

**CAN DO APPROACHES  
TO  
WORK-BASED LEARNING**



Workshop Curriculum

March 2002

# CAN DO APPROACHES TO WORK-BASED LEARNING

## Workshop Curriculum

**Purpose:** to assist employers, labor educators and STC partnership staff in implementing quality, safe and legal work-based learning for students.

### Application

This curriculum is intended to provide an in-depth look at the issues relating to creating and supporting quality, safe and legal work-based learning experiences for students. The workshop is designed primarily for those educators, STC staff and workplace partners that are responsible for creating and managing work-based learning for their school, community or workplace. The workshop takes a full day to conduct and builds on the companion Work-Based Learning Toolkit.

If your audience is a different group: employers, labor representatives, other workplace partners or classroom teachers that are involved in work-based learning, but to a lesser degree, you should select the specific components of the workshop that will most directly address their issues or concerns. In all cases, the Seven Simple Guidelines should serve as a frame of reference for any workshop.

### Workshop Learning Objectives

***By the end of this workshop, participants will:***

- Understand the elements of a quality work-based learning experience;
- Understand the steps to take in order to create quality, safe and legal work-based learning experiences;
- Understand how to use the Work-Based Learning Toolkit as a resource to help create safe and legal placements;
- Understand the primary regulatory authorities that apply to work-based learning; and
- Become familiar with the guidelines for preparing work-based learning opportunities for students that are safe and legal.

This curriculum is part of the Work-Based Learning Toolkit and is intended to provide an overview of relevant quality, safety and legal issues relating to work-based learning placements at the time of publication. It is not intended to provide comprehensive information nor to serve as a substitute for appropriate legal advice.

For a copy of the complete toolkit visit:  
School-to-Career Clearinghouse at [www.stc-clearinghouse.com](http://www.stc-clearinghouse.com)  
or  
New Ways to Work at [www.nww.org](http://www.nww.org)

## Preparing for the Workshop

***Before conducting the workshop, make sure that you are fully prepared.***

- Thoroughly review and understand the content and structure of the Work-Based Learning Toolkit.
- Prepare necessary flip chart pages. (*indicated in the right-hand column of the workshop lesson plan*)
- Make copies of the WBL Toolkit *User's Guide* for each participant.
- Make copies of handouts for each participant.
  - Handout #1 *Remember...All Work-Based Learning Should:*
  - Handout #2 *Anna's Story #1*
  - Handout #3 *Safe and Legal Work Experiences Quiz*
  - Handout #4 *Anna's Story #2*
- Make copies of selected factsheets from the Work-Based Learning Toolkit for each participant.
  - *Seven Simple Guidelines*
  - *Sample Work-Based Learning Factsheet*
  - *California Occupational Safety and Health Administration*
  - *Child Labor Laws*
  - *Workers' Compensation*
  - *Addressing Sexual Harassment in the Workplace*
  - *Right to Work and I-9 Documentation*
- Make copies of the *Educator and School-to-Career Staff Checklist* for each participant.
- Set up and test an LCD projector.
- Load the WBL Toolkit Overview PowerPoint presentation.
- Load the WBL Toolkit.
- Select a space that supports both large groups and small breakouts.
- Arrange for a flip chart stand, pad, pens and tape for each breakout group.
- Provide a copy of the WBL Toolkit CD for each participant.

