

CLASSROOM SIMULATIONS QUICK-START GUIDE

The Classroom Simulations Quick-Start Guide is designed to assist educators find and implement classroom simulations for their students. Resources include steps on getting started, relevant case studies, simulation examples and ideas for classroom activities.



Willamette
EDUCATION SERVICE DISTRICT

Adapted from: Willamette Education Service District
Adapted by: Career Connect Oregon Team



WHAT IS A CLASSROOM SIMULATION?



Educators use classroom simulations to replicate workplace scenarios within a controlled classroom environment. Classroom simulations provide students with an interactive and immersive learning experience that mimics the challenges and dynamics they may encounter in the workplace. These simulations can take various forms, depending on the subject matter and educational objectives.

Classroom simulations can address the skills needed in a variety of career clusters, such as:

- problem-solving
- critical thinking
- decision-making
- workplace-specific knowledge & skills
- employability skills

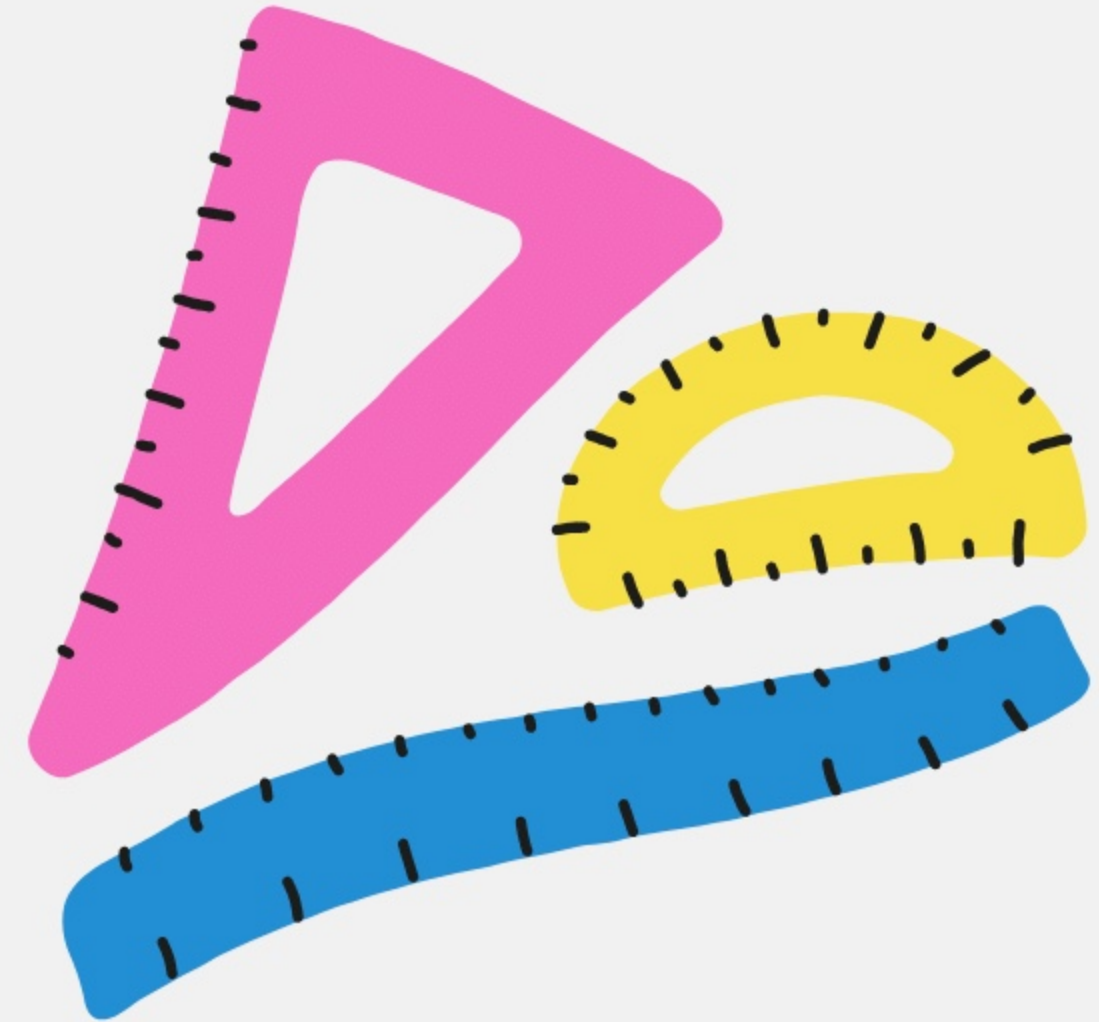


TABLE OF CONTENTS



Page 4: Rationale

Page 5: How Do I Get Started?

Page 6: Meeting with Partners & Designing Project

Page 7: Example Timeline

Page 8: Case Studies

Page 9: How to Reach Out?

Page 10: Action Plan

Page 11: Standards Overview

Page 12: Learning Strategies

Page 13: Assessment Strategies

Page 14: Exit Tickets

Page 15: About the Creator

Page 16: Conclusion

RATIONALE



Workplace Application: Classroom simulations mimic professional scenarios, allowing students to apply their knowledge and skills in a practical context. Hands-on experience bridge the gap between theory and practice, making learning meaningful and applicable.

Skill Development: Simulations provide a safe and controlled environment for students to develop essential skills, such as problem-solving, decision-making, critical thinking, teamwork and communication. These skills are crucial for success in future careers.

Experiential Learning: Classroom simulations engage students in experiential learning, where they actively participate and learn from their experiences. This approach fosters a deeper understanding of concepts and encourages students to take ownership of their learning.

Assessment and Feedback: Simulations offer opportunities for formative assessment of important workplace skills. Educators can observe students' actions, decisions, and problem-solving processes, providing valuable feedback for improvement.

Career Readiness: Simulations prepare students for the demands of the modern workforce. By experiencing workplace challenges, students gain insights into professional expectations and dynamics. This exposure enhances their career readiness and confidence as they transition into the job market.

HOW DO I GET STARTED?



1. Choose a career cluster and research a specific profession to simulate within your classroom.
2. Contact and collaborate with local businesses, industry professionals or other educators to assist with your simulation.
3. Design a classroom simulation by creating a detailed plan with your partners.
4. Collect resources, materials and equipment before the classroom simulation.



