

Take our Kids to Work™*

Thank you for coordinating the delivery of Take our Kids to Work™ for your school! The purpose of this document is to provide you with resources that will assist you with pre-event and post-event activities and resources.

We have taken the liberty in breaking down this resource into the below sections. Our goal is to make this an easy-to-use reference guide which will support the delivery of this National event to your students.

- Section 1: Pre-Event Activities & Student Handouts
- Section 2: Post-Event Activities & Student Handouts
- Section 3: School-Based Activities
- Section 4: Skills Employers Want
- Section 5: Teaching Employability Skills
- Section 6: Skills for the 21st Century
- Section 7: IEC of Hamilton – your unique partner in education

To explore the various ways that the IEC of Hamilton is your unique catalyst to career mentorship, please contact Beth Gibson at beth.gibson@iechamilton.ca or by phone at (905) 529.4483 ext. 3

* Take Our Kids to Work™ is a registered trademark of [The Learning Partnership](#) – a national not-for-profit organization dedicated to championing public education across Canada. IEC Hamilton is pleased to be Hamilton's local coordinator for this annual event.

Section 1

Pre-Event Activities

- Start early and begin planning well ahead of time.
- Choose pre-visit activities to integrate the learning with the curriculum.
- Make this event part of a school-wide Canada Career Week focus.
- Collaborate with colleagues, the IEC of Hamilton and/or local schools to find placements for students and plan the program.
- Invite last year's participants to share their experience with this year's class.
- Ensure that permission forms are completed, signed and on file in the main office, that students have safe transportation to and from the workplace (responsibility of the parent), and that students understand what is expected of them on the day of the visit.
- Make sure that students have confirmed the placement with their host and that you have contact information for all hosts.
- Review any workplace health and safety issues with students.
- Plan a relevant parallel program for the day for students who are not visiting a workplace. The activities they do should prepare them to participate with the whole class following the visits.
- Utilize IEC's Speakers Bureau Service and invite guest speakers for assemblies, classroom talks, etc.

Make Connections with Workplaces

The majority of students will go to work with a parent or guardian. However, to involve every student, here are a few tips:

- Encourage parents and friends to take their son, daughter and/or friend with them to work.
- Bring your own child to work with you if he/she is the appropriate age.
- Encourage your school and school board to involve its own employees.
- Invite workplaces that have been involved in the past to expand their participation.

Activity 1 - Identifying Workplace Trends

1. Have students look in old newspapers, talk to older relatives or search the Internet to find out how the working world has changed over the past 20 years. For example, many managers today use computers to type their own letters instead of giving them to a secretary to type.
2. Discuss the impact such changes have had on the workplace. What predictions can students make about how things will change in the next 10 to 20 years, based on what they now know?
3. Brainstorm a list of the careers students think will be in demand in the future.
4. Discuss why they suggested these careers. Ask: How would you group the careers into different fields? Why do you think these careers will be in demand? What common skills do these careers require? Why are people changing careers more often than in the past?
5. Have pairs of students select a career that interests them from the list. Using the Internet and print materials, have them find out more about it. (Identifying Workplace Trends Template is attached to this document)
6. Ask students to predict the future for the career they have selected based on the information they collect and analyze.
7. Once the research is completed, have each pair report to the class orally.
8. As a class, draw some conclusions about which careers are growing or waning and note any other trends that they identify.

Extension

When the students participate in the workplace visit, encourage them to observe and ask questions about the kind of work and jobs that will be needed there in the future and the kinds of skills and knowledge that will be required. Following the visit, students can report to the class on what they learned about the required skills and the employment trends.

Optional Activity

Students who have done a lot of work examining their own skills and exploring careers could create a timeline to show seven possible career changes they might experience in the world of work, from their first job to the job from which they retire.

Assessment

Knowledge and Understanding

Observe the degree to which students

- Understand the importance for all workers to have employability skills that are transferable
- Understand how transferable skills enhance employability in the short and long term
- Can access and analyze information from primary and secondary sources and draw reasonable conclusions

Working Skills

Observe the degree to which the students

- Contribute to the larger group
- Work with a partner to complete a task
- Present oral information with clarity and accuracy

Activity 1: Identifying Workplace Trends
Student Handout

Names: _____

Career: _____

Part A: About the Career

1. Description
2. Employability skills used
3. Education/training/background experience needed
4. Is employment in this field growing or declining?
5. What are the “hot jobs” in this field now and in the near future?
6. What are the long-term prospects for this career (e.g., salary, advancement, working conditions)?

