

# take our kids to work™

Wednesday November 4, 2009  
**Teacher's Resource**  
Pre-Event

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TOKTW is managed locally by the IEC in partnership with local district school boards



## Prior to November 4<sup>th</sup>

- 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 provincial coordinator and/or local schools to find placements for students and plan the program.
- Contact all employers who are willing to host a student who cannot go with a parent, relative or friend, and review any relevant health and safety issues.
- Promote the event within the school and the local community.
- Distribute the Parent/Host Newsletter to the students.
- 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.



## **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.

## Teacher's Guide (Pre-visit) 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 (Pre-Visit) — Identifying Workplace Trends**

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?**

## Teacher's Guide (Pre-visit) 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 (Pre-Visit) — Exploring Employability Skills**  
**The New Basic Skills**

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
<b>Communication</b>		
Read, understand and use written information in various forms		
Write clearly and concisely		
Communicate effectively so others understand		
Listen to learn		
<b>Thinking</b>		
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.



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