## Workshop Lesson Plan

Time	Activity	Materials
<b>15 min</b>	<p><b>Introduction to the Workshop and Agenda Review</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants, introduce yourself and ask participants to quickly state their name, affiliation and personal goals for the day.</li> <li>2. Review the agenda for the workshop.</li> <li>3. Outline the objectives of the workshop.               <ul style="list-style-type: none"> <li>• Understand the elements of a quality work-based learning experience;</li> <li>• Understand the steps to take in order to create quality, safe and legal work-based learning experiences;</li> <li>• Understand how to use the Work-Based Learning Toolkit as a resource to help create safe and legal placements; and</li> <li>• Understand the primary regulatory authorities that apply to work-based learning.</li> <li>• Become familiar with the guidelines for creating work-based learning experiences for students that are safe and legal.</li> </ul> </li> </ol>	<p>Flip chart page that outlines the agenda</p> <p>Flip chart page that presents the objectives</p>
<b>30 min</b>	<p><b>Introduction to the Toolkit</b></p> <ol style="list-style-type: none"> <li>1. Context of the Toolkit Tell the group that the toolkit is designed to assist educators, STC practitioners, and workplace partners in creating quality, safe and legal work-based learning experiences.</li> <li>2. Using the Toolkit           <ol style="list-style-type: none"> <li>a. The toolkit has been produced in a CD-Rom format to maximize its use and distribution. Each section of the toolkit can be accessed on the CD and printed as needed.</li> </ol> </li> </ol>	<p><i>User's Guide</i></p> <p>WBL Toolkit Overview PowerPoint presentation</p>

	<ul style="list-style-type: none"> <li>b. There is an option on the CD to print the entire toolkit, including a cover and dividers in order to create a complete toolkit in a binder format.</li> <li>c. The toolkit provides three guides, one designed for educators and STC staff, another for employers and a third for organized labor.</li> <li>d. Additional sections provide factsheets, a tools and materials catalog and a resource listing of helpful web sites. (review the listings, using the toolkit interface).</li> </ul>	
<p><b>30 min</b></p>	<p><b>What is Quality Work-Based Learning?</b></p> <ol style="list-style-type: none"> <li>1. Introduce the elements of quality work-based learning as outlined in the toolkit. Emphasize that quality work-based learning experiences need to be: <ul style="list-style-type: none"> <li>• <i>Designed</i> to enhance the learning of skills and workplace knowledge;</li> <li>• <i>Structured</i> to be safe, legal and measurable;</li> <li>• <i>Supported</i> by appropriate planning and training;</li> <li>• <i>Connected</i> to other programs that work.</li> </ul> </li> <li>2. <b>Exercise:</b> Have each participant think about the quality elements and identify and write down: <ul style="list-style-type: none"> <li>• A current practice that is a strength and</li> <li>• An area that is a challenge or needs improvement.</li> </ul> <ol style="list-style-type: none"> <li>a. Have each participant report out and record their answers. <i>(You may want to divide a large group into smaller groups to discuss strengths and areas that need improvement. Then have each group report back to the large group)</i></li> <li>b. Direct the attention of the group to the box in the toolkit that highlights the components of all work-based learning experiences. Inform participants that these components are universal to all work-based experiences. They suggest that all work-based experiences should:</li> </ol> </li> </ol>	<p>Flip chart page that lists the exercise prompts</p> <p>Flip chart page to record responses</p> <p>Handout #1: <i>REMEMBER. . . All Work-Based Learning Should:</i></p>