MEETING WITH PARTNERS AND DESIGNING THE PROJECT

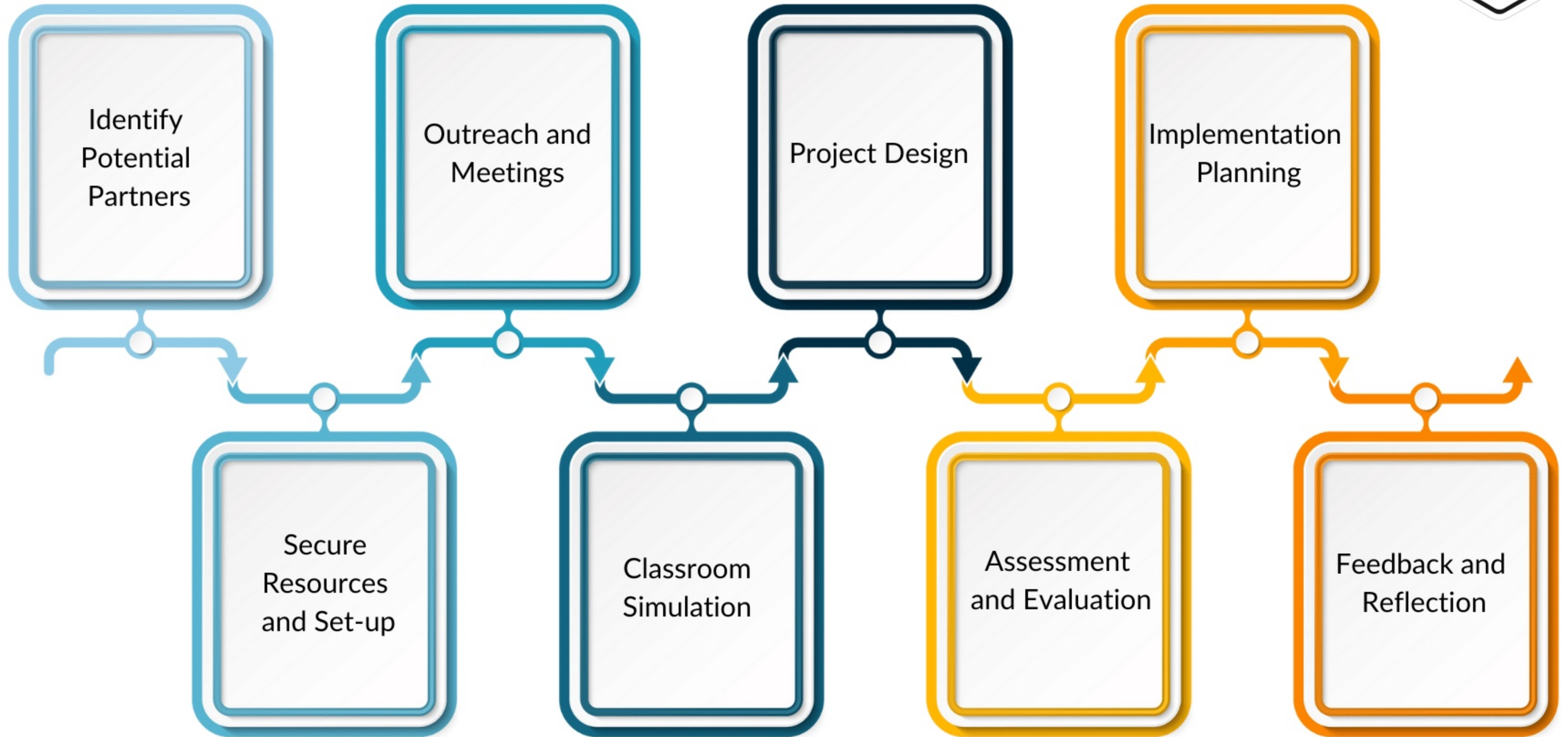


By following these steps, you can create engaging and educational career exploration simulations in your class. These simulations will help students gain valuable insights into potential careers and develop essential skills for their future endeavors.

Meeting with partners and designing a project for classroom simulations in career exploration is a crucial step to ensure the success of the program. Here are some steps to consider:

1. Clearly outline your goals and objectives.
2. After determining with which local businesses, industry organizations and professionals you could collaborate on your project, reach out through phone calls, emails, or in-person meetings. Creating a flyer might be a useful tool!
3. Schedule a meeting or dinner with interested partners. During this meeting, discuss the project's scope, goals and expected outcomes. Be open to their input and suggestions.
4. After securing a partner, collaboratively design the classroom simulation project. Define the career focus and the type of simulation and the role partners will play. Determine the resources, materials and support needed. Be sure this aligns with the goals and objectives you have outlined.
5. Clearly define roles and responsibilities of all participants, create a timeline with key milestones and decide how resources will be allocated.
6. Address any legal, liability or administrative aspects of the project, such as permission forms, safety guidelines or contracts. Keep thorough records for accountability and future reference.

EXAMPLE TIMELINE



CASE STUDIES



1 john hickey

APAO | Developing industry connected classroom project. [Link here!](#)

2 pilot WBL project

Willamette ESD pilot WBL project. [Link here!](#)

Work-Based Learning Proposal



Using real-life examples to teach real-life skills

A PROPOSAL BY
The Asphalt Pavement
Association of Oregon



HOW TO REACH OUT

01

identify partners

Statewide partners as well as local partners would make an excellent fit!

