

WOW! Theme 2

Contents:



Big Ideas in This Theme Mini-Poster

Activities in This Theme:

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Family Connections Letter

Theme:



WOW! Goals:



Awareness



Attitudes

Objectives:

- To help children become more familiar with places where people work and with the workers in a community
- To help children become more familiar with jobs associated with the workplaces in a community
- To help children understand that it takes the work of many people to make a community function

Workforce

Preparation Skills:

- Resources – Organizing information
- Personal qualities – Respect for others
- Interpersonal skills – Teamwork

ACTIVITY:

All Around the Town

Helper's Note: There are several options provided for doing this activity. Option 1, *Mapping Our Community*, works well if all the children are from the same community. Option 2, *Building Our Own Community*, will work well in settings where children come together from different locations. You could also follow the mapping activity in Option 1 with the building activity in Option 2.

Option 1: Mapping Our Community

Materials:

- "Big Ideas Mini-Poster"
- Paper
- Pencils
- Clipboards or other hard writing surfaces (one per team)
- Camera and film (optional)
- Local or state map
- Newsprint or other large paper
- Construction paper
- Crayons or colored markers
- Scissors
- Glue, paste or tape
- Children's individual portfolios

Setting:

Local community

Time:

Varies; 15–30 minutes for introduction, plus planning time, field trip and follow-up

Procedure:

1. Introduce the subject of maps to the children. Explain to them that they'll be making a map of the places where people work in their community. You could say something like, "A map is a drawing of a place. Maps are tools that help us find where places are located. There are many different kinds of maps. We'll be making a map of places where people work in our community." You may want to display maps and books related to maps as background information.

2. Take a map-making field trip in your community in one of the following ways:

- a.** Arrange to take a walking or driving field trip of your community. Obtain the necessary permission from the children's parents in advance. Use a map to plan a route to match your community, the needs of your group and the time available. Encourage the children to work in pairs to observe places where people work in your community. Children will need paper and pencils to make notes or sketches of workplaces they observe while on the field trip. They can record information such as the name and address of the business, information from signs, a description of the building and any other items they think are important. Encourage them to think of questions they have about the places they see and the people who work there. You could also bring along a camera and take photographs of the places the children see on the field trip.
- b.** If it isn't possible to take an actual field trip, take a "mental" or "virtual" field trip. Find your location on a map of your community. Then ask the children to imagine that they're walking or driving through your community. As they go down the road, what do they see? What workplaces did they pass on the way to your meeting site? Have

For more information on maps see also the **U.S. Geological Survey Teaching Packet, What Do Maps Show?**, available on the World Wide Web at <<http://info.er.usgs.gov/education/teacher/what-do-maps-show/index.html>>.

As the Crow Flies: A First Book of Maps, by Gail Hartman (New York: Macmillan, 1991), traces the routes of an eagle, a rabbit, a crow, a horse and a gull, and shows what they see along the way.

Maps and Globes, by Ray Brockel (Chicago: Children's Press, 1983), contains basic information about maps.

them describe the workplaces and make a map of the community. You could do this as a group, or have them work in pairs or small groups. As the children continue on their "route," have them add the next workplace. Have them mark the location of each workplace on their map.

3. When they return from their real or imagined trip, have the children create a group map of the community, drawing or cutting out buildings to represent workplaces in the community. The children may want

to consult resources on maps. If they want to draw the map to scale, they'll need to know distances. Have them make a key that shows any symbols they've used on the map and label the workplaces on the map.

4. When the map is complete, have the children share their work.

Talking It Over:

(See the "Talking It Over" for both options on the next page of this activity.)

Option 2: Creating Your Own Community

Materials:

- "Big Ideas Mini-Poster"
- State, regional or local map
- Colored stickers
- Newsprint or other large paper
- Masking tape
- Markers
- Scissors
- Glue, paste or tape
- Cardboard boxes of different sizes
- Empty toilet tissue and paper towel rolls
- Empty coffee cans
- A large roll of brown paper or newsprint
- Construction paper
- Crayons
- Pipe cleaners
- People cutouts backed with cardboard
- Craft sticks
- Art supplies (such as felt, eyes, beads)
- Paper or vinyl tablecloth
- Camera and film (optional)
- Children's individual portfolios

Time:

1-1½ hours

Helper's Note: The building in this activity can easily continue over several days.

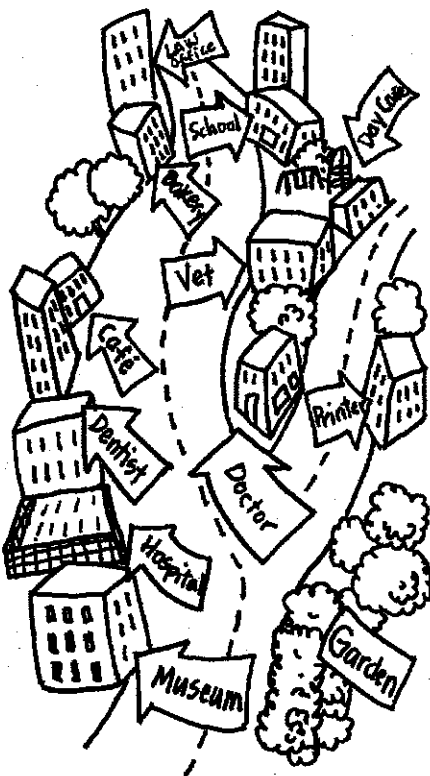
Procedure:

Before the meeting:

1. Assemble materials the children can use to build a three-dimensional model of workplaces in the community.
2. If the children come from a fairly large geographic area, post a big map of your state or region on the wall. If they come from a smaller area, such as the same town or even neighborhood, post a big map of the city or neighborhood on the wall.

During the meeting:

1. As the children come into the room, give every child a sticker and ask them to put the sticker where their home is located on the map.
2. Start by making a comment about the fact that people have come from different places. Ask the children to picture that they're driving or riding down a road in their community. Ask them to picture some of the places where people work in their community. List these on the large sheet of paper. After they've listed some places, ask:
 - Are some of these workplaces found *only* in your community?



- Which of the following things do you think are in most communities?

- Schools
- Grocery stores
- Banks
- Hospitals or doctor's offices
- Restaurants
- Gas stations

3. Divide the group into teams of three and tell them they'll be working together to build a workplace. Teamwork is an important workplace skill. Tell them that now they'll have a chance to build their own community and the people who work in it. Ask each team to choose a workplace from the list the group brainstormed.

4. If the children are coming together for the first time and you haven't already discussed ground rules, ask them to think of any ground rules for working together and for using materials (such as not pointing scissors at others and asking politely to borrow materials that others have).

5. After the teams create their buildings, ask them to think about the types of people who work in this business or organization. For example, a doctor's office may have a doctor, a nurse, a receptionist and an office manager. A grocery store may have a manager, cashiers, stock people and delivery people.

6. Tell the teams to start with the cardboard people cutouts and art materials and design and create workers to add to their workplaces. When they're finished, have the children attach craft sticks to the cutouts' backs to make puppets.