	<ul style="list-style-type: none"> <li>• Be developmentally appropriate;</li> <li>• Include an orientation for all parties;</li> <li>• Identify learning objectives;</li> <li>• Explore all aspects of the industry;</li> <li>• Develop the SCANS competencies;</li> <li>• Assess student performance;</li> <li>• Provide opportunities for reflection;</li> <li>• Link to the student’s next step;</li> <li>• Be documented and recorded; and</li> <li>• Comply with state and federal labor laws.</li> </ul> <p><b>Transition:</b> Explain that the next content area will cover the Seven Simple Guidelines outlined in the Toolkit.</p>	
15 min	<b>BREAK</b>	
15 min	<p><b>Introduce the Seven Simple Guidelines</b></p> <ol style="list-style-type: none"> <li>1. Explain that the Seven Simple Guidelines are easy-to-remember rules of thumb that help provide quality, safe and legal work-based learning experiences for students. Those responsible for creating and managing experiences should be prepared to follow and address each of these guidelines when developing work-based learning experiences.</li> <li>2. Briefly introduce each of the Seven Simple Guidelines in the toolkit and explain that they will serve as the framework for the remainder of the workshop. The Seven Simple Guidelines are: <ul style="list-style-type: none"> <li>• <i>Plan and prepare for successful experiences;</i></li> <li>• <i>Maximize learning;</i></li> <li>• <i>Provide effective supervision;</i></li> <li>• <i>Promote safety;</i></li> <li>• <i>Manage the hours a student is at the worksite;</i></li> <li>• <i>Pay when required; and</i></li> <li>• <i>Provide ongoing support.</i></li> </ul> </li> </ol> <p><b>Transition:</b> Explain that the next part of the training will focus on the Guideline 1: Plan and Prepare for Successful Experiences.</p>	<p>Flipchart with the Seven Simple Guidelines.</p> <p>Factsheet <i>Seven Simple Guidelines</i></p>

<p>45 min</p>	<p><b>Guideline 1: Plan and Prepare for Successful Experiences</b></p> <ol style="list-style-type: none"> <li>1. Explain that quality, safe and legal work-based learning requires adequate planning. Review the steps for <b>getting started</b> in preparing for a successful experience. <ol style="list-style-type: none"> <li>a. <i>Identify the learning objectives of the experience and include them in the work-based learning plan.</i></li> <li>b. <i>Develop the student’s tasks or activities and define the connection between the activities and the learning objectives.</i></li> <li>c. <i>Clearly identify how the experience will be evaluated and adjustments made.</i></li> <li>d. <i>Ensure that both the youth and workplace partner are provided a thorough orientation.</i></li> <li>e. <i>Develop written agreements with students and the workplace that identify clear roles, responsibilities and expectations of all parties.</i></li> </ol> </li> <li>2. Introduce the Work-Based Learning Factsheets found in the toolkit. Explain how they serve as a reference when planning quality WBL experiences.</li> <li>3. <b>Exercise:</b> Explain that the group will work with a scenario to plan a successful internship experience. <ol style="list-style-type: none"> <li>a. Pass out the handout “Anna’s Story #1”.</li> <li>b. Divide participants into 3 groups. Explain that each group will be responsible for a portion of the planning.</li> </ol> </li> </ol> <p style="text-align: center;"><b>Anna’s Story</b></p> <p>Anna is a 17-year-old senior in the Health Careers Academy of her high school. You decide to set up an internship for her at the local hospital where she will assist the nursing staff with clerical tasks and provide some minor assistance with patients. She will be at the hospital two afternoons a week for the rest of the school year. You want her to learn “all aspects” of the health care industry so you will make sure she has an opportunity to spend time in a number of departments, including various administrative offices, the medical records department and the laboratory.</p>	<p>Factsheet <i>Select a sample WBL sheet</i></p> <p>Handout #2: <i>Anna’s Story #1</i></p>
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30 min	<p><b>Guideline 3: Provide Effective Supervision</b></p> <ol style="list-style-type: none"> <li>1. Discuss a few of the basics of effective supervision:             <ol style="list-style-type: none"> <li>a. Clear communication and understanding of expectations;</li> <li>b. Frequent feedback and ongoing supervision;</li> <li>c. Demonstration and explanation of key tasks; and</li> <li>d. Establishment of a clear evaluation system.</li> </ol> </li> <li>2. <b>Exercise: Supervisor Qualities</b> Have the group ‘call out’ observations about effective or ineffective techniques, practices or qualities of supervisors they have had or observed in the past.</li> <li>3. Record comments or discoveries from the group.</li> <li>4. Discuss those identified practices that support quality work-based learning. Which ones don’t?</li> </ol> <p><b>Transition:</b> Explain that the next section of the workshop (after lunch) will focus on can-do approaches to providing Safe, Healthy and Legal WBL experiences and cover Guidelines 4, 5 and 6.</p>	Flip chart page to record responses
1 hour	<b>LUNCH</b>	

