

*Take Our
Daughters and Sons
To Work Day*

“1 Youth, 1 Dream, 2Morrow's Leader”

**Middle School
Activity Packet**

Take Our Daughters and Sons To Work Day Program Guidelines

Background

On Thursday, April 22, 2010, the Take Our Daughters And Sons To Work Foundation will host Take Our Daughters And Sons To Work Day. The new program continues its focus on the competing challenges integrating work and family. It is designed to allow parents, guardians, and mentors to share their work lives and introduce these issues to our nation's daughters and sons. To assist you in taking full advantage of the program, we have created tools that will help you initiate conversations with your daughter, son, relative, or sponsor/mentee around work and family. The School Board of Broward County, Florida has passed a resolution in support of **"Take Our Daughters and Sons to Work Day" to be held on Thursday, April 22, 2010.** The following guidelines have been established to encourage the District's students and children of its employees to participate in this worthwhile educational experience:

Eligibility

Any child, regardless of gender, between the ages of 8 and 18, is eligible to participate in Take Our Daughters and Sons to Work Day on Thursday, April 22, 2010. With parental approval, students can be "adopted" for the purpose of visiting a particular workplace of interest to the child. All departments, schools, centers, and administrative offices will allow children of employees (and "adopted" children) to visit the workplace for the purpose of making the connection between school and work on Take Our Daughters and Sons to Work Day.

Absences

Take Our Daughters and Sons to Work Day is a District approved field trip and will not be considered an absence. Students should follow the guidelines in the current Code of Student Conduct booklet concerning pre-approved absences for educational reasons. (Students must complete permission slips at least 5 days in advance). Students going to a workplace with parents or adult friends are on a field trip and are excused as described in the Code of Student Conduct

Make -Up Work

Students who have prearranged an excused absence for April 22nd have the responsibility to turn in all assignments on the day after the missed day, unless other arrangements are made with their teachers (see Code of Student Conduct booklet). Principals and teachers should encourage the sharing of experiences by students who participate in this activity.

Special Activities

Departments, schools, centers and workplaces are encouraged to schedule special activities for children visiting on April 22nd. These activities could include visiting a variety of work stations, facilitating tours, hearing from special speakers, having lunch as a group, learning about job interviews or learning about applying for a job. By attending a workplace, students should gain valuable information concerning the workplace environment, work related technology and educational requirements to be successful.

Liability

Students are excused from school with the participating adult being responsible for transportation, safety and student conduct. Children should not visit locations where dangerous or hazardous working conditions exist.

PLANNING TIPS

Whether you work for a large corporation, own a small business, police the streets, or teach at a university, you can impact a child's life by exposing them to new ideas and opportunities.

The most successful days are creative and productive. Think about what makes your company unique, and most importantly use your resources!

Below are tips to help make your day a success:

Students can learn from every employee and department.

Ask employees from every level and department within the organization to share their work experiences, and encourage girls and boys to ask questions. For example, ask the payroll department to demonstrate how employees get paid, explain why deductions are taken out, how time off is factored in, etc.

Keep activities short.

Interactive activities that are 45 to 55 minutes in length are best.

Recommendation for girls and boys ages 8-18.

Younger students may have a shorter attention span during activities.

Introduce Students to technology.

Show girls and boys how important technology is to your business. Schedule time for them to work on computers or other office equipment. For example, let them view your website and see how business is conducted through the site or have them participate in a conference call with another office that is participating in the program.

Talk to school officials about Take Our Daughters and Sons to Work.

Work with your child's teachers to let them know that he or she will spend the day doing educational activities at work.

Complete the enclosed Activity Log and the Take Our Daughters and Sons to Work Day Evaluation Form.

Students can take these forms back to school to demonstrate their participation in the educational activities at your work place.

Keep students safe.

Provide adequate safety and protective gear for girls and boys. Be sure to have a range of sizes available.

Parental Authorization

(Parent/Guardian must complete and give to the accompanying adult if it is not the parent)

I/We, the undersigned, grant our son/daughter _____
(Name of Student)

permission to participate in an out-of-school educational activity as part of the Take Our Daughters and Sons To Work Day.

Should a medical emergency arise while my son/daughter is participating in this field trip, the accompanying adult or I will be responsible for initiating medical treatment. I give permission for immediate treatment as required in the judgment of the attending physician.