7. As they work, ask them to think about the following questions:

- What types of skills do you think the people who work in this building need to perform their jobs?
- Which workplaces and jobs interest you, and why?

8. If one team finishes before the others, have that team think of a community name and create a sign for the entrance to the community (such as "Now Entering Anytown").

9. Use a paper or vinyl tablecloth to provide a base for the community. When each building is finished, have the group work together to assemble the buildings into a community. If there's time, they could build roads, sidewalks and other features.

Talking It Over:

After completing the activity, have the children get in a circle and ask them the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- How could you classify the different types of jobs that are found in your community? *You could categorize jobs as working inside or outside, work that is paid or unpaid, or by the skills workers use in them.*
- Were some of the jobs found in more than one workplace?
- Are these jobs that can be done by men and women and by people of all races? *Children may have already formed stereotypes about who can do different jobs. Emphasize that the ability to do a job is not based on your gender or race.*
- What types of skills do you think the people who work here need to perform their jobs?
- Do any of the workplaces depend on volunteers? What types of jobs can volunteers do in the community?
- Which workplaces interest you, and why?
- Did anything surprise you? Are you surprised by the many people it takes for a community to function?
- What if one of these workplaces was no longer in the community? What do you think the effect

Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- Business
- Community
- Job
- Occupation
- Workplace



For the Portfolio:

The following are examples of children's work from this activity. Use these when you complete the "Portfolio - Putting It All Together" activity later in this theme.

- Map of workplaces in the community
- Picture of a worker or cardboard worker puppet
- Photo or picture of the community the group built

Making Connections

Use some of the "How to Extend" activities when the group includes a wide age span, such as the 4-H club made up of children in first through ninth grades in Oakland County, Michigan. First, they created a large map of their community and attached job titles to each location. Then, according to 4-H staff member Christy Hicks, they had a brief lesson on "scale" in drawing buildings. As an extension activity, the older kids designed a blueprint for a youth recreation and counseling center. They then built a foam board model of the building and presented it to the city planning commission. What better way to put skills to work now than by applying them in a real-life setting? To extend the activities further, they'll also have an architect visit their group. This continues to build connections to the world of work. Even if there are no future architects in the group, the exposure to a variety of career options helps children think about the future and the possibilities it holds for them.

would be? What happens when new businesses are added to the community? *Help the children understand that if a business closes, people may lose their jobs. They may have to look for a new job in the area or have to transfer to another location. This type of change can be hard on families. A parent may have to look for a different type of work. The family may have to move so a parent can find a job.*

- How are our workplaces similar to and different from those of other communities in our area? In other parts of the country? Other parts of the world? *Help children understand that some workplaces are found in many parts of the world. For example, there are schools, hospitals, food stores and government offices around the world. On the other hand, there may be differences in the length of the school day or year, the types of food you would find or the form of government. Some jobs may be unique to a certain location. For example, if your job involves fishing, you must be near the water. Geographic location, climate and availability of natural resources are some of the factors that influence the types of workplaces that exist in an area.*

How to Simplify:

- Instead of mapping the whole community, do just a small part of it.
- Take a field trip to one small business and meet the people who work there. After the trip, have each child draw a picture of one of the workers. Together, the pictures combine to make a "map" of the business (see the "Only the Shadow Knows" job shadowing activity).

How to Extend:

- Have the children contact the workplaces on their map by phone, mail or electronic mail or do library research to find out more information about each workplace. They can create charts and graphs based on the various features of the businesses (for example, the number of workers or type of business). They could collect brochures or look in the newspaper for advertisements from the workplaces.
- Combine Options 1 and 2. Have the children turn the map they drew into a three-dimensional model of their community.
- Take photographs of places and workers in the community. Add these to the job map or make a community job collage.
- Have a person from one of the workplaces in your community visit the group to tell about the workers at his or her worksite (see the "Inquiring Minds Want to Know" activity).
- Take a field trip to one of the local workplaces on your map (see the "Only the Shadow Knows" job shadowing activity).

Career Connections

Cartography is the science of making maps. People who make maps are called cartographers. Can you think of workers who need maps to do their job?

Examples include:

- **City planners**
- **Pipeline builders**
- **Geologists**
- **Sales representatives**
- **Delivery truck drivers**
- **Extension agents**

Theme:



WOW! Goals:



Awareness



Attitudes

Objectives:

- To help expose children to a range of jobs within a specific environment (the school) and help them observe the work site
- To help children meet various workers to learn about their jobs and the education and skills they need in those jobs
- To help children understand the connections among workers
- To help children use different skills, such as interviewing and observing, to gather and organize information

Workforce

Preparation Skills:

- Basic skills – Communication
- Interpersonal skills – Teamwork
- Personal qualities – Respect
- Information – Organizing information
- Systems – Understanding complex interrelationships

ACTIVITY:

Work in Our School

Materials:

- "Big Ideas Mini-Poster"
- Newsprint or other large paper
- Markers
- Masking tape
- Tape recorder
- Camera and film
- Drawing materials
- Scissors
- Children's individual portfolios

Setting:

School building

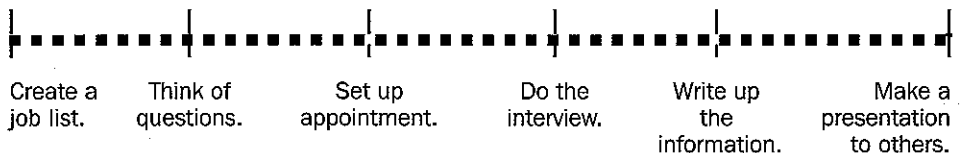
Time:

Varies; allow time for planning, conducting interviews and follow-up (a K-2 teacher recommended 15 to 30 minutes a day over six days)

Procedure:

1. Ask the children to think of the different people who work in the school, the work they do and where in the school they work. For example, teachers work in classrooms, custodians work all over the building, cooks work in the cafeteria, office staff work in the office, the principal works (mostly) in the office, nurses work in the clinic or sickroom, and librarians work in the library. Record their answers on the large sheet of paper.
2. One of the ways to find out more about the people who work in the school is to do an interview. Using a large sheet of paper, make a timeline that shows the steps in setting up an interview (see the example below). Guide the children by asking them what they would need to do to find out information about someone's job.

Interview Timeline



3. Have the children work in teams to brainstorm interview questions. Have them think of questions that would help the group to know what someone does at his or her job. Bring the children back together after the brainstorming session. Have the teams take turns sharing their lists, and write their questions on a large sheet of paper.

Sample questions include:

- How does your work help children, parents and teachers?
- What kinds of tools do you use in your work?
- Who else do you work with?
- How is your work related to the work of other people in the school?

Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- Career
- Cooperation
- Interview
- Skill



For the Portfolio:

The following are examples of children's work from this activity. Use these when you complete the "Portfolio - Putting It All Together" activity later in this theme.

