



# Exploring Work-Based Learning Opportunities



## Grade Level:

 9, 11, 12

## Domain:

-  College & Career Exploration
-  Social Emotional Learning

## TIME:

 60 Minutes

This lesson is designed to introduce students to work-based learning opportunities within their school and help them develop their work-based learning plan.

## Objectives

*Students will:*

1. Learn about the different types of work-based learning opportunities available at their school.
2. Assess which type of work-based learning opportunity is best suited for their career interests and goals.

## MEFA Pathway Activities

- Work-Based Learning Opportunities
- My Opportunities
- My Journal

## Materials Needed

- Internet connection

## Vocabulary

- Job Shadow
- Internship
- Co-Op
- Volunteering
- Apprenticeship
- Skills Trade
- Youth Employment

## Future Ready Skills

- Evaluating
- Self-Management
- Employability Skills

## PART 1

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### CONTENT KNOWLEDGE



Lead a class discussion introducing students to work-based learning which enables students to participate in real-life work experiences. Explain to students that they may already be participating in work-based learning activities through a co-op, volunteer opportunities, or youth employment.

**Job Shadow:** An activity where the person can observe and follow a professional for a short period of time in a field while the professional is at work; it provides opportunities to see how people work in different environments

**Internship:** A short-term, temporary work experience that offers meaningful, practical work related to a student's career interest or potential field of study; can be paid or unpaid

**Co-Op:** An experience that typically alternates semesters of academic study with longer periods of paid, full-time work

**Apprenticeship:** A program or position where someone learns an art, a trade, a skill, or a job while working under a certified expert

**Skills Trade:** An occupation that requires a specific skill set, knowledge, or ability  
Volunteering: Freely giving time or effort for a cause without being paid

## PART 2

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### APPLYING INFORMATION

After learning about work-based learning, students should log in to their MEFA Pathway account and click on **Work-Based Learning Opportunities** under the *Discover Careers* tab. Once there, instruct students to begin exploring their school's available work-based learning opportunities. Students can filter their search based on type of opportunity, career cluster, location, or whether an opportunity is paid. Encourage students to browse the available options. They can click on an opportunity name to view additional details such as a description, eligibility criteria, and how to access the opportunity. Students should save opportunities of interest to their **My Opportunities** list by clicking *SAVE* in the green box.

## PART 3

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### EVALUATING INFORMATION

Instruct students to log in to their MEFA Pathway accounts and navigate to their **My Opportunities** list under the *Discover Careers* tab. Ask students to reflect on the opportunities they saved to their **My Opportunities** list. *Did they save them because the career cluster aligns with their interests? Or for another reason?*

Within the list, students should update the status column where needed and select an opportunity to add to their favorites by clicking the heart icon in the corresponding row. If students have changed their mind on an opportunity, they can remove it from their list. Give students time to complete the next steps required for the opportunities on their list, such as submitting an internship application or reaching out to the contact for additional information.

## PART 4

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### CRITICAL THINKING/CREATIVE APPLICATION

To help with their work-based learning goal setting, instruct students to click on **My Journal under** the *About Me* tab and write a journal entry responding to the following prompts.

1. Will your favorite work-based learning opportunity help you gain experience in your chosen career path?
2. What do you hope to gain by participating in this work-related opportunity?

## GRADING RUBRIC FOR JOURNAL ENTRIES

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Description</b>	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
<b>Analysis</b>	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
<b>Future Application</b>	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.