If there are any changes to the information provided herein, it is the parent's responsibility to provide the updated information.

Signature of Parent or Guardian

Signature of Parent or Guardian

Date

***SPECIAL NOTE:**

Parents/Guardians of students that are participating in the Take Our Daughters and Sons To Work Day event must call in an excused absence to your child's school.

Medical Release

(Parent/Guardian must complete and give to the accompanying adult if it is not the parent)

Name of Student _____

Home Address _____

Home Phone _____ Date of Birth _____

Name of Parent/Guardian _____ Relationship _____

Address (if different from above) _____

Home Phone _____ Work Phone _____

Name of Second Parent _____

Or Alternate Contact _____ Relationship _____

Address (if different) _____

Home Phone _____ Work Phone _____

Name of Family Physician _____

Address _____ Phone _____

Medical Insurance Information

I attest that my son/daughter has medical insurance coverage through:

(Name of Insurance Company) *(Policy Number)* *(Group Number)*

Medical Condition of Student _____ Excellent _____ Good _____ Fair

If applicable, please describe any medical condition that may recur. (State **none** if the statement does not apply to your child.) _____

Is your son/daughter allergic to any medicine? _____ Yes _____ No

If yes, please describe: _____

Is your son/daughter on any type of medication for a long-term medical condition?
_____ Yes _____ No If **yes**, please indicate the name of the medication.

Take Our Daughters and Sons to Work activities should introduce participants to the vast range of potential job opportunities, while asking children to consider how their future work will fit into their overall lives. The major goal for the activities is to encourage girls and boys to think about how their dreams for the future—both for their work and family lives—can be achieved. For example, if they plan to have a career that requires them to travel or work a night shift, who will take care of things at home? The activities are meant to be fun, allow for lots of conversation, and engage girls and boys in thinking about work and home life in ways they may never have before.

Ice Breaker Activities may help to set the tone for the day.

A few samples are provided below:

Conversation Café: Children are often asked, “What do you want to be when you grow up?”. This activity goes a step further and asks young participants to consider what their future workplace will look like. Will you work indoors or outside? Will your job be fun or boring? The children will also think through what they want their home lives to be like. Do you envision your home in the city, suburbs, or country? Do you plan to have a pet?

Imagining the Future: Through a dynamic problem-solving activity, children will build awareness of how they might approach the challenges of managing work and family life. Participants will be asked to find solutions for problems like whether to work late to finish an important project or attend your child’s school play.

Ask the Adults: This activity turns young people into reporters and gives them the opportunity to interview adults about their experiences in managing work and home life. It will be interesting to see how adults’ answers compare to the young participants’ ideas!

ACTIVITY 1

Name: _____

Date: _____



When You Were My Age...

Use this sheet to interview your parent or guardian about their own career choices. Talk to your parents or guardians about how you would answer some of these questions.

When you were my age:

1. what was your favorite school subject?
2. what did you like to do best during your free time?
3. was there anything that you did particularly well?
4. what career did you have in mind?
5. did you follow that career path? If not, what changed your mind?
6. were there any obstacles to following your career path?
7. did your parents have specific ideas about what career you should choose?
8. who helped you make your career decisions?
9. were your choices different because you were male/female?
10. what did you learn in high school that you feel has helped you the most?

ACTIVITY 2

Name: _____ Date: _____

FYI SCAVENGER HUNT (FYI = FOR YOUR INFORMATION)

During the day you will probably meet many people doing many jobs. See if you can collect information to fill in this Scavenger Hunt. As you meet an employee, ask one or two questions. Also, listen while others ask questions and use those answers as well. Place responses in the boxes provided.

One reason why a worker loves the job is:

One skill a worker has to have to do this job is:

One type of training or education needed for this job is:

One kind of machine used on this job is:

One kind of reading material for this job is:

One thing the worker finds difficult about this job is:

One thing that makes this job interesting is:

One way the worker makes use of math skills on this job is:

One way the job matches the worker's Interest is:

One reason why the worker chose this job is:

One thing that helped a worker get this job is:

One kind of problem that the worker must solve on this job is:

One type of writing the worker has to do on this job is:

One area the worker would like training to update skills is:

PERSONAL ACTION PLAN

Name _____

Personal Goal

You have already discovered that doing well in education takes some work. List two things you can do immediately to help achieve your education goals (for example, completing all your assignments and bringing up your grades).