- Copy of interview notes
- Journal writings
- Photographs or pictures of workers

- What special skills or knowledge do you need to do your work?
 - How did you learn what you needed to know for your job?
4. Help the children arrange visits and interviews with school workers. Ask the workers to show the children what it's like to do their job. Ask them if it would be okay to photograph them doing their job during the group's visit.
 5. Discuss and role play how to do an interview. You may want to have the children work in pairs and practice asking each other questions using a tape recorder. Talk with them about how to introduce themselves, how to shake hands and to remember to say thank you at the end of the interview. You may want to invite a reporter in to tell the group how he or she conducts interviews.
 6. Decide how you will do the interviews.
 - a. You could divide the group into teams and have them interview different people. The teams could divide the tasks, such as one person to ask the questions, one to write the answers, one to photograph the worker doing his or her job and one to operate the tape recorder. If possible, have children visit the worker where he or she works, rather than having the worker come to the classroom.
 - b. Another option is to have the whole group attend each interview and take turns doing the interview tasks. This method gives each child a chance to perform at least one task and allows each child to hear every worker talk about his or her job.
 7. When the group first arrives for the interview, have the children observe the person in action on the job. Take a photograph of the worker. Ask him or her to describe the work and skills needed to perform that job. Then have the children ask questions and record the answers. Have the children thank the person for taking the time to be interviewed.
 8. When each interview is done, have the interviewers tell about their visit. Record these observations on paper or have the children record them by drawing pictures or in writing. Give the children time to write or draw thank-you notes to the people they visited.
 9. Use printed labels to record the names and job titles of any workers whose photos you took. The photos and labels could then be mounted on a poster or included, along with the children's written interviews, in a group book (see the "Creating a Job Book" activity).

Talking It Over:

After completing the activity, have the children get in a circle and ask them the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- Tell me what you thought about *name of person's* job.
- What training, skills or education did the different jobs require?
- Is there any career at our school that interests you?
- How do people show respect on the job?
- What did you like about the jobs you saw? What didn't you like?
- Did anything surprise you?
- How do all the people work together to make the school function?
- Did you find out anything in the interviews that makes you think differently about the people who do these jobs?
- What did you learn about the school work environment?

How to Simplify:

- Concentrate on those people most visible to the children, such as teachers, lunch aides or bus drivers.
- Keep the interview time short.
- When doing an interview with a group, decide ahead of time which question each child will ask.
- To help children process and review the experience, ask questions such as, "Who remembers who we saw in the main office? What did name of person say was his/her job here at school?"

How to Extend:

- Encourage the children to ask more in-depth questions and conduct longer interviews.
- Create a map of the school that includes the locations of the people interviewed (see the "All Around the Town" job map activity).
- Compile the entire record of interviews the children have carried out and arrange them in a group book (see the "Creating a Job Book" activity).
- Work with the children on creating a web that depicts the interrelationships among the various workers in the school and with other parts of the community beyond the school. For example, if they asked the school cook, "Who else do you work with?" the cook might have listed the building custodian, the person in charge of purchasing who may work in a district office and suppliers who deliver food to the school.
- Turn the map of the school into a three-dimensional model.
- Using the information gained from the interviews, present specific situations to the children and have them tell which workers in their school they would go to for help. For example, "Who would you go to if you had a headache?"
- In a club or afterschool setting, children who come from different schools could extend this idea to compare the jobs in their schools. For example, they could all interview their principals and compare the similarities and differences between the same job in different schools. They could develop one presentation about the job of a principal, and give examples from the different interviews to describe what a principal does. Or they could make a list of the jobs and each child could interview one person with that job in his or her school. Then they could create a composite picture of a school.

Making Connections

After each interview, Mary Wilkinson set up "reenactment areas" in her K-2 classroom. For example, after they visited the custodian, she assembled cleaning supplies for the room including sponges, buckets, rags, a dustpan and a sweeper. Students could then role play the jobs they saw in their school. After all the interviews, the class compiled a book on "Jobs at Gunnisonville Elementary."

You don't have to be in the school during the school day to make this activity work. The Kids Club afterschool program in Stockbridge, Michigan, interviewed the community education director, community education secretary and school custodian.

Career Connections

Reporters ask questions as part of their jobs and turn the information into stories. Reporters can work for newspapers, radio stations or television stations. Reporters are also called journalists. Who else asks questions and conducts interviews as part of their job?

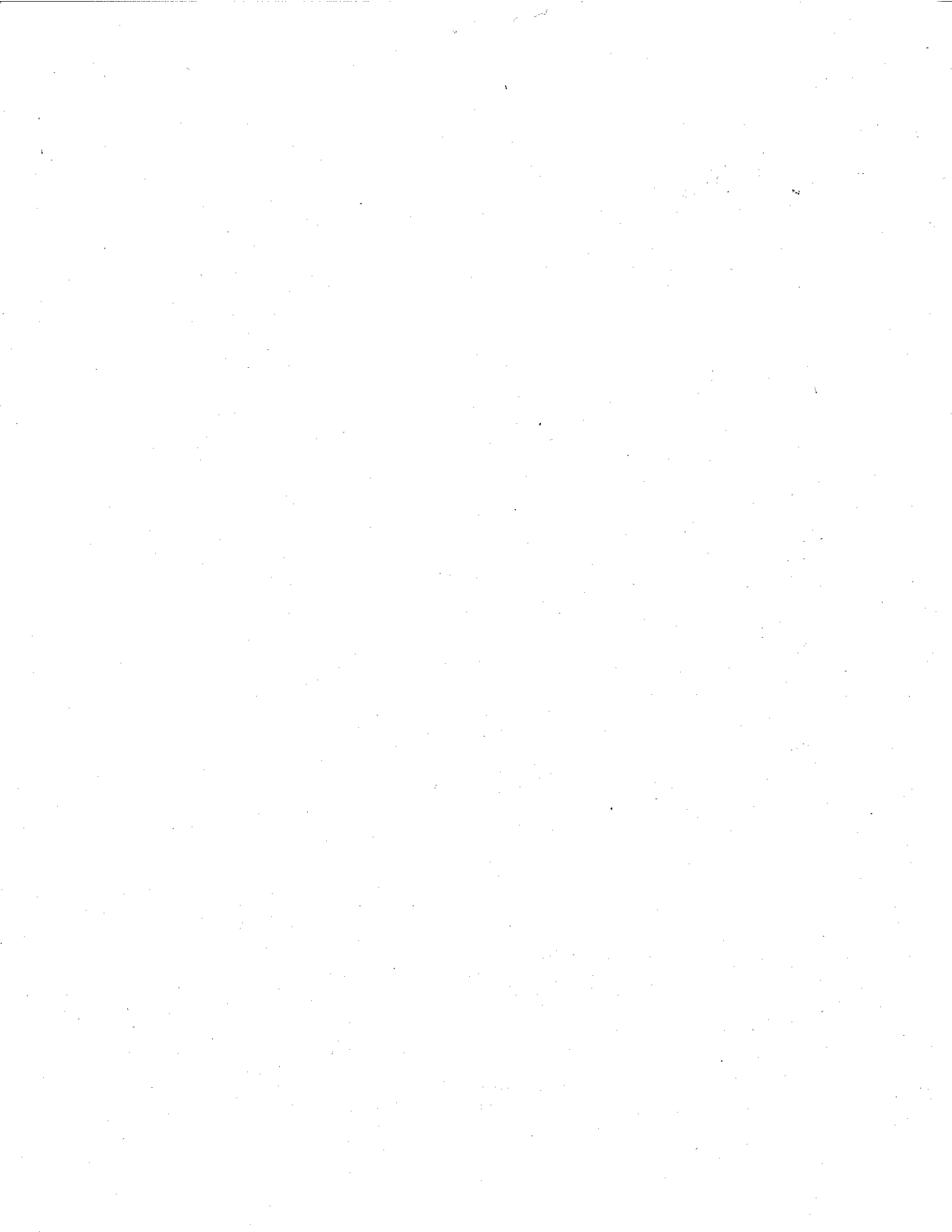
Lawyers

Police officers

Insurance sales representatives

Medical professionals





Theme:



WOW! Goals:



Awareness Attitudes

Objectives:

- To help children learn more about jobs in their community
- To help children learn more about the education and skills needed in various jobs
- To help children practice oral and written communication skills

Workforce

Preparation Skills:

- **Basic skills - Communication, listening, writing and speaking**
- **Personal qualities - Respect**
- **Information - Organizing information**

ACTIVITY:

Inquiring Minds Want to Know

Materials:

- "Big Ideas Mini-Poster"
- Newsprint or other large paper
- Markers
- Masking tape
- Pencils
- Phone
- Children's individual portfolios

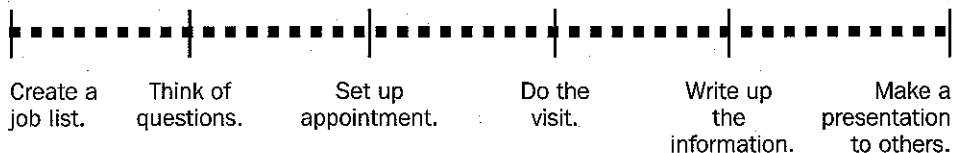
Time:

30-60 minutes; allow time for planning, guest speakers and follow-up

Procedure:

1. Ask the children to think about a job that interests them. Divide the group into small teams of two or three, based on their interests. Work with them to make a list of people in the community who have that type of job.
2. Explain to the group that one of the ways to find out more about people and their work is to invite them to meet with your group to discuss what they do. Use a sheet of newsprint to make a timeline that shows the steps in setting up the visit (see the example that follows). Ask the children what they would need to do to invite someone to the group to find out about the person and his or her job.

Timeline



3. Help the children arrange visits with workers; phone calls are probably the best contact method. Review phone skills with the children before they make any calls. Remind the children to ask the workers to bring something that tells about their job and to ask if it would be okay to take photographs when they visit. See the sample phone script that follows or develop your own. Have the children write a confirmation letter to each worker who agrees to visit (see the sample that follows).

4. Before each guest visits, have the group brainstorm answers to the following questions and identify people who have those jobs.

- What do we know about this job or career?
- What do we want to find out about this person and his or her job?
- What questions can we ask to find out what we want to know?

Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- Interview
- Skill



For the Portfolio:

The following are examples of children's work from this activity. Use these when you complete the "Portfolio – Putting It All Together" activity later in this theme.

- The child's list of questions and answers
- Photograph or drawing of the worker the child interviewed

Write this information on a sheet of newsprint. Tell the children they can make their own notes if they wish.

5. Have the children work in a large group or in small groups to brainstorm a list of questions they would like to ask. List their suggestions on a sheet of newsprint. Have them think of questions that would help them find out what someone does at his or her job. Try to ask questions that give the person a chance to talk rather than just answer yes or no. For example, ask "What do you like about your job?" instead of "Do you like your job?" Sample interview questions include:

- How many years did you go to school?
- Where did you get your training?
- What school subjects do you use in your job?
- What do you like best about your job?
- What other kinds of workers do you work with?
- What types of skills or knowledge do you use in your job?
- How do you use (*computers and technology*) in your job? (*Insert other skills here, too.*)
- Was there anything else you did in the past that helped prepare you for your job?
- Did you have any other jobs before you began your present career?
- What skills are required in your job that we're learning in the ___ grade? (*Insert your grade level or age here.*)
- How did you learn what you needed to know for your job?
- What hobbies or special interests outside of school (such as a 4-H club or group) helped prepare you for your job?

6. Discuss and role play how to do an interview. Children may want to work in pairs and tape record each other as they ask each other questions. Have them take turns pretending to be the guest speaker. You may want to invite a reporter to talk to your group to learn how he or she conducts interviews.

7. Decide how you'll conduct the visit. For example, you could divide the group into teams and have each team interview a different worker. Each child could have a different task, such as asking questions, taking notes on the worker's answers, running the tape recorder and photographing the worker on the job. Or, each child could choose several questions to ask. They could copy the questions on paper and record the worker's answers.

8. After the interviews are done, have the teams take turns sharing what they learned with the group. Encourage the other group members to ask questions of each other. Ask each interviewer to share his or her impressions of the job.

9. Have the children write or draw thank-you notes to the people who visited the group.

Talking It Over:

After completing the activity, have the children get in a circle and ask them the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- What was it like interviewing people about their work? What did you learn?
- How was *school subject* used in *name of person's* job?

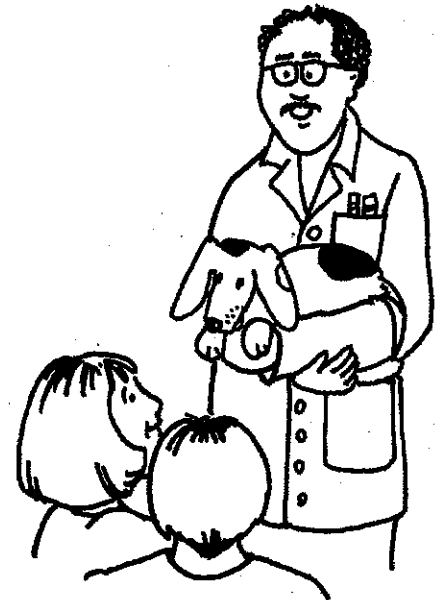
- Did some of the people you interviewed share similar information? Give examples.
- How did what name of person did on the job each day differ from what you *thought* he/she did?
- What other types of jobs would you be interested in learning more about?
- Why is it important to go to school?
- What school subjects do you think you'll use in the future?
- How can someone's hobbies or special interests relate to his or her jobs in the future?

How to Simplify:

Keep questions simple and have the workers visit for a shorter period of time.

How to Extend:

- Increase the number and complexity of questions the children will ask.
- Create "job pals" (pen pals) at work. Arrange for the workers the children interviewed (and perhaps others in the same workplace) and the children to exchange letters (they could use email if it's available). This will allow the children to ask follow-up questions about the person and his or her work. Children can continue to write letters at future meetings.



Making Connections

Beverly Fisk's 4th-grade class decided what jobs they would like to learn more about. Students divided into groups, then wrote invitation letters and planned interviews. They invited an accountant, a lawyer, a pediatric cardiologist, a plumber, a reporter, a secretary and a veterinarian to visit their class. Each group wrote up a report about their guest. Bev suggests having a camera handy to take a picture of each guest and the students as they conduct the interview.

