b>My Ideas</b>	<b>My Ideas</b>

