

# WORKPLACE SIMULATIONS QUICK-START GUIDE

*The workplace simulations guide includes resources and information for educators to help provide their students with professional experiences aligned with their career goals. This guide will assist educators in preparing their students for the workplace by providing an opportunity to gain practical skills.*





# WHAT IS A WORKPLACE SIMULATION?

A workplace simulation includes hands-on and virtual learning opportunities that provide practical learning experiences to reinforce classroom instruction.

Workplace simulations allow students to apply classroom learning to real-world situations, similar to what they would experience in the career field. Workplace simulations support students' career development by enhancing their abilities and confidence.

If you are looking for a more in-depth tutorial, delve into [this informative module](#) created by Oregon educators that defines workplace simulation.



# WHAT ARE STEPS TO IMPLEMENTING A WORKPLACE SIMULATION?



Read [this article](#) published by the Association for Career & Technical Education (ACTE) describing how to develop a workplace simulation. It contains a link to a 2013 case study in West Virginia, which will provide helpful information for educators.



# WHAT ARE GOOD EXAMPLES OF WORKPLACE SIMULATIONS EDUCATORS HAVE DEVELOPED?

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Check out [this 2013 case study](#) on Simulated Workplaces in West Virginia.

[This article from Harvard business publishing](#) highlights six simulations in areas of conscious capitalism, data analytics, IT management, team leadership, hospitality and sales. It includes introductory videos from the simulation creators and links to their simulations.

In addition, [this document from the U.S. Department of Education](#) provides instructional approaches to workplace simulations.



# RATIONALE

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**Workplace Application:** Workplace simulations mimic professional scenarios, allowing students to apply their knowledge and skills in a practical context. Hands-on experiences 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:** Workplace 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.

# **OBJECTIVES**

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- Introduce the concept of a workplace simulation.
- Prepare for roles and responsibilities in a workplace simulation.
- Engage in a simulated workplace scenario, allowing application of knowledge and skills.
- Debrief, reflect and connect simulated workplace experiences to future career readiness and goals.

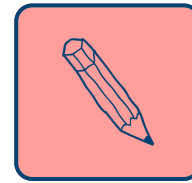
# MATERIALS NEEDED

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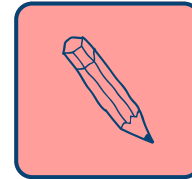
- Computers and digital devices with internet access
- Scenario descriptions for the simulated workplace
- Role assignments for students
- Project materials or props relevant to the scenario, if desired
- Additional links provided in Workplace Simulations Quick-Start Guide

# ACTION PLAN



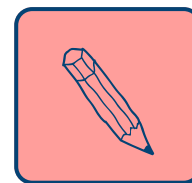
## **Day One:**

- Introduce workplace simulations.
- Provide students with scenarios and roles.
- Students begin research and plan a skit to highlight their understanding of workplace simulation.



## **Day Two:**

- Students continue work on workplace simulation skits.
- Teacher assists students and provide guidance.



## **Day Three:**

- Students finalize skit and practice in small groups.
- Students present skits to whole class.
- Teacher leads a debriefing and reflection session with students after skit presentations.