Sample Phone Call Script

Hello, my name is _____ and I'm from (give name of club, school or program). Our group is exploring different careers. We would like to invite you to visit with our (4-H club/group, class, afterschool program) to talk about your career on (date and time).

If it is okay with you, we would like to take a picture of you when you visit our group. We would also like you to bring something with you that you use on your job.

Thank you very much.

Sample Confirmation Letter

(Date)

(Address)

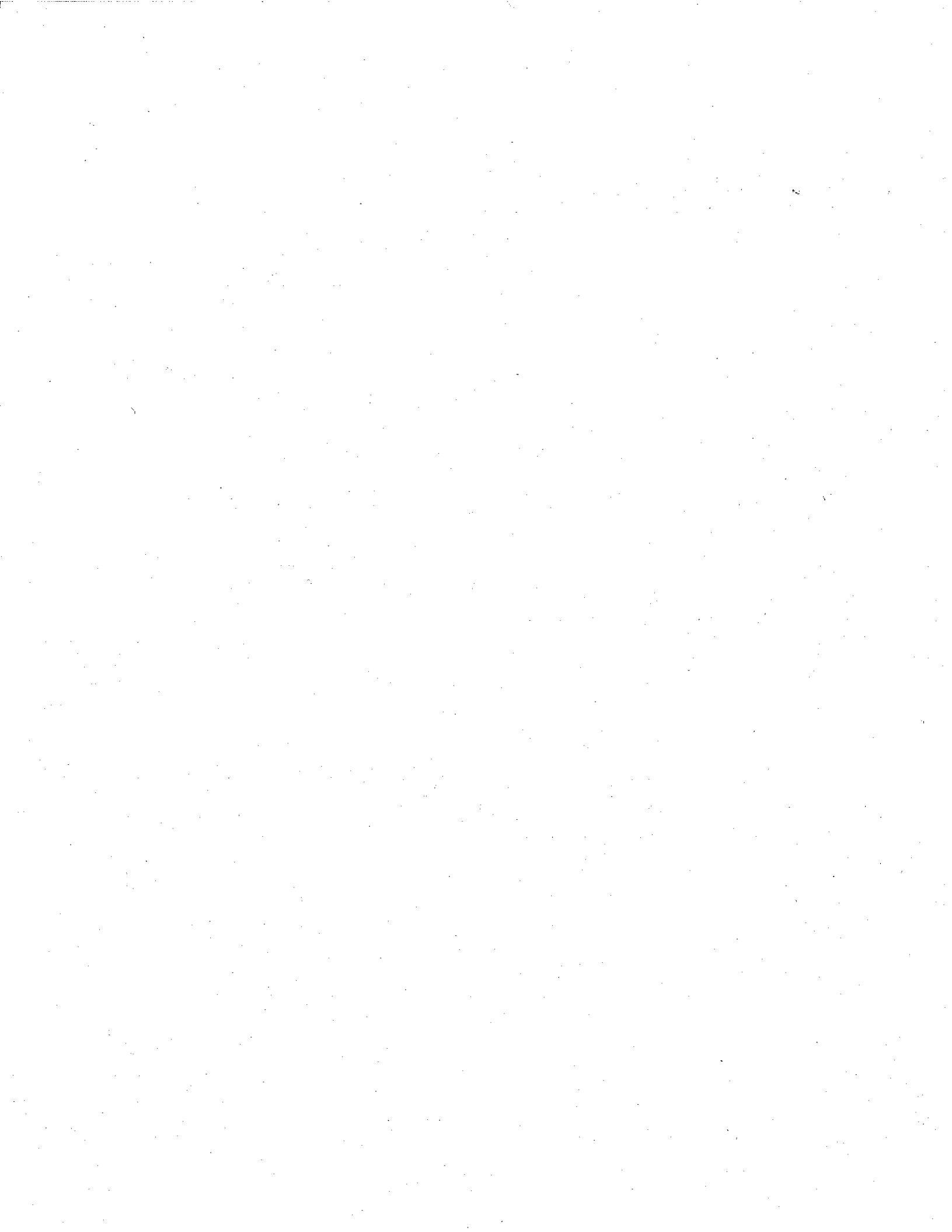
Dear _____:

We are pleased that you are willing to visit our group to talk to us about your career on (date and time). Please call (name of person) at (phone number) if you have any questions.

We look forward to seeing you soon.

Sincerely,

(Name of person or group)



Theme:



WOW! Goals:



Awareness



Attitudes



Skills



Vision

Objectives:

- To help children connect present learning (subjects or projects they're learning now) to what they'll need to know in the future
- To help children observe specific examples of skills in action in the workplace
- To help children describe what they can do now to prepare for the world of work

Workforce

Preparation Skills:

- Basic skills – Communication
- Interpersonal skills – Working with others
- Information – Acquiring information
- Systems – Understanding complex interrelationships
- Resources – Identifying resources

ACTIVITY:

Only the Shadow Knows

Materials:

- "Big Ideas Mini-Poster"
- Newsprint or other large paper
- Markers
- "Making the Most of Job Shadowing" handout (one per worksite)
- "Job Skills Scavenger Hunt" (one per child)
- Pencils
- Children's individual portfolios

Setting:

One or more worksites in the community

Time:

Varies; this activity will take several sessions to complete, including preparation, worksite visit and "talking it over" after the site visit.

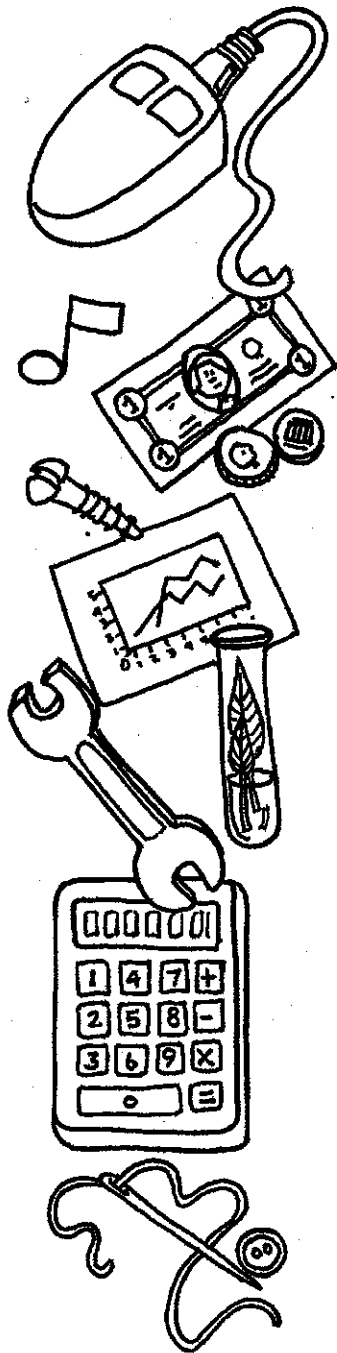
Helper's Note: Visiting a person at the workplace is often called "job shadowing." Job shadowing is more than a field trip. While part of the visit may include a tour of the facility, the goal is to have children experience what a job is really like. Job shadowing will be boring if the children only get to watch people working instead of actually doing something. Advance planning on the part of the activity's organizer and the worksite contact is needed to make this a successful experience for everyone involved.

