

TAKE OUR KIDS TO WORK™ 2020 EDUCATORS' GUIDE



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**TAKE OUR
KIDS TO
WORK 2020**
BIGGER. BETTER. VIRTUAL.

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RBC Future Launch

WELCOME, EDUCATORS!

Take Our Kids to Work 2020 will be unlike any other!

Launched in 1994 by The Learning Partnership, Take Our Kids to Work Day is an experiential learning opportunity for Grade 9 and Secondary III (Quebec) students across