02

contact partners


Try using a template like the letter to the right. You can adjust it based on your unique circumstances.

03

plan dinner meeting

Giving instructors and partners the time to connect will generate great work!



 **Classroom Simulation**
Outreach Letter

Dear [Industry Partner],

We are going to host our Industry Connected Classroom Project (ICCP) night on [date] at [time]. This is an opportunity to work with educators to infuse the skills that are used in your jobs everyday into the classroom. This will give our students an opportunity to learn and demonstrate these skills, while gaining knowledge about your [industry/organization]. Our student learners will be looking for summer employment, and we want them to know enough about your workplace to consider working for you.

How it works: You meet with educators on the [date] to discuss the skills used in your industry, and project types that could be translated into a classroom project. Educators will give you information about some of the things they teach. Working together, the magic starts to take place, and projects start to come together. Once the project starts, you check in either in person or by zoom in case the teacher or students have a question or two. Students complete the project and provide a reflection (which can be a presentation back to you).

Our students love to design things, research things, put together focus groups, figure out bids, estimate projects Would your company benefit from students with project management skills, design skills, measuring, analysis solution mindsets, and greater understanding of how skills like communication and collaboration are used in the workplace? By connecting your project to technical and Oregon Employability Skills we can increase work readiness. Want help designing your project or refining an idea? Reach out, and we can set up a time to talk.

I have attached a flier with additional information, and a way to sign up if you would like to register now, or register for an informational meeting this month.

If you think you might need employees this summer, get engaged with our student learners this spring, so you can find students that are just right for your company before summer gets here.

Please feel free to share this with others.

Sincerely,

©careerconnectoregon.com

ACTION PLAN: BEFORE | DURING | AFTER



BEFORE



- Acquire contact name | company name | phone # | email address | location of company.
- Ask companies to provide 3-4 sentences about what types of projects they can support. Offer examples.
- Plan a dinner meeting | Request contact information and dietary requirements.

DURING



- Greet guests | Direct guests to dining area | Print table tents and agendas.
- Give guests time to eat and get to know one another.
- Have a timekeeper to ensure agenda stays roughly on track.

AFTER



- Collect feedback forms.
- Develop next steps.
- Draft thank-you letters | Ask students to write thank-you letters.



Industry Classroom Connected Project

1 Brainstorming: What kind of tasks will students benefit from completing, and how do those tasks align with coursework?

2 Which of the 10 Oregon Employability Skills would support student success?

3 What materials will student need to complete the project? Who will provide them?

4 What is the project outcome and how will it be delivered? Presentation, Project Folder . . .

5 Project proposed start date and proposed end date?

6 How will you handle setting up the mentor check-in and check in's between industry and teachers?

STANDARDS OVERVIEW



Education standards provide a framework to ensure the lesson's effectiveness and relevance. The ASCA Standards integrated into this lesson focus on holistic student development. They stress the significance of the whole self, understanding the necessity of post-secondary education, critical thinking, perseverance and effective communication, among other essential skills. On the other hand, the OAR Rules highlight the importance of tailoring education plans based on personal and career interests. They emphasize tracking academic progress, documenting achievements and underscoring the value of comprehensive school counseling and career education.

ASCA STANDARDS & OARS

Oregon defines the stages of career development through a system of Career Connected Learning (CCL), a framework of career awareness, exploration, preparation and training that is both learner-relevant and directly linked to professional and industry-based expectations. CCL connects the interests, aptitudes, education, and goals of every Oregon youth to their future. Each of the following standards can be applied to the academic, career, social/emotional, and community involvement domains.

