



Work-Based Learning Activity Book

Teacher Resource Booklet



FOREWORD:

Work-based learning gives students the opportunity to learn by doing. It moves learning beyond discussion and into real-world application, where students actively engage in projects that reflect professional expectations. Through hands-on experiences, students begin to understand how their skills, creativity, and effort translate into meaningful work.

This booklet, created by Inspire EDU Director of Arts, Media & Entertainment Danielle Collins is a collection of work-based learning projects designed for students to complete as they explore arts, media, and entertainment pathways. Each project mirrors real tasks and challenges found in creative industries and emphasizes both the process and the outcome. Students are encouraged to think critically, make creative decisions, collaborate with others, and reflect on their work.

For educators, these projects are intended to be flexible and easy to integrate into classroom instruction. They can stand alone or be incorporated into larger units and are designed to support both technical skill development and professional behaviors such as communication, accountability, and time management.

For students, these projects are about exploration and growth. There is no expectation to have everything figured out. What matters is engaging with the work, learning from feedback, and building confidence through experience. Each project is an opportunity to practice real-world skills and better understand how creative interests can connect to future pathways.

At Inspire EDU, we believe meaningful work-based learning helps bridge education and industry. This booklet reflects that belief by offering practical, student-centered projects that support readiness for what comes next.

— **Mike Packer**



COMMUNITY GIVE BACK PROJECT

CONTINUUM ALIGNMENT (ALL)



Inspire EDU



COMMUNITY GIVE BACK PROJECT

Objective:

Your task is to utilize your artistic talents to contribute to the betterment of your community. You will partner with a local organization or utilize your campus to provide a product or service that benefits the community. Through this project, you will learn the value of using your skills to benefit others and document the impact of your contribution.

1. Choose a Project:

Select a project that aligns with your artistic talents and interests. It could involve hosting an art workshop, organizing a game day, creating a product for a public space, performing for a special audience, writing or contributing to a community's social platform, covering or filming a city event, or providing a workshop for a local youth school or program.

2. Plan and Proposal:

Create a detailed plan for your give-back project, including the objectives, timeline, resources needed, and desired outcomes. Reach out to a local organization or your campus to form a partnership for your project. Develop a brief proposal outlining your project, its goals, and the benefits it will bring to the community.

3. Implementation:

Execute your project according to the plan and proposal. Document your experiences throughout the process by capturing photos, videos, and written reflections.

4. Impact and Reflection:

Share the impact of your contribution with your classmates, teacher, and community. Highlight the value of using your artistic skills to benefit others through a presentation, written report, or visual display. Reflect on your experiences, discussing the challenges faced, lessons learned, and personal growth achieved.

Assessment:

- Quality and creativity of the chosen project and its alignment with artistic talents
- Effectiveness of the plan and proposal in outlining the project's objectives and benefits
- Execution and documentation of the project, including its impact on the community
- Thoughtfulness and depth of reflection on the experience and personal growth achieved

A photograph of a desk with papers, pens, and a calculator, overlaid with a purple-to-pink gradient. The text "Teacher Resource" is written in large white letters across the center.

Teacher Resource

Pathways & Concepts:

All CTE AME Pathways. Community Development/Outreach, Create a Proposal, Map out a Plan.

Student Prior Knowledge:

Students should know how to write goals and begin to understand backwards planning to meet those goals. Students should also feel comfortable presenting their work to others, discussing challenges and benefits.

Soft Skills Embedded:

- Communication
- Planning and Ways of Working
- Digital Fluency and Citizenship
- Developing Relationships
- Goals Achievement

SEL Competencies:

Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills.

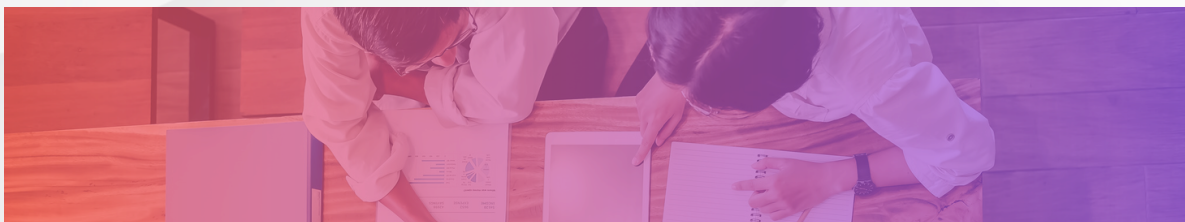
Suggested Pacing:

Two weeks (7 class sessions):

- Session 1: Introduction & Task 1 - Choose a Project
- Session 2: Task 2 - Plan and Proposal
- Session 3: Task 2 - Plan and Proposal
- Session 4: Task 3 - Implementation
- Session 5: Task 3 - Implementation
- Session 6: Task 4 - Impact and Reflection
- Session 7: Task 4 - Impact and Reflection

Suggested School Year Placement:

End of First Semester.