Part B: What do you predict for the future of this career, based on the information you have collected?

Activity 2 - Exploring Employability Skills

1. Revisit the list of careers generated in the "Identifying Workplace Trends" Pre-visit Activity.
2. Assign each student or pair of students one career and have them brainstorm the five to 10 key skills a worker would need to be successful in that career.
3. As a class, develop a common list of key skills. Ask the first student or pair to read their list aloud. Record the skills on a chart or the board. As each subsequent student or pair reads their list, add any new skills to the list and place a checkmark beside any skills already on the list.
4. Examine the list and ask students what conclusions they can draw about the skills. Differentiate between skills that are job-specific and those that are generic. Discuss which skills are transferable and why having transferable skills would be desirable to workers and employers. Help students make connections to the workplace trends identified in the previous activity.
5. Have individual students complete Exploring Employability Skills (attached to this document), noting examples of when they have demonstrated these skills at school, at home or in the community.
6. Ask students to look for examples of these skills in action during their workplace visit.
7. Following the workplace visit, have the students complete the final column with their observations.

Optional Activity

Students could write an essay connecting their personal skills and abilities to the skills required in the world of work.

Assessment

Knowledge and Understanding

Observe the degree to which students

- Understand the difference between generic and job-specific skills
- Reflect on and objectively assess their employability skills
- Understand how skills that lead to success in school relate to the skills that lead to success in the workplace

Working Skills

Observe the degree to which students

- Communicate in small and large groups
- Complete written tasks independently

Activity 2 — Exploring Employability Skills
Students Handout

The skills listed below are some of the key employability skills that workers of today and tomorrow need in order to be successful.

1. For each item, think about how you have demonstrated the skill at school and note the example in the appropriate column.
2. During your workplace visit, look for examples of these skills in action.
3. After your workplace visit, make a note in the final column of any examples you saw.

Skill	At School	In the Workplace
Communication		
Read, understand and use written information in various forms		
Write clearly and concisely		
Communicate effectively so others understand		
Listen to learn		
Thinking		
Think critically and act logically to solve problems		
Think creatively and “outside the box”		
Learn new tools, procedures and ideas quickly		

Technological		
Use computers and the Internet, as well as books, paper and pens		
Share information using various technologies		
Use technology, instruments, tools and information systems		
Teamwork		
Plan and make decisions with others		
Build on the ideas of others		
Respect the thoughts and opinions of others in the group		
Lead when appropriate		
Attitudes		
Be open and responsive to feedback and change		
Appreciate and understand cultural diversity		
Complete work with pride and excellence		

Adapted from McLaughlin, Mary Ann. *Employability Skills Profile: What are Employers Looking For.* ERIC Digest ED399484, 1995 and *Employability Skills 2000+*. The Conference Board of Canada, 2000.

To the Teacher: There are many different employability skills lists available. Each list includes similar items and clusters. The list above includes those skills that the student can demonstrate at school and observe during the workplace visit.

Section 2

Post-Event Activities

- Have students write thank-you notes to their hosts.
- Debrief with students about the experience and what they learned.
- Choose post-visit activities to help students reflect on and extend their learning.
- Include students who did not visit a workplace in all activities, making modifications as needed.
- Help students connect the experience with their own career goals.
- Provide time for students to share what they learned with peers.
- Arrange for displays in the classroom and school.
- Through the school newsletter, thank parents who participated.

Activity 1 - Creating a Workplace Brochure

1. As soon as possible after the workplace visit, discuss the students' experiences during *Take Our Kids to Work day*. This could be a general class discussion or it could be conducted in small groups with each group reporting any highlights of their discussion to the class.
2. Ask students which skills they observed during the workplace visit. Point out that these skills are needed at all levels of the organization and in all kinds of jobs. Help students make connections to the career trends and employability skills identified in the Pre-Visit Activities.
3. Distribute a variety of commercial brochures (e.g., travel or corporate brochures, advertisements). Discuss them with the class and identify and list the common elements. Post this list as well as some sample brochures for reference during the activity.
4. Have students create a brochure about the workplace they visited. The purpose of the brochure is to explain the career possibilities and employability skills needed in that field. The brochure must include information about the skill sets required for employees and trends for the future in the field.