Procedure:

Before the site visit:

1. Introduce the idea of job shadowing. Through other WOW! activities, you may have identified some workplaces that the children are interested in visiting. If not, have the group brainstorm a list of potential workplaces in the community they could visit. Explain that by visiting the places where people work and by spending time with people at work, they'll gain a better understanding of what people need to know and do to succeed in the world of work.
2. Contact one or more potential host worksites. Based on the interests of the group, think about potential worksites to visit and the kinds of visits that will suit the group. For example, depending on the size of the group, the whole group could visit one worker at one site or meet with different workers at one site, or the whole group could visit more than one site.

If you don't have the name of a contact person at a worksite, call and ask who you should talk to about arranging a visit. Tell the contact that the goal of your visit is to give the children in your group a basic understanding of various jobs and what someone needs to know and be able to do to succeed in that job. Tell them that the visit is also intended to help the children see connections between what they're learning now and the future. Share other information about your group, such as the number of children and their ages, and any other expectations that you have about the visit. Identify possible dates for the visit.



Find out if the site has any limits on the visit length, the number of visitors and their ages. Find out more about the site, such as the contact person and the names of participating staff and the types of jobs they do. Tell them you'll send a letter confirming the date, the number of children and any other details that you've agreed on. Enclose a copy of the "Making the Most of Job Shadowing" handout included with this activity.

Make follow-up contacts as necessary to make sure the people the group will visit are prepared to work with young children.

3. Make other site visit plans, including transportation, meals and other adult helpers to accompany the group on the job shadowing visit. If you're dividing the group, you'll also need to match the children with workers or worksites.

4. Notify parents of your plans. Give them a description of what the group will do and enclose permission slips. The permission slip should include the date and time of the visit, where you're going, transportation arrangements, what the child needs to bring or wear, space for a parent's signature and the date he or she signed the slip, and a deadline for returning the slip.

5. Prepare the children for the visit. Distribute the "Job Skills Scavenger Hunt" and talk about it with the children. Describe how they can use this tool to help them focus their attention during their visit. Review each of the categories that follow and ask what they think they might see that applies to each category when they're at the worksite.

Math – Does anyone use a calculator, cash register or scanner, or charts or graphs? Do they handle money? Do they use budgets or spreadsheets?

Reading and Writing – Do workers need to read or write reports or

fill out forms? Do you see books, manuals or information posted on the wall? What types of things do people need to read and write?

Science – Do workers look at specific aspects of earth, life or social sciences such as plants, health, people's attitudes and behavior? Do they take a scientific approach to parts of their job?

Creative Expression – How do people design their workplaces to be appealing? Do people work with designs, colors, creative writing, music, movement or shapes?

Technology and Computers – What tools do workers use to help them do their job? How do they use computers (for example, word processing, spreadsheets, design, email)?

Problem-Solving – What kinds of problems do workers come across and how do they solve them (for example, by working alone or with others)? How do they prevent problems? Do they think about consequences of different actions?

Teamwork – How do people work together? Do they use group planning and goal setting to solve problems?

Interpersonal Skills – How do workers consider the diversity of their coworkers and their customers? Do workers show appreciation and respect for people with all types of differences, such as cultural or physical differences? Do workers use other languages? How do workers need to get along with others?

Leadership – Are workers responsible for a project? Do they delegate to others? Do they take initiative to get things done?

Workplace Etiquette – How do workers treat their coworkers and customers? How do they greet people on the phone and in person? What does the employer

expect in terms of attendance or dress?

6. Review the directions for completing the activity when they're visiting the workplace: When they observe an example of a worker using a skill on their sheet, they should write a brief description of what occurred. This will help encourage discussion when they return from the visit. For example:

- **Technology and Computers:** Worker sent email message on the computer
- **Math:** Worker figured out how much to spend for program supplies

Helper's Note: You can design your own "Job Skills Scavenger Hunt" categories to reflect the needs of your group.

7. Talk with the children about what they think they might see at the job site. Have them think of things to look for while they're there. Tell them to write their ideas on the back of the "Job Skills Scavenger Hunt" handout.

- What is the work environment like? Is it noisy or quiet? What sounds do you hear? What equipment do people use? Where do people do their work – at a desk, at a machine, inside or outside? Do they work by themselves or with other people?
- How many people work at this business? Were there lots of people or just a few?

Have them think of other questions they might want to ask the workers. Some suggestions include:

- How was school useful to you and what do you wish you had studied?
- What would I need to do to have a job like yours? What type of education and skills would I need?
- What else did you do outside of school that helped to prepare you for this job?

- What do you like about your job? What don't you like?

8. Stress the importance of appropriate workplace behavior or *etiquette*, such as being on time and being courteous. Talk about what kinds of clothes to wear on the visit (for example, some job sites may have safety requirements such as wearing closed-toe shoes). Before the job shadowing experience, role play some of the situations they might encounter at the worksite, such as greeting people and asking questions. Make name tags for the children to wear.

During the site visit:

Once you arrive at the site, encourage the children to enjoy the experience and have fun while learning more about jobs. Remind them to:

- Complete the "Job Skills Scavenger Hunt" or other activity you've designed.
- Talk with workers and participate in activities.
- Use appropriate workplace etiquette.
- Take pictures (optional).
- Thank the hosts for their time.

Talking It Over and Follow-Up:

1. After completing the activity, have the children get in a circle and ask them the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- What did you learn from visiting this worksite? Give me an example from your "Job Skills Scavenger Hunt" handout.
- Compare what you thought you would see (such as the actual number of people and their jobs) with what you actually saw.
- What job or jobs did you see?
- What school subjects would you need to take in order to perform this job?

- How did workers show respect for each other? How can you show respect for others?
- What did you think was the best thing about this experience?
- Are there any jobs you're more or less interested in because of this experience?
- Was there anything that surprised you? What was it?
- Was the worksite what you expected? If not, what was different?
- How does the work performed at the site you visited contribute to the community?
- If you could go job shadowing again, where might you go or who might you visit?

2. Have the children write thank-you letters to their hosts.

3. Pick one or more of the extension activities to help children learn from what they did and saw at the job site.

How to Simplify:

- Keep the visit short.
- Simplify the "Job Skills Scavenger Hunt." Limit the number of categories you use or use pictures for the categories. Design your own categories to reflect the needs of your group.

How to Extend:

- Have the children draw pictures of what they saw at the job sites and display the pictures.
- Using a large sheet of paper, make a "body tracing" of each child. Have them color in their silhouettes as they imagine themselves in a job in the future. Have them list one or more things they can do now to prepare to be a worker.
- Write a story called "A Day in the Life of *name of worker or job*" (see the "Creating a Job Book" activity). This story could be about a person the group visited or about someone from the past. Imagine

what it would have been like to job shadow Thomas Edison, Helen Keller, Jackie Robinson or Marie Curie.

