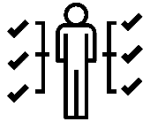




# WBL Lesson Plan

## Skills Workshop

### Overview



Skills workshops provide opportunities for deeper, connected learning and engagement, and active participation in work-based learning. In this lesson, invite industry professionals to lead students in a skills workshop focused on developing skills needed in their industry.

### Students will:

- Identify skills used in specific industries and careers
- Practice skills and understand their connection to personal career aspirations
- Explore career pathways, develop career aspirations, and career understandings

### Aspirations



Explore the career and industry of the speaker through career research.

### Skills

Specific skills based on industry partner expertise



## Preparation

**Skill Identification:** To identify the skill(s) of focus for your industry professional, consider the grade level(s) of your students, the skills or competencies they may need to work on, and what course(s) they are currently taking that might provide a foundation for or additionally support their skill development after the workshop. Examples of skill development workshops:

- A student problem-solving activity with a real-world industry situation and solution (i.e. scenarios or case studies)
- A lesson of a targeted technical skill (MS application, networking, coding, etc.)
- An existing student project that can be connected to a career/pathway

**Identify the Industry Professional:** After identifying the skill(s), consider who is best prepared to deliver content for this skills workshop. Consider Advisory Board members, community partners, or other college and career readiness district personnel who use the identified skill(s) in their everyday work. Use the [communications toolkit](#) to reach out to potential participants.

**Speaker Preparation:** Prior to the engagement, work with the selected person to create resources for workshop implementation, including:

- [Speaker slide deck](#)
- [Preparation Guide](#)
- Workshop tools such as student activities, worksheets, planning documents, etc.
- Rubrics or assessment tools, if needed





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## Skills Workshop

Support the industry professional in planning an interactive activity for all students which includes offering support in best practices of student engagement. Complete check-ins with the industry professional as needed to ensure all needs are met for the skills workshop implementation. Support the industry professional with building out the workshop session and don't forget to:

- Make the session interactive! Engaging students in a hands-on, experience-based workshop provides more opportunity for interactivity and practice.
- Update the professional on what the students have already learned in class. This will help the professional design a best fit workshop experience for students.
- Determine needed resources. Make a list of any resources required for the workshop. Examples include: individual computers, access to printers, specific software programs, classroom set up, etc.

**WBL Participation Tracker:** Enter the skills workshop into the [WBL Tracker](#).

- Includes only the day/time spent with the professional; Activity 2 below
- Primary Activity: Skills Workshop
- Assign students to the activity





# WBL Lesson Plan

## Skills Workshop

### Implementation

Use this activity to expand the impact of a traditional guest speaker, offering opportunities for skill development and professional engagement.

Activity	Instructions
<b>Activity 1 – Prepare</b>  <b>Total Time: 20 minutes</b>	<b>Student Preparation – Skills Workshop</b>  <b>Research Activity:</b> Prior to engaging in the Skills Workshop, students complete <a href="#">research and background</a> understanding of the industry professional. Key points of the research include: <ul style="list-style-type: none"> <li>Professional background of the professional</li> <li>Current company, position, and educational background</li> <li>Skills listed on LinkedIn or other provided professional profiles</li> <li>Social media profiles of the professional’s company (note: not personal social media)</li> </ul> <p>After completing this research, students share findings during a whole class discussion. Additionally, have students develop questions to ask during the presentation. Review the guidelines for speaker interaction with students, preparing them to engage in discussion.</p>

Activity	Instructions
<b>Activity 2 – Participate</b>  <b>Total Time: 50 minutes</b>	<p style="text-align: center;"><b>***Work-Based Learning***</b> <b>Add this as an activity in the WBL Participation Tracker</b></p> <b>Student Participation – Skills Workshop</b>  <b>Industry Awareness:</b> Begin the activity with a more traditional guest speaker experience by having the professional describe their background, work, and skills. This will help students explore career pathways and connect their interests to job possibilities in their local community. <ul style="list-style-type: none"> <li>Invite the professional to share their career journey and introduce the skill(s) they will be helping students build.</li> <li>After the short presentation, encourage a few students to ask questions of the speaker. Students can draw on the questions they prepared prior to the activity or others that surfaced during the presentation.</li> <li>Ensure the speaker connects the targeted skill(s) to their work during the presentation. Sharing with students: <ul style="list-style-type: none"> <li>How they use the skill in their everyday work</li> <li>Why developing this skill is important</li> <li>How this skill impacts their industry</li> </ul> </li> </ul>





# WBL Lesson Plan

## Skills Workshop

	<ul style="list-style-type: none"> <li>○ Examples of skill application and continued development</li> </ul> <p>Note: The total time of this short presentation should not exceed 20 minutes.</p> <p><b>Implementation – Skills Workshop</b></p> <p><b>Set-Up:</b> As the session transitions to the skill-building portion of the workshop, consider your set-up and include some of these adjustments:</p> <ul style="list-style-type: none"> <li>• Forming small student groups</li> <li>• Workshop facilitation tools (computers, post-it notes, chart paper, etc.)</li> </ul> <p><b>Facilitating the Skills Workshop:</b> Students engage in the planned skill-building activity, working interactively with each other and the professional. To start the skills workshop, ensure that the professional again highlights the targeted skills being showcased.</p> <p>Educator Note: The preparation needed for the industry professional will differ depending on the skill(s) being delivered, as well as the students’ experience, and grade level. To best prepare your students in advance, consider how you might expose students to skill development or in the days leading up to the workshop.</p>
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Activity	Instructions
<p><b>Activity 3 – Reflect</b></p> <p><b>Total Time: 20 minutes</b></p>	<p><b>Student Reflection – Skills Workshop</b></p> <p>Invite students to share their thoughts about the Skills Workshop. Prompt questions for this reflection can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• What key elements did you take away from the professional?</li> <li>• Can you connect the skill(s) you learned to other skills you are building?</li> <li>• How will you use this skill in the industry/career?</li> </ul> <p><b>Student Reflection – WBL Reflection Form</b></p> <ul style="list-style-type: none"> <li>• Students log into their <a href="#">NAFTrack account</a></li> <li>• Students select WBL Reflection Form under ‘Tasks and Announcements’</li> <li>• Students complete and submit reflection form</li> </ul> <p>Educator Note: After students reflect on the skills workshop, use their responses and reactions to improve work-based learning and provide additional opportunities in the future. Additionally, plan to use this skill for future development and continued mastery in your class and through additional work-based learning activities.</p>