45 min	<p><b>Guidelines 4: Promote Safety, 5: Manage the Hours a Student is at the Worksite and 6: Pay When Required.</b></p> <ol style="list-style-type: none"> <li>1. Inform participants that you are going to review the key steps for creating safe and legal work-based learning experiences. Let them know you will start by finding out how much participants already know about the topic.</li> <li>2. Distribute Handout #3: <i>Quiz: Safe and Legal Work Experiences</i>. Tell participants to take a few minutes to complete the quiz. Give participants 5 minutes to answer the questions.</li> <li>3. Review the answers to the quiz. Read each question aloud and ask for a show of hands indicating whether participants believe the statement to be true or false. See answers and suggested discussion topics following each question below.</li> </ol>	Handout #3: <i>“Safe and Legal Work Experiences Quiz”</i>
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## Quiz: Safe and Legal Work Experiences

### 1. T F

Young workers are rarely hurt on the job.

**False.** Young workers get hurt on the job fairly frequently. In fact, approximately 100,000 U.S. teens are injured at work each year seriously enough to seek emergency room treatment. This number translates into a higher rate of injury for teens injured at work than for adults who are injured at work -- a surprising fact given the child labor laws prohibit teens from working in the most hazardous industries. Approximately 70 youth are killed each year on the job in this country.

Although youth involved in school-to-career systems and other school-based programs that link students to the world of work are probably better protected than teens working in the regular youth labor market, there are many lessons we can learn from these experiences in promoting safe and legal placements.

### 2. T F

When youth do get hurt on the job, it is usually because they are being careless.

**False.** Although everyone is careless once in a while, youth are typically injured at work for several other reasons. First, they are injured because there are hazards on the job (like hazardous equipment or unsafe situations). The industries that employ the greatest numbers of youth (e.g., restaurants, food stores) have higher than average rates of injury for all workers.

The second reason is a lack of experience. Young workers are, by definition, new workers and inexperienced workers of all ages are injured at higher rates than those with more experience.

The third reason is a lack of health and safety training and supervision. Several surveys conducted with youth show that only about half of employed youth get any health and safety training at work.

Finally, there are developmental factors. Avoiding injury requires the ability to recognize and assess potential risks and make decisions about these risks -- the ability to

anticipate consequences, to think abstractly and to problem solve. These skills tend to be difficult for young people to acquire and apply.

**3. T F**

The law says young workers must be provided with training about safety and health on the job.

**True.** The California Occupational Safety and Health Administration (Cal/OSHA) requires that all workers receive training about the hazards they may face on the job and how to work safely. OSHA protects all employees, no matter how large or small the workplace. Although OSHA regulations do not cover non-employees, students in unpaid placements should also be protected from job hazards and be discouraged from entering unsafe work environments.

Cal/OSHA also requires employers in California to have a written illness and injury prevention program. These programs must include a system for identifying and controlling hazards and for training workers.

The School-to-Work Opportunities Act also requires that youth engaged in School-to-Career activities learn about “all aspects of the industry” in which they are placed, including specific information on health and safety issues. School-to-Career partnerships can provide youth with important information and skills related to occupational safety and health before being placed in the workplace.

**4. T F**

The law says 17 year olds may work until 11:00 pm on school nights.

**False.** Youth who are 16 or 17 years old may work no later than 10:00 pm on school nights. Child labor laws are in place to protect youth from working too early, too late, or too many hours in a week. These restrictions provide minimal protection -- school districts may further restrict the number of hours a student may work during the week through the work permit process.

**5. T F**

A student who is 16 years old may work in the construction industry.