ASCA: K-12 CAREER AND COLLEGE READINESS FOR EVERY STUDENT	OARS, SIMPLIFIED
<p>M Mindsets Standards</p> <ul style="list-style-type: none"> M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success 	<p>1. Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (SR1-022-2000: 6a)</p> <p>2. Students should design, monitor, and adjust a course of study that meets their interests and goals. (SR1-022-2000: 6a,D)</p> <p>3. Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (SR1-022-2000: 6b,A)</p> <p>4. Students must participate in career-related learning experiences outlined in the education plan. (SR1-022-2000: 8)</p> <p>5. School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K-12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR SR1-022-2030: 26,e; SR1-022-2055; SR1-022-2060, 1a)</p>
<p>LS Learning Strategies</p> <ul style="list-style-type: none"> LS 1. Critical thinking skills to make informed decisions LS 2. Creative approach to learning, tasks and problem solving LS 3. Time-management, organizational and study skills LS 4. Self-motivation and self-direction for learning LS 5. Media and technology skills to enhance learning LS 6. High-quality standards for tasks and activities LS 7. Long- and short-term academic, career and social/emotional goals LS 8. Engagement in challenging coursework LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias LS 10. Participation in enrichment and extracurricular activities 	
<p>SMS Self-Management Skills</p> <ul style="list-style-type: none"> SMS 1. Responsibility for self and actions SMS 2. Self-discipline and self-control SMS 3. Independent work SMS 4. Delayed gratification for long-term rewards SMS 5. Perseverance to achieve long- and short-term goals SMS 6. Ability to identify and overcome barriers SMS 7. Effective coping skills SMS 8. Balance of school, home and community activities SMS 9. Personal safety skills SMS 10. Ability to manage transitions and adapt to change 	
<p>SS Social Skills</p> <ul style="list-style-type: none"> SS 1. Effective oral and written communication skills and listening skills SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them SS 3. Positive relationships with adults to support success SS 4. Empathy SS 5. Ethical decision-making and social responsibility SS 6. Effective collaboration and cooperation skills SS 7. Leadership and teamwork skills to work effectively in diverse groups SS 8. Advocacy skills for self and others and ability to assert self, when necessary SS 9. Social maturity and behaviors appropriate to the situation and environment SS 10. Cultural awareness, sensitivity and responsiveness 	

DIVERSE LEARNING STYLES & COOPERATIVE STRATEGIES



Encourage students to explore different ways to organize information and cooperate with their peers. Each Career Connect Oregon lesson plan comes embedded with these strategies.

These tools can improve engagement in classrooms, trainings, in-services, and conferences, too!

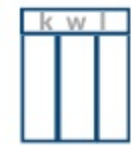
GRAPHIC ORGANIZERS



OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD



CHARTS



TIMELINE

COOPERATIVE LEARNING STRATEGIES



THINK-PAIR-SHARE
Students think, talk with peers, then share with the class.



GALLERY WALK
Students walk around the room reflecting on one another's posted work.



3 STAY - 1 STRAY
One member from each group visits other groups, acting as a reporter and exchanging information.



FOUR CORNERS
Students self-sort, moving near statements posted in the room they agree with and discuss reactions.



JIGSAW
Groups become "experts" in one aspect of a learning objective.



NUMBERED HEADS TOGETHER
Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.

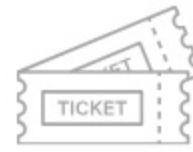
ASSESSMENT STRATEGIES



Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.

QUICK REFERENCE ASSESSMENTS

Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.



EXIT TICKET

Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.



INTERACTIVE GAMES

Students play an analog or digital game that tests their learning competitively or cooperatively.



MULTIMEDIA PROJECT

Students create slide decks, videos, posters, drawings, diagrams, how-to guides, and mini publications.



QUIZZES

True or false, multiple choice, short answer, thumbs up or down, and verbal responses are all ways to quickly assess student learning.



WRITTEN RESPONSES

Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.



DISCUSSION

Small group, individual, and whole-class Socratic seminars help students stay engaged and practice reasoning skills.



ORAL PRESENTATIONS

Try planned or impromptu oral presentations. Students can develop these in groups or on their own.