AME INDUSTRY SKILLS & FRAMEWORK ALIGNMENT:

- 2.2** Correctly use industry-appropriate terminology when discussing projects, writing proposals, and presenting work.
- 3.3** Participate in a continuum of career exploration, exposure, engagement, and experience (work-based learning).
- 5.3** Use questioning, reflection, and feedback to iterate when solving problems and exploring ideas for creative development.
- 7.3** Demonstrate independent initiative and work ethic.
- 10.2** Use research, imagery, and creative inspiration to generate a mood board or concept document to develop ideas.
- 10.6** Seek direct collaboration from people with diverse and/or divergent perspectives as an integral part of the creative process.
- 12.1** Study and engage with an intended audience by observing perspectives, environments, behaviors, and needs.
- 13.6** Interact professionally with clients and help define clear and actionable objectives that satisfy their goals.
- 16.4** Develop, analyze, and breakdown creative plans.
- 16.7** Identify specific production/project needs and logistics.
- AVG.18.2** Understand artist workflows necessary to create models, textures, materials, lighting, VFX, rigging, and animation.
- DGA.18.3** Tell a compelling story through design elements.
- DGA.18.4** Help clients define clear and actionable design objectives that satisfy their goals and allow creative exploration.
- DGA.20.3** Use design for the greater good; design a solution for a community need or problem.
- SA.17.6** Apply a knowledge of perspective and dimension to environments, scenic design, photography, and other artistic products.
- SA.18.5** Create, arrange, caption, label, and install artistic work for a client or public audience.
- SA.20.2** Create art for the greater good; address a community need or problem with public art.
- ST.17.8** Participate in the production process by managing attendance for rehearsals, completing tasks on schedule, and skillfully applying director and choreographer notes.
- ST.18.1** Program and operate consoles and digital control environments.
- ST.18.6** Operate sound equipment to achieve high quality audio capture and reproduction.
- DT.18.8** Create site-specific work designed for a particular location or environment.
- DT.20.4** Create impact projects that address social, environmental, and cultural issues.
- MRA.17.3** Rehearse, memorize, and skillfully perform or present solo and group material in live and/or studio environments.
- FT.17.2** Identify the roles and responsibilities for each department; create, interpret, and use call sheets for production planning and management.
- FT.18.4** Edit scenes together with smooth transitions using industry-standard software.
- FT.20.5** Create impact projects that address social, environmental, and cultural issues.
- DC.18.1** Identify the target audience, main objective, message, and tone of a story; select content based on community interests, audience preference, and/or requests from the public.
- DC.20.5** Create impact projects that address social, environmental, and cultural issues.



ASSESSMENT RUBRIC:

1. Project Selection (4 Points)

- Excellent (4): Project aligns perfectly with artistic talents; highly creative and innovative.
- Good (3): Project aligns well with artistic talents; demonstrates creativity.
- Satisfactory (2): Project somewhat aligns with artistic talents; limited creativity.
- Needs Improvement (1): Project does not align with artistic talents; lacks creativity.

2. Planning and Proposal (4 Points)

- Excellent (4): Comprehensive plan with clear objectives, timeline, resources, and outcomes; proposal is well-structured.
- Good (3): Good plan with most objectives, timeline, and resources outlined; solid proposal.
- Satisfactory (2): Basic plan with vague objectives or timeline; proposal lacks clarity.
- Needs Improvement (1): Minimal planning; unclear or incomplete proposal.

3. Implementation (6 Points)

- Excellent (6): Project executed flawlessly; thorough documentation with high-quality photos, videos, and reflections.
- Good (5): Project executed well; good documentation with some photos and reflections.
- Satisfactory (3-4): Project executed adequately; limited documentation or poor quality.
- Needs Improvement (1-2): Project poorly executed; little to no documentation.

4. Impact and Reflection (6 Points)

- Excellent (6): Clear and compelling presentation of impact; deep reflection on challenges, lessons learned, and personal growth.
- Good (5): Good presentation of impact; thoughtful reflection on experiences and growth.
- Satisfactory (3-4): Basic presentation of impact; limited reflection on personal growth.
- Needs Improvement (1-2): Minimal or unclear presentation; lacks reflection on experiences.

Total Points: 20



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