

WBL Examples

Please categorize the following scenarios using the WBL continuum guide by selecting the category you feel best fits the WBL experience from the dropdown box. If you feel the scenario should *not* be considered WBL, please select N/A.

Options in Dropdown are: Career Awareness (A), Career Exploration (E), Career Preparation (P), Career Training (T), Youth Apprenticeship (Y), Not WBL (N/A).

Scenario	Categorization	Rationale
Students visit a long-term care facility or nursing home for the day, work with various departments, take vitals, and collect data to graph.	E	This is a one-day experience designed to help students explore jobs in a career field and practice some academic and technical skills.
A local business approaches the class with a marketing need (website development, advertisements, etc.). Students work to find a solution, communicating with the business and industry personnel; students present project ideas to the business, who chooses how or with what presentation to move forward for implementation.	P	Students are engaged in on-going interactions with a business partner around a project; they must also showcase several employability skills.
Students attend the Construction or Manufacturing Career Days.	A	Teacher-led experience that introduces students to various careers or aspects of a career
An Agriscience student owns their own goats and has started a business making and selling soap. The student meets regularly with their local cider mill gift shop	T	This is an example of "on-the-job" training. The student is engaging with the business partner in sustained interactions and

Scenario	Categorization	Rationale
owner to discuss packaging, marketing, and other business concepts. The owner lets the student sell their soaps in the gift shop.		completing tasks related to the CTE program area.
The student spends several hours one day in a local business learning about the job skills and knowledge necessary to perform the tasks of the worker.	E	Job shadow example
The class participates in an online job fair with Michigan Farm Bureau, which includes a series of online workshops with Agriscience professionals.	A	Job Fair example
The student completes a four-week rotation through various manufacturing departments, working under the supervision of the department manager.	T	This example is similar to an internship or clinical rotation and includes on-the-job training in specialized fields under the direct supervision of a business mentor.
The class listens to a PowerPoint presentation by a professional in their lab.	N/A	This is not WBL because it does not meet all three criteria. Although a business professional is presenting information, it is not ongoing sustained interactions around a task. This is a good introductory activity to help students learn more about specific career fields, but should be followed by more in-depth WBL opportunities.
Groups of students visit the local hospital where students can do clinical rotations. Students are able to meet business mentors/supervisors and ask questions;	A	This is a field trip that prepares students for more rigorous WBL experiences in the future.

Scenario	Categorization	Rationale
the hospital personnel give a tour and orientation, discusses various departments and job opportunities, and outlines clinical expectations.		
Students choose a business partner from classroom guest speakers (or contact their own business partner and get approval from instructor), set up a visit and confirm, fill out pre-arranged absence form, conduct the visit, and then give a presentation to class or write reflective paper. They follow up by sending a thank-you to the business and share their experience with their classmates.	E	Job shadow example
The student picks a political campaign to visit and conducts one or more job shadows to learn about all aspects of the campaign; students with more experience or interest may have the opportunity to help develop marketing materials for a campaign or work more closely with campaign marketing specialists.	E	This is initially a job shadow experience but may lead to more rigorous preparation experiences.
A business and industry partner comes in to work with select groups of students in the school store over a period of several weeks. While they are there, they assist students with understanding and conducting market research, pricing and promotion, using social media to market,	P	School-based Enterprise example

Scenario	Categorization	Rationale
selling, product management, and financial management.		
Students create a program-related community service project with business and industry partners and implement the project.	P	This is an example of an entrepreneurial or service project. On-going collaboration with industry partners takes this from a lab or classroom project to a WBL experience.
An industry partner works in the salon clinic with students to teach a hair color and product class; students work on models to practice the concept with the industry professional facilitating.	P	This is an example of a school-based enterprise.
A machine tool student spends half the school day working at the local tool and die business. The student is taking postsecondary classes and is registered with the U.S. Department of Labor.	Y	Registered Youth Apprenticeship – the key component of this scenario is the registration with the USDOL
The local NAPA Auto Parts store provides training for students on inventory software, ordering, and management systems for the tool crib; as students rotate through the tool crib the previous student and a business mentor provide additional training and support. The NAPA employee interacts with each student daily during the weeks they are in the tool crib.	P	Formal mentoring example and school-based enterprise
The student partners with a nonprofit organization to further develop their construction skills; the student also learns	P or T	This is classified as preparation if the student simply does some learning and works with the nonprofit to learn more, as it

Scenario	Categorization	Rationale
<p>more about nonprofits, how to plan construction projects, written and oral communication skills (communicating with workers, families, etc.), developing financial plans and managing a budget.</p>		<p>would be formal mentoring. If the student works with the nonprofit to hone those construction skills on a job site, this would be career training.</p>
<p>A local Tool and Die company employee visits the classroom to help train students in design software; students are able to work on sample projects and ask questions of the employee. As students continue to hone their skills with the software, the business partner sends design projects that students can complete; students are paid small stipend for completed projects.</p>	<p>P</p>	<p>Entrepreneurial project example</p>