POLLS

Hands, fingers, thumbs, and pen and paper are great for analog polls. Digital polls are convenient for tallying results quickly.



RANKING ACTIVITIES

Students rank items and explain their reasoning. A great way to measure critical thinking skills.



OBSERVATION

This can include both teacher and student perspectives, along with student self-reflection and peer feedback.

STUDENT REFLECTION USING EXIT TICKETS



Formative assessments can help students build confidence and critical thinking skills, while providing teachers with real-time feedback they can use to enhance further instruction. Modify these exit ticket suggestions to best suit your classroom!



SIGHT

- **Draw an emoji** of your emotional response to the lesson. Write about how it relates to what you learned.
- **Take a selfie** of an expression reacting to something you learned and share it!
- **Draw a visual summary** of images that narrate the lesson. This could be a comic strip or an infographic.
- **Recall a movie scene** that relates to the lesson and explain why.
- **Label a line graph** with peaks and valleys describing how you and other students engaged with the lesson.



SOUND

- **Think of song lyrics** that describe something you learned and explain your reasoning.
- **Listen to a brief audio clip** (music, quote, sounds) and explain how it connects to what you have learned.
- **Record yourself** sharing a 20-second response to your favorite part of the lesson.
- **Listen to a peer** share their favorite part of the lesson, and then share yours with them.
- **Connect a sound** to your mood during the lesson and explain how the sound relates.



SMELL

- **Create a smell continuum** with your favorite and least favorite smells; rate the lesson and explain.
- **Use scented markers or stickers**, and make a connection between the scent and a key concept.
- **Relate the lesson to a specific scent**, explaining the similarities and reasons behind your choice.
- **Choose 3 main ideas**, and relate them to 3 different smells. Explain your reasoning.



TASTE

- **Create a recipe**, choosing ingredients from the lesson. Name the recipe with a relevant title.
- **Use a food metaphor or simile** to describe something you learned in the lesson.
- **Divide a paper plate** into portions and label each portion with key concepts from the lesson.
- **Recall a food memory** related to the lesson and write down why you chose it.



TOUCH

- **Use the provided material** (blocks, clay, wire) to build a concept from the lesson that stood out to you.
- **Give a thumbs up, down or sideways** to indicate your level of understanding after the lesson.
- **Move around the room** to defend, challenge, or qualify your level of agreement with an argument or concept.
- **Build a collage** that represents the most important takeaways from the lesson.
- **Act out a concept** from the lesson that you think is most important.



THOUGHT

- **Agree or disagree** with a prompt and write down your reasons with examples.
- **Write about a personal connection** you can make with today's lesson and the concepts you have learned.
- **3-2-1** Jot down three ideas you learned, two ideas you want to learn and one question you have.
- **Select an adjective** that best describes the lesson. Explain your reasoning.
- **Write important ideas** from the lesson and rank them in terms of importance.

ABOUT THE CREATOR



Willamette Education Service District

“The Willamette ESD is a multi-faceted agency with a workforce of over 450 highly skilled and caring professionals. Our agency is a student-centered organization serving 21 Oregon school districts with a student population of over 81,000 students (K-12).

Willamette ESD provides approximately 61 services related to Special Education, Technology, School Improvement and Administrative Services that school districts may purchase from our agency. We also administer numerous grants and contracts to support education in our region and across the state.”

CONCLUSION

As you embark on this journey, remember that effective classroom simulations require careful planning, collaboration with industry partners and a commitment to assessing the impact. The results can be transformative, empowering your students to make informed career choices and equipping them with the skills and confidence they need to succeed in the workforce.

Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must ensure that Work-Based Learning experiences connected to a high school CTE Program of Study meet the criteria and types as outlined by the Oregon Department of Education (please visit the WBL webpage for resources and support).

This quick-start guide does not meet the requirements for Work-Based Learning experience in a secondary CTE Program of Study.