Skills

As you observed on the job site, every job requires minimum skills. Write three specific skills that you will need in the future (for example, a musician will require the ability to read music, a computer programmer will need advanced computer training and businessperson will require proficiency in math). Then decide how you will obtain or strengthen that skill.

Skills Needed

Ways I can obtain or improve this skill are:

Keeping Your Commitment

In the world of work, when goals are set, employees are accountable for meeting them. Make yourself accountable for getting the education and skills you need to be successful. Keep this Personal Action Plan and check it in six months. Ask yourself, “How am I doing?” and then adjust your goals or set new ones to meet your plans for the future.

A – Z Career List

Listed below are several careers for each letter of the alphabet. If time permits, have your child research some of these careers on the Internet. Use the attached sheet to provide a brief description of at least three careers from the list below.

A

Actuary
Aerospace Engineer
Anesthesiologist
Audiologist

B

Biochemist
Botanist
Broadcast Technician
Budget Analyst

C

Cardiovascular Technician
Cartographer
Cartoonist
Computer Software Engineer
Crime Lab Analyst
Cytotechnologist

D

Dentist
Desktop Publisher
Detective (Police)
Dietitian/Nutritionist

E

Ecologist
Economist
Editor
Electrologist

F

Financial Planner
Firefighter
Foreign Service Officer

G

Geneticist
Geophysicist
Gerontologist
Graphic Artist (Software)

H

Horticulturist
Human Resources Manager
Hydrologist

I

Industrial Engineer
Information Systems Manager
Internist
Interpreter

J

Job Analyst
Judge

L

Laser Technician
Librarian
Lobbyist

M

Marine Architect
Market Research Analyst
Meteorologist
Molecular Biologist

N

Nuclear Engineer
Nurse Anesthetist

O

Occupational Therapist
Operations Research Analyst
Optician
Osteopathic

P

Physician
Pathologist
Pharmacist
Physiologist
Podiatrist
Prosthetics / Orthotist

R

Radiologist
Range Manager
Recreational Therapist
Respiratory Therapist

S

Sonographer
Speech-Language Pathologist
Sports Physician
Statistician

T

Technical Writer
Toxicologist
Traffic Manager

U

Umpire / Referee
Urban Planner

V

Veterinarian
Video / Film Editor

W

Web Site Developer
Wildlife Biologist
Writer / Author

Z

Zoologist

Name _____ Date _____

A – Z Career Search

1. Select an occupation to work with from the A – Z Career List.
2. Write the occupation title here: _____
3. Gather the following information on this career.
 - Work Tasks:

 - Related Occupations:

 - Training/Education:

 - Qualities:

 - Salary and Outlook:

 - Likes/Dislikes:
4. Would you consider this occupation for your future? Why or why not? Use the back of this page if you need more room to write.

**DIRECTIONS FOR COMPLETING THE
“TAKE OUR DAUGHTERS AND SONS TO WORK DAY” ASSIGNMENT**

Please use the forms (Take Our Daughters and Sons to Work Day Activity Log and the Take Our Daughters and Sons to Work Day Evaluation Form) to document the activities that you participated in on **“Take Our Daughters and Sons to Work Day”**. Include the time, activity and the adult who supervised you while involved in the activity. A sample has been completed for you.

We are also providing the following optional activities for students who would like to do additional career research:

Students can go to the public library, select a book and prepare a written report on a career of their choice. Make a photocopy of the library card and attach it to the report. Submit these items to your Language Arts teacher.

Your Name _____

Name of Company _____

TAKE OUR DAUGHTERS AND SONS TO WORK DAY EVALUATION FORM

Now that you have completed your shadowing experience, take some time to reflect on what you observed today and how it might affect your plans for the future.

1. What are the job responsibilities and duties of your parent?

2. Which parts of the job were of interest to you?

3. Which parts of the job would you find boring?

4. Would you consider a career in this field? Why or why not?

5. What surprised you most about what you learned, heard or observed today?

6. What knowledge and skills are you learning in school that will be used on the job?

7. What knowledge or skills do you need to strengthen to be successful on the job?

8. Did any other ideas for careers come to mind today?