- Ask the children “How can we find out more about what people

do at work?” They may want to select a career and do more research on it. Or, they may want to schedule a person to visit with the group (see the “Inquiring Minds Want to Know” activity).

Making Connections

Fifth graders who participated in a job shadowing program in Lansing, Michigan, didn't have to sit in the shadows. At a radio station, a group of students helped to record a public service announcement. Students who visited the Michigan Department of Natural Resources critiqued a brochure that their job shadowing hosts were developing. Another group composed and sent a fax message from the Michigan State University College of Human Ecology to their school principal. Students who visited a local mall went with the security guards as they drove around to survey the parking lot. In a follow-up evaluation, they indicated that the experience was enjoyable and engaging and that they learned many things at the worksites. Their comments show that they grasped the idea of what their host's job entailed, the skills needed for the job and the connection with school and work:

- “I learned what the professors did and what the people at the control panel did.”
- “I also enjoyed the meeting because I got to see what meetings at work are like.”
- “I enjoyed helping get the books ready to put on the shelf.”
- “It was fun making logos and carrying stuff places.”
- “The best part was walking around and meeting some of the people you work with.”
- “I liked seeing the things you do every day.”
- “We think the job you have is cool and challenging.”

Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- Employee
- Employer
- Worksite



For the Portfolio:

The following is an example of children's work from this activity. Use it when you complete the “Portfolio – Putting It All Together” activity later in this theme.

- “Job Skills Scavenger Hunt” handout

ONLY THE SHADOW KNOWS HANDOUT

Making the Most of Job Shadowing

Every job shadowing experience will be different. We've put together this idea sheet to help you make your experience a positive one for you and the children.

What to Do Before the Children Arrive:

- Think about what you will do to involve the children at your workplace. Decide what tasks might be appropriate for children to participate in. Decide what you will need to do ahead of time to organize your day so the experience can be a positive one for you and the children.
- Make name tags for you and your coworkers to wear to help children remember your names.

What to Do During the Visit:

- Keep the children's job shadowing experiences active. Perhaps the children could wait on a customer, send a fax or email message, complete an order form, run an errand or record information.
- If the children attend a meeting, give them a role to play. Ask for *their* ideas about a workplace situation or project you're working on now.
- Change activities often. Try to find several short tasks for the children to do that last no more than 15 minutes.
- Keep tours short and general. Ask the children to look for specific things during the tour. For example, they could collect the job titles of people they meet or the names of equipment they see.
- Explain any special terms or vocabulary that are part of your workplace.

What to Talk About:

Consider telling the children the following information:

- About yourself and your work history, and your interests when you were their ages. Ask them what they're interested in now.
- The type of education and training needed for your job. How people in your job keep up with changes (for example, through on the job training, staff meetings, workshops or continuing education).
- The school subjects that are important in your job. How children can prepare *now* for work like yours. Anything you would have done differently in or out of school to prepare for the world of work.
- What you like and don't like about your job.
- One answer to the inevitable question: "How much do you make?" is "The salary range for this job is . . ."

ONLY THE SHADOW KNOWS HANDOUT

Job Skills Scavenger Hunt*

Your Name: _____

Name of Worksite: _____

Host's Name: _____

When you see a skill in action, write an example of it in the box.

Creative Expression

Interpersonal Skills

Math

Technology and Computers

Leadership

Reading and Writing

Workplace Etiquette

Problem-Solving

Science

Teamwork

Theme:



WOW! Goals:



Awareness Attitudes



Skills

Objectives:

- To help children share information about jobs they've learned about
- To help children describe these jobs creatively in writing and pictures.

Workforce

Preparation Skills:

- Basic skills – Writing
- Information – Acquiring and using information
- Thinking skills – Reasoning, creativity
- Resources – Planning and organizing

ACTIVITY:

Creating a Job Book

Materials:

- "Big Ideas Mini-Poster"
- White and colored construction paper
- Pencils
- Computer with word-processing program (optional)
- Glue or paste
- Scissors
- Stapler (optional, depending on binding method)
- Hole punch (optional, depending on binding method)
- Ribbon (optional, depending on binding method)
- Three-ring binder (optional, depending on binding method)
- Children's individual portfolios

Time:

Varies; 30–45 minutes or longer, depending on the type of book and number of jobs included

Procedure:

1. Display book-making materials in an attractive manner. Explain to the children that they'll be making a book about the careers they've learned about through field trips, tours, job site visits, guest speakers and other methods. Have the group discuss the careers that have most interested them. Have them consider what they would want to include in a careers book, such as the education and skills required, what a typical day is like and school subjects that are important for this work.
2. Explain the options for making a book and have the group choose the type of book they want to make.
 - **Group Book** – Each child chooses a different career to illustrate and write about. After the children have completed their pages, bind the book into a cover with a title something like "Our Job Book."
 - **Individual Book** – Each child makes and titles his or her own book. The children choose which careers to illustrate and write about.
 - **ABC Job Book** – The group brainstorms a job for each letter of the alphabet, then decides who will illustrate and write about each career. Assemble the pages in alphabetical order. (This could be an individual or a group book.)
3. Provide the materials and time for the children to work on their book. If you have a computer, consider allowing the children to create their books on it.
4. Several different binding methods will work for small books:
 - Staple the pages.
 - Punch three to five holes along the edge, lace a ribbon through the holes and tie it.
 - Punch three holes along the edge and put the pages in a three-ring binder. This method allows the children to add to the book as they explore other careers.

Vocabulary Words:

Refer to the definitions in the *WOW! Helper's Guide*.

- Career
- Interview
- Job



For the Portfolio:

The following is an example of children's work from this activity. Use it when you complete the "Portfolio - Putting It All Together" activity later in this theme.

- Individual book or copy of page (if the child contributed to a group book)

5. When the books are done, share them with the group. Keep the books available for the children to use.

Talking It Over:

After completing the activity, have the children get in a circle and ask them the following questions to complete the experiential learning cycle. You can use the "Big Ideas Mini-Poster" to help them do this.

- What was the most interesting job or career you learned about? What made it the most interesting?
- What was the least interesting job or career you learned about? What made it the least interesting?
- What did you find out about what it takes to become a name of job?
- Do you think there will always be a need for name of job? How might this job change in the future?
- How could you find out more information about name of job?
- What do some of these jobs have in common?
- What did you learn by organizing information for a book?
- Why is it important to learn about different types of jobs?
- How can you use what you learned in other ways?

How to Simplify:

- Have each child illustrate one career. Put all the illustrations in a group book.
- Have the children dictate stories to you. Ask them to tell you about a career and write their story on a page in their own or a group book.
- Provide rubber stamps and ink pads for the children to use to illustrate the book.