Alternate Activities

1. Students could create a Workplace Visit Scrapbook. Each student makes one page for the scrapbook focusing on a specific job within the workplace. The page includes a job description, a list of transferable skills needed, and future trends for that career.
2. Students can write a one-page company profile for the workplace they visited, outlining the work of the company, the kinds of jobs available, the transferable skills employees need and use, employment trends and other pertinent information.
3. Students could create a television or radio commercial for the workplace they visited, highlighting it as a viable career choice for the future.

Assessment

Knowledge and Understanding

Observe the degree to which students

- Understand the value of employability skills in the workplace of the present and the future
- Build on the concepts of and information about employability skills and employment trends from the pre-visit activities they completed.

Working Skills

Observe the degree to which students

- Present information using text and visuals such as diagrams, illustrations or charts to inform others
- Summarize information with clarity and accuracy

Activity 2- The Career Game

1. Write the name of the following career clusters, each at the top of one piece of chart paper.
 - Consumer Service, Hospitality and Tourism
 - Business, Management and Finance
 - Construction and Development
 - Manufacturing, Engineering and Technology
 - Environmental, Agricultural and Natural Resources
 - Transportation Technologies
 - Media and Communications
 - Human Resource Services
 - Health and Biosciences
 - Arts and Culture
 2. Ask students to decide which cluster best represents the workplace they visited. Group students with common clusters into working teams. Students who did not visit a workplace can select a cluster that they have some knowledge about or interest in.
 3. Have each group create a graphic organizer with which they are familiar to show:
 - as many of the jobs within that cluster as they can think of
 - the employability skills required
 - education and experience needed
 - future employment trends
- (Students should consider what they learned during their workplace visit as well as in other career studies.)
4. Have the groups post their charts. As a class, discuss the range of occupations available in each cluster, the different kinds of background needed for the various jobs and the employability skills. Emphasize the following key ideas: any similarities in skills within a cluster and across clusters; the wide range of occupations they can consider for the future; and the changing nature of workplace needs.
 5. Explain that each group will create a board game for one of these clusters to teach younger students about career possibilities, the employability skills they will need and employment trends.

6. Have the groups develop a plan for creating and completing the game (e.g., the information they want to teach, the format of the game and the materials they will need). The Career Game is attached to this document.
7. Once the games have been completed, allow time for the groups to play one another's games.
8. If possible, arrange to deliver the games to a local elementary classroom where the students can introduce the games to younger children and help them play.

Alternate Activity

Students can create the storyboard for a video entitled "A Day in the Life of ____." They incorporate and demonstrate their knowledge of the workplace or company, or for a specific occupation or individual.

Assessment

Knowledge and Understanding

Observe the degree to which students

- understand the transferability and importance of employability skills

Working Skills

Observe the degree to which students

- communicate effectively in small and large groups
- contribute to the completion of a group task
- select, shape and present information for a specific purpose and audience

Activity 2 — The Career Game
Student Handout
Planning Your Career Game

Date:

Due Date:

Group members:

Career Cluster:

Name of Game:

Target Age Group:

Format of Game:

Rules:

Materials Needed to Make the Game:

Section 3

School-Based Activities

In some locations; it may be challenging to find workplaces for students to visit because of seasonal employment cycles, geographic location or other circumstances. The following ideas will enable students who cannot visit a workplace to participate and have a valuable learning experience.

Students can:

- Get the information they need for activities from the Internet, books and interviews
- Examine the newspaper for job ads, choose one that interests them, find out more information about it, and prepare a resume and covering letter for it
- Research job-related sites on the Internet and complete an evaluation of their effectiveness
- Watch one or two webcasts on careers at www.wordsonwork.ca
- Design their dream job in their dream company
- Interview each other and build individual employability profiles together
- Complete an inventory of their skills and interest and find all the careers in which they could succeed
- Examine company prospectuses, choose one they would like to work with, and write an essay explaining why they would benefit the company

Section 4

What Skills Do Employers Want?