# 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><b>M Mindsets Standards</b></p> <ul style="list-style-type: none"> <li>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</li> <li>M 3. Positive attitude toward work and learning</li> <li>M 4. Self-confidence in ability to succeed</li> <li>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</li> </ul>	<p><b>1.</b> Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (S81-022-2000: 6a)</p> <p><b>2.</b> Students should design, monitor, and adjust a course of study that meets their interests and goals. (S81-022-2000: 6a,D)</p> <p><b>3.</b> Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (S81-022-2000: 6b,A)</p> <p><b>4.</b> Students must participate in career-related learning experiences outlined in the education plan. (S81-022-2000: 8)</p> <p><b>5.</b> 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 581-022-2030: 2d,e; S81-022-2055; S81-022-2060, 1a)</p>
<p><b>LS Learning Strategies</b></p> <ul style="list-style-type: none"> <li>B-LS 1. Critical thinking skills to make informed decisions</li> <li>B-LS 2. Creative approach to learning, tasks and problem solving</li> <li>B-LS 3. Time-management, organizational and study skills</li> <li>B-LS 4. Self-motivation and self-direction for learning</li> <li>B-LS 5. Media and technology skills to enhance learning</li> <li>B-LS 6. High-quality standards for tasks and activities</li> <li>B-LS 7. Long- and short-term academic, career and social/emotional goals</li> <li>B-LS 8. Engagement in challenging coursework</li> <li>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</li> <li>B-LS 10. Participation in enrichment and extracurricular activities</li> </ul>	
<p><b>SMS Self-Management Skills</b></p> <ul style="list-style-type: none"> <li>B-SMS 1. Responsibility for self and actions</li> <li>B-SMS 2. Self-discipline and self-control</li> <li>B-SMS 3. Independent work</li> <li>B-SMS 4. Delayed gratification for long-term rewards</li> <li>B-SMS 5. Perseverance to achieve long- and short-term goals</li> <li>B-SMS 6. Ability to identify and overcome barriers</li> <li>B-SMS 7. Effective coping skills</li> <li>B-SMS 8. Balance of school, home and community activities</li> <li>B-SMS 9. Personal safety skills</li> <li>B-SMS 10. Ability to manage transitions and adapt to change</li> </ul>	
<p><b>SS Social Skills</b></p> <ul style="list-style-type: none"> <li>B-SS 1. Effective oral and written communication skills and listening skills</li> <li>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</li> <li>B-SS 3. Positive relationships with adults to support success</li> <li>B-SS 4. Empathy</li> <li>B-SS 5. Ethical decision-making and social responsibility</li> <li>B-SS 6. Effective collaboration and cooperation skills</li> <li>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups</li> <li>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</li> <li>B-SS 9. Social maturity and behaviors appropriate to the situation and environment</li> <li>B-SS 10. Cultural awareness, sensitivity and responsiveness</li> </ul>	

# 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!

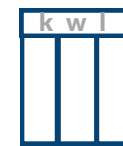
## GRAPHIC ORGANIZERS



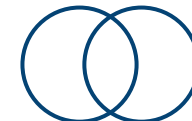
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD



CHARTS



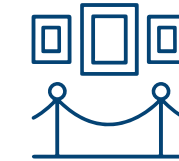
TIMELINE

## 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.



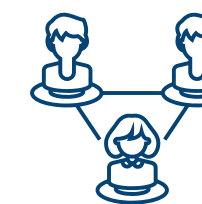
### FOUR CORNERS

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.

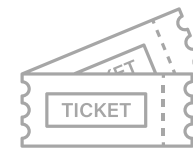
# ASSESSMENT STRATEGIES



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.

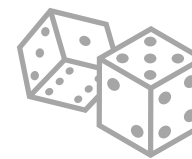
## QUICK REFERENCE ASSESSMENTS

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.



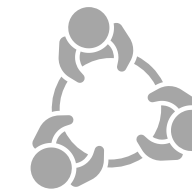
### QUIZZES

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 Activity

## *Prompt students to reflect on:*

- Their workplace scenario
- Their individual role
- Their learning experiences during the simulation

## Here are questions to get you started:

Question 1: How well did your group prepare for your assigned workplace scenario?

Question 2: What challenges did you group experience? How were they resolved?

Question 3: What did you learn during your simulation? What did you learn watching your peers' simulation skits?





## 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

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### *Oregon Department of Education*

“The Oregon Department of Education (ODE) is a state-level agency responsible for overseeing public education within Oregon. Its primary mission is to foster equity and excellence for every learner through collaboration with educators, partners, and communities. The ODE establishes educational standards and policies, provides resources and support to schools and educators, and ensures compliance with state and federal education laws. Additionally, the department aims to elevate the quality of education through continuous improvement, striving to ensure that all students in Oregon receive a high-quality education that prepares them for success in their post-graduation endeavors.”



# CONCLUSION

The Workplace Simulation resources and lesson plan provide extensive methods and ideas to give students an opportunity to practice important workplace skills. By exposing students to professional scenarios and allowing them to experience a workplace environment, educators can prepare students for their career interests in a low-risk classroom setting.

