

take our kids to work™

Wednesday November 4, 2009
Teacher's Resource
Post-Event

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After November 4th

- 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.
- Complete the Teacher Survey.



Teacher's Guide (Post-Visit) 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

Teacher's Guide (Post-Visit) 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 (Post-Visit) — The Career Game

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:

Information to Include: (continue on back of page)



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