How to Extend:

- Have each child do more research on a job that interests him or her. Help them decide on their own book formats.
- Have the children make books that include more jobs and more detail about those jobs.
- As a service-learning opportunity, children in the upper grades can make and illustrate job books for younger children. They can arrange to visit classrooms or a library story hour to read to younger children. Have them reflect on this experience and what they learned from reading to the younger children.
- Design the book so that children can continue to add more pages to it as they learn more about jobs in WOW! and through their family, school and community interviews and visits.
- Read one or more of the following books:
 - *How a Book Is Made*, by Aiki (New York: HarperCollins, 1986)
 - *How a Book Is Published*, by Bobbie Kalman (New York: Crabtree Publishing, 1995)
 - *The Young Author's Do-It-Yourself Book: How to Write, Illustrate, and Produce Your Own Book*, by Donna Guthrie, Nancy Bentley and Kathy Keck Arnsteen (Brookfield, CT: Millbrook Press, 1994)

Theme:



WOW! Goals:



Self



Skills

Objectives:

- To help children review previous activities
- To help children identify and develop an understanding of what they have learned
- To help children reflect on their accomplishments
- To help children organize information
- To give children a chance to reflect on what they've learned about jobs in their community and what jobs interest them

Workforce Preparation

Skills:

- Resources – Establishing goals; organizing and presenting information; identifying skills, interests, experiences and knowledge
- Thinking skills – Creativity, decision-making and learning how to learn
- Personal qualities – Self-management and responsibility
- Basic skills – Reading, writing, speaking and listening

ACTIVITY:

Portfolio - Patting It All Together

Materials:

- "Big Ideas Mini-Poster"
- Children's individual portfolios
- Index cards or paper
- Pencils

Time:

20-40 minutes

Procedure:

1. In the *Work in My Community* theme, children learn about the people and jobs needed to make their communities function. This activity gives children a chance to reflect on what they have accomplished during this theme and any new discoveries they may have made about themselves and their interests. Have the children look through their portfolios to review the projects they did for this theme.
2. Ask the children to look at each item and think about the activities they did. Give them enough time to look through their portfolios. Tell them they'll have a chance to share their portfolios with others in the group.
3. Review the process for compiling the portfolio:
 - **Collecting** samples of your work that show what you did or what you learned.
 - **Reflecting** on these items. Talk to someone or write your thoughts about what you have learned or done.
 - **Selecting** samples that best represent your work or are the most meaningful to you. Explain why you chose these items.
4. Prompt them to think by asking them questions such as:
 - What did you like about that activity?
 - What would you do differently next time?
 - What did you learn during that project?
 - What else would you like to know?
 - What have you learned about jobs in your community?
 - What jobs interest you so far?
 - Are there any jobs that you thought you would like but that you've changed your mind about? Why?
 - How have your views about different jobs changed since we began this theme?
 - Do you see any new future career possibilities for yourself?

Have the children write their responses to one or more of these questions on an index card or sheet of paper that they can include with their portfolios.

5. If you did “Goal Setting – Ready, Set, Know!” as an opening activity, follow up by having the children complete the “Putting It All Together” chart, either individually or as a group. Use the following as a guide to create a chart.

Putting It All Together		
What Did We Learn?	How Did We Learn It?	What Do We Still Need or Want to Know?

6. Ask each child to share his or her portfolio with the group.

Talking It Over:

Ask the children to reflect on how the things they have learned from these activities may affect jobs they may have in the future.

How to Simplify:

- Have each child tell about one activity he or she found interesting during the theme.
- Limit the number of questions asked.
- Have younger children dictate their responses or draw pictures instead of writing.

How to Extend:

In this theme, the children have spent a lot of time looking at the jobs of people in their community. In this extension activity the children create a “career palette,” which gives them a chance to think about and illustrate the jobs they might be interested in.

1. Gather the materials you’ll need: white and colored construction paper; scissors; glue, tape or paste; and markers. Create a template of an artist’s palette and brush (you can make it similar to the illustration at right.)
2. Have the children cut small circles out of white paper. In each circle, have them draw a picture or symbol of a job or career they would like to have. Stress that this is a time to explore different careers and that choosing a career to explore now doesn’t mean that they *must* pursue that career when they’re older.
3. Have the children trace the artist’s palette and brush on a sheet of construction paper and cut them out.
4. Tell the group to glue the circles to the palette and label each circle with the name of the career it represents. Have the children write their name on the brush and glue it to the palette.
5. Have the children share their completed palettes, which can be included in their portfolios.

Vocabulary Words:

Refer to the definitions in the *WOW! Helper’s Guide*.

- Portfolio
- Reflect

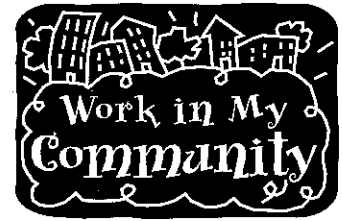


For the Portfolio:

The following are examples of children’s work from this activity.

- Reflection cards
- “Career Palette”

Theme 2: Work in My Community – Family Connections Letter



Dear Parent:

Your child is taking part in several **WOW! (Wild Over Work)** activities that are designed to help children learn more about the skills they'll need to succeed in the world of today and in the work world of the future. **WOW!** activities help build children's awareness of career options and the skills they need to explore these possibilities.

We're currently involved in activities related to the theme of "Work in My Community," in which children learn about the people and jobs needed to make their community function. Some of the big ideas that we're exploring include:

- **All jobs are important.**
- **All workers are important and deserve respect.**
- **Many kinds of workers help a community function.**
- **Many people do volunteer work in their communities.**
- **You can learn a lot from workers in your community.**

In each activity, children will make or do something related to the theme. Ask your child to tell you about the **WOW!** activities or show you something he or she made. Children may keep a portfolio of their work to show what they've done over time. There are many ways you can help your child "extend" what he or she learned in the **WOW!** "Work in My Community" activities. Here are a few ideas for you to consider:

- When you go to a new area, whether it is another town, city or state, think about and talk about what the people in the area might do for work. Where do people go to buy food? When they're sick? For entertainment? Point out different places where people work. How are the work-places in this town similar to those in your community? How are they different? There are probably a lot of similarities from place to place. For example, people everywhere need to eat, and most people buy their food from a grocery store.

But from community to community, the number of stores, the size of stores and the variety of products they carry may differ. Encouraging children to observe and think about what they see is important.

- If possible, take your child to work with you. Your child may hear you talk about your work, but nothing takes the place of actually being there. To your child, having a job may seem like something far off in the future and not related to what's going on now. At this age, children mostly still think about the "here and now," so it's hard for them to think about things they haven't experienced yet. Children are often surprised with what goes on every day at work. Plan ahead to be sure the experience will be a positive one.
- Children may form stereotypes about jobs at a young age. Once formed, these stereotypes are hard to change. These stereotypes may limit their future choices. For example, if girls think that they can't do math, they may not consider jobs that require math skills. Think about how you can expose your child to positive role models in the community.
- Look for opportunities to talk about and demonstrate respect for others. You can model respect for all jobs and the workers who do them. For example, you may thank a sales clerk for helping you find something in a store. Afterwards, you could say something like, "That sales clerk helped us find what we needed. He was very helpful, wasn't he?" When you have the chance, point out how various workers contribute to the community.
- Many people volunteer to help in their communities. You might consider volunteering as a family. You could present several alternatives and have your child help decide which one to participate in. Not only are you helping the community, but the attitudes and skills your child learns in volunteer work will help him or her succeed in the future. Encourage your child to think about the meaning this type of work has personally and for the community.