No one knows for sure how the future will evolve, but we do know that the nature of work will certainly continue to change. Changes in technology and technological applications are transforming the workplace and redefining the nature of work.

Work today is flexible and often organized in teams. New basic skills are required of all workers in all sectors of the emerging economy. Over time, workers must be prepared to master new skills as they are needed. Since jobs are interdependent, job-specific technical skills are no longer sufficient.

Employers increasingly value transferable employability skills in their workers - for example, good communication, problem solving, teamwork, respect for others and active listening. Employability also includes skills, attitudes and habits such as reading and writing effectively, using technology and information systems, lifelong learning, initiative and energy. Employability skills provide the basic foundation to get, keep and progress in a job to achieve the best results. Because they are transferable, they cut across all industries and jobs from entry level to CEO. All workplaces look for these skills in their employees. They are the same skills that students need to be successful in school and in their future careers.

Students can develop these skills in many different ways even before they enter the workplace. Doing so helps them make a successful transition from school to work - through formal studies at school, observing role models in media and, in their personal lives, having responsibilities such as regular chores at home and talking with significant adults about their strengths, interests and what careers they might like to pursue. Young people benefit from having many and varied work-related experiences, such as career talks, job shadowing, co-operative education placements and volunteering, to enable them to explore the world of work and where they fit. Parents, schools and employers can work together to help students understand and learn these skills and chart their own course into the future.

Section 5

Teaching Employability Skills

- Employability Skills are best learned when they are included among instructional goals and explicitly taught.
- Instructional approaches that involve cooperation and active engagement in the learning experience are most effective for imparting employability skills to students and workers.
- Classrooms that effectively teach employability skills are organized to reflect some of the key features of real work settings. Student tasks are structured to require skills used by real workers (e.g., managing time, accepting responsibility, making decisions, attending to detail).
- A key feature of classes that successfully teach employability skills is that instructors hold and communicate high expectations for the learning and behaviour of their students - whether or not the overall culture of the school holds high expectations for them.
- In classes that effectively teach employability skills, teachers act as facilitators and coaches and expect students to take responsibility for their own learning.
- In classes whose participants successfully acquire employability skills, learning is individualized - determined by students' learning needs and styles - rather than being regulated by textbooks or rigid lesson plans.
- Teachers are most successful when they have considerable autonomy in establishing curriculum, classroom design and instructional approach.

Section 6

Skills for the Workplace of the 21st Century

Managing Information

- Using scientific, mathematical and technological tools and methods
- Viewing and understanding various media (e.g., print, video)
- Recognizing and respecting people's differences locally and globally

Thinking Skills

- Being able to adapt to change
- Curiosity, creativity and risk taking
- Critical thinking and problem solving

People Skills

- Working as part of a team
- Personal and social responsibility
- Interpersonal communication skills

Work Skills

- Accepting responsibility for tasks, meeting deadlines
- Setting goals, planning and getting results
- Creating relevant, high-quality products

Section 7

IEC of Hamilton – your unique partner in education

We have been serving our community since 1980 by championing innovative programs and services that help young people understand the world of work.

We believe strongly that participation in experiential learning and exposure to a variety of career options will help our youth make career choices that are best suited to their individual needs.

We are uniquely located in the Hamilton community to facilitate partnerships, between our legacy partners, and are tasked by the Ministry of Education to deliver the Passport to Prosperity initiative.

We have various career mentoring resources and manage the local administration of the premier career mentoring online community, www.employerregistry.ca, and we can work with you to:

- Expand your community connections
- Introduce students to various jobs and careers
- Connect your students with role models and mentors?

PLUS, you can access any of our FREE programs and services:

- Speakers Bureau
- Workplace Tours
- Career Fairs
- Job Shadowing
- Work Experience
- Co-operative Education
- Ontario Youth Apprenticeship
- Specialist High Skills Major programs
- Career exploration workshops for elementary students

Contact us today so we can start working with you to assist your students in their career navigation.



Passport to Prosperity | Employerregistry.ca | mycareercity.com
Take Our Kids to Work | Speakers Bureau | Workplace Tours