

WORKPLACE TOURS QUICK-START GUIDE

This Quick-Start Guide to Workplace Tours introduces educators to the benefits of workplace tours for students, explains the difference between virtual and on-site workplace tours, and offers guidelines for preparing for an on-site workplace tour



WHAT ARE WORKPLACE TOURS?

In partnership with schools and community organizations, workplace tours offer students a first-hand immersion into workplace operations tailored to their age, grade, and school curriculum. Activities include tours, talks, demonstrations, Q&A sessions and hands-on learning.

If you are looking for a more in-depth resource, access [this website](#) created by Pathful Connect, a K-12 live connections platform that matches educators and learners with a network of industry professionals, virtually bringing real-world relevance and career exposure to all students

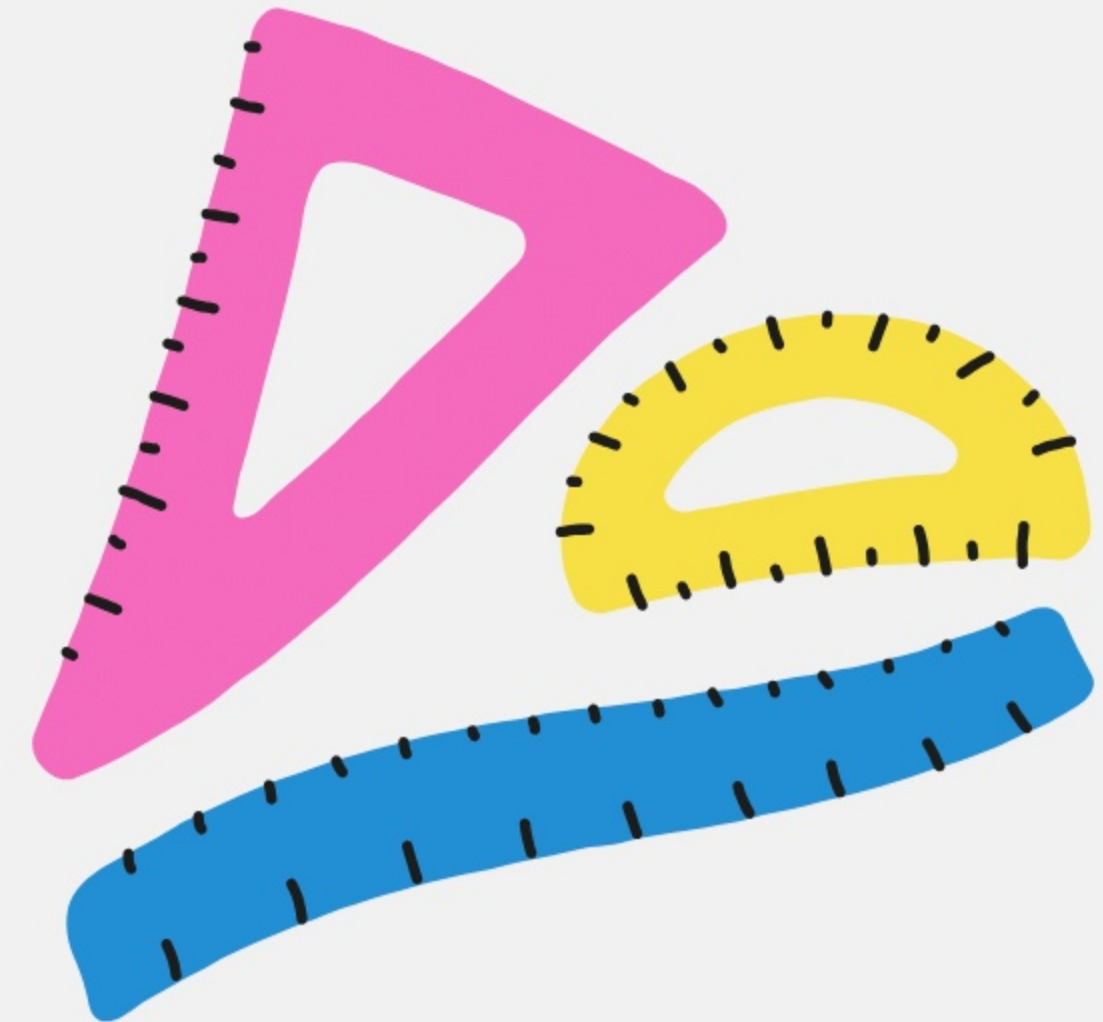


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RATIONALE: HOW DO STUDENTS BENEFIT FROM WORKPLACE TOURS?



- **Learning through observation:** These tours give students a chance to see how their classroom learning is applied in professional workplaces.
- **Discovering careers:** Exploring different types of work settings can help students become more informed about creating career goals.
- **Building networks:** During these tours, students can meet and talk with professionals. This can be useful for building connections that might be helpful for jobs or advice later.
- **Getting inspired:** Visiting a workplace can motivate students to set goals and work intentionally toward them.
- **Employability skills:** Students can observe what skills are important at work, like how to talk to others, work in a team, solve problems and adapt to changes.
- **Learning about trends:** These tours can help students discover emerging technologies and industry innovation.
- **Understanding work culture:** Students can get an idea of what a workplace's culture and values are like. This helps them assess and prioritize their own values to make informed decisions about future opportunities.

PREPARATION AND MATERIALS



- Computers and digital devices with internet access
- Travel itineraries
- Permission forms
- Note-taking supplies

ACTION PLAN: WORKPLACE TOUR GUIDELINES



BEFORE

- Explain purpose and objectives
- Discuss expectations
- Conduct pre-tour research
- Speak with professionals
- Arrange tour and itinerary

DURING

- Observe appropriate etiquette
- Engage with professionals
- Take notes

AFTER

- Follow-up and networking
- Reflect and give feedback

ON-SITE TOURS

- Arrange on-site tours with local establishments
- Distribute permission forms
- Discuss on-site logistics and safety guidelines

VIRTUAL TOURS

- Ensure access to computers and internet
- Discuss appropriate online etiquette



ON-SITE WORKPLACE TOURS AND VIRTUAL WORKPLACE TOURS :



	On-Site Tours	Virtual Tours
Accessibility	Requires students to travel. Consider factors such as distance, transportation or time constraints.	Accessible from anywhere with an internet connection. Does not require transportation.
Realism & Immersion	Offers a direct, hands-on experience, allowing students to see and touch things firsthand.	Provides realistic 360-degree views and interactive elements that give students a sense of being present in the environment.
Interactivity	Allows direct interaction with employees, equipment and work processes.	Provides interactive features, including live chat sessions, Q&A sessions, and clickable points of interest.
Cost & Resources	Can incur costs related to transportation, entry fees and other expenses.	Costs are mainly related to technology setup and licensing fees for specialized virtual tour software.
Time Efficiency	Requires time for traveling to and from the workplace.	Allows students to engage quickly.
Variety & Scale	Emphasizes local businesses and community-based organizations.	Showcases a broader range of industries, companies and work environments.

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.

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!

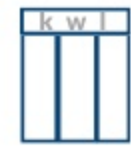
GRAPHIC ORGANIZERS



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.

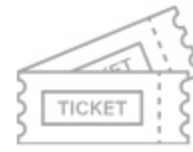
ASSESSMENT STRATEGIES



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

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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.



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.

STUDENT REFLECTION USING EXIT TICKETS



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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.