**True.** The child labor laws allow 16 and 17 year-olds to work in the construction industry but they may not do certain

tasks or work with any power tools or machinery. They also may not drive as part of the job, use a forklift, or do roofing, demolition or excavation. Generally speaking, it is not a good idea to place a 16 or 17 year-old on a construction site unless there is ongoing, consistent supervision.

**6. T F**

If a student receives school credit for a work-based learning experience, the employer is not required to pay the student a wage.

**False.** If students are doing productive work and providing a service to the employer, they are entitled to be paid the state minimum wage or higher (currently \$6.75/hour). Unpaid situations include those in which students are merely observing work or, if they are doing tasks, any contributions made by the youth are offset by the burden to the employer of providing extensive supervision, training and learning opportunities.

**7. T F**

School districts may not require students to perform volunteer work as a condition of graduation.

**True.** Schools may not legally require a student to volunteer or perform unpaid public services. The student must be given the option of performing some other kind of activity. Private businesses may not use unpaid volunteers.

**8. T F**

Only students who are paid wages are eligible for workers' compensation benefits if they injured on the job.

**False.** Students participating in unpaid work experiences, for example, occupational training classes held in the community, cooperative vocational education, community classrooms, student apprenticeships or job shadows are eligible for workers' compensation. In these cases, the school district under whose supervision these activities occur pays for the insurance coverage. Students paid directly by the employer are covered by the employer's workers' compensation insurance.

<p><b>45 min</b></p>	<p><b>Steps to Ensure Safe and Legal Placements</b></p> <p>Inform participants that they will be split into small groups to apply some of the information reviewed during the last exercise to Anna’s Story.</p> <p>Direct groups to review the story and spend 20 minutes working together to answer the questions. You may wish to assign each small group a different question to focus on. Direct groups to relevant factsheets and to the materials distributed earlier in the workshop for ideas and guidance.</p> <p style="text-align: center;"><b>Anna’s Story</b></p> <p>Anna is a 17-year-old senior in the Health Careers Academy of her high school. You decide to set up an internship for her at the local hospital where she will assist the nursing staff with clerical tasks and provide some minor assistance with patients. She will be at the hospital two afternoons a week for the rest of the school year. You want her to learn “all aspects” of the health care industry so you will make sure she has an opportunity to spend time in a number of departments, including various administrative offices, the medical records department and the laboratory.</p> <ol style="list-style-type: none"> <li>a) What training will you provide Anna <b>before</b> she begins her internship?</li> <li>b) What kind of training and supervision would you want Anna to receive <b>during</b> her internship? What steps would you take to make sure this happens?</li> <li>c) Should Anna be paid during this internship? Why or why not?</li> <li>d) What health and safety hazards might Anna encounter or observe during this internship?</li> </ol> <p><b>Report Back</b></p> <p>After 20 minutes, bring the large group back together to review answers to the questions in the case study. Make sure the group brings up or is aware of the following points for each question. Refer to the appropriate factsheets when discussing the groups’ responses.</p>	<p>Handout #4: <i>Anna’s Story 2</i></p> <p>Factsheets: <i>California Occupational Safety and Health Administration, Child Labor Laws, Workers’ Compensation</i></p> <p>Flip chart that displays the prompt questions</p>
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1. What training will you provide Anna **before** she begins her internship?

In addition to general work readiness skills, Anna should be provided with training on occupational safety and health prior to her placement. She needs basic skills in hazard identification, injury prevention, awareness about her rights and available resources and how to speak up appropriately when a problem arises. She would also benefit from reading fact sheets on the health and safety hazards found in the health care industry.

2. What kind of training and supervision would you want Anna to receive **during** her internship? What steps would you take to make sure this happens?

Anna should have supervision in each department where she works. Meet with the hospital supervisor in charge of STC placements to discuss who will be responsible for providing Anna with ongoing training and supervision and what that will involve. Ask what kind of job-specific health and safety training she will receive. Use a work-based learning plan that includes learning about hospital safety and health issues.

3. Should Anna be paid during this internship? Why or why not?

It isn't completely clear from the case study whether Anna will be doing productive work during her internship. If she is performing a service for the hospital (e.g., filing and other clerical duties) in the same way an employee would, she should be paid minimum wage during the internship. If the work she does is more occasional and the contribution she makes is directly offset by the amount of training and supervision she receives, then this would probably qualify as an unpaid experience. The issue is further complicated by the fact that many hospitals are non-profit organizations, where Anna could volunteer if she so chose. The correct response here is that more detailed information is needed to determine if pay is required.

4. What health and safety hazards might Anna encounter or observe during this internship?

Prolonged standing, repetitive movements, heavy lifting, cuts from instruments, exposure to infection and

	<p>communicable diseases such as hepatitis and AIDS, stress, chemicals in the laboratory, machinery, and needles.</p> <p><b>Transition:</b> Inform the group that the next section of the workshop will be a quick overview of Guideline 7: Provide Ongoing Support.</p>	
<b>15 min</b>	<b>BREAK</b>	
<b>15 min</b>	<p><b>Guideline 7: Provide Ongoing Support</b></p> <p>Present the group with an overview of the guideline from information provided in the toolkit. Point out that educators and STC staff can provide ongoing support by:</p> <ul style="list-style-type: none"> <li>• Making regular, scheduled visits to the workplace;</li> <li>• Assisting in problem solving with both the workplace partner and the student;</li> <li>• Providing additional opportunities for involvement;</li> <li>• Providing the communications link; and</li> <li>• Conducting on-going evaluations.</li> </ul> <p>Conduct a brainstorming session with the group on the types of supports and services they currently provide to employers and other workplace partners.</p> <ol style="list-style-type: none"> <li>1. Record current services provided by participants and their organizations on a flip chart.</li> <li>2. Discuss and identify any gaps in services.</li> </ol>	<p>Flip chart page to record responses</p>
<b>30 min</b>	<p><b>Understanding the Laws that Support Work-Based Learning</b></p> <ol style="list-style-type: none"> <li>1. Review the factsheets provided in the legal and regulatory section of the toolkit.</li> <li>2. Divide into 5 small groups, one for each of the five factsheets.</li> <li>3. Using the factsheets, have each group review a specific fact sheet and answer the following questions: <ul style="list-style-type: none"> <li>• What are the important facts pertaining to this law or regulation?</li> </ul> </li> </ol>	<p>Additional Factsheets: <i>Addressing Sexual Harassment in the Workplace, and Right to Work and I-9 Documentation.</i></p> <p>Flip chart page that displays the prompt questions</p>

	<ul style="list-style-type: none"> <li>• How are you currently training your staff and others to understand this law or regulation?</li> <li>• How could you ensure that students, teachers, or employees understand these laws and regulations?</li> </ul> <p>4. Have groups report-out and record the results.</p>	Flip chart page to record responses
<b>15 min</b>	<p><b>Review Educator and STC Staff Checklist</b></p> <p>Review the checklist provided for educators and STC staff (provided in the toolkit). The checklist is a handy guide that covers those “things to keep in mind when creating quality, safe and legal work-based learning experiences”.</p>	Educator and STC Staff Checklist
<b>15 min</b>	<p><b>Q&amp;A/Evaluation/Next Steps</b></p> <ol style="list-style-type: none"> <li>1. Ask the group to identify key discoveries or the most beneficial aspects of this workshop.</li> <li>2. Ask the group how they will put their discoveries into practice. Have them define their next step. (How do they plan on using the Toolkit, who will they train, what support or additional information will they need).</li> <li>3. Provide an opportunity for participants to ask any final questions regarding the Toolkit or its use.</li> <li>4. Have the participants to evaluate the training. Ask and record what worked and what could use improvement.</li> <li>5. Wrap up and adjourn.</li> </ol>	<p>Flip chart page to record responses</p> <p>Flip chart page to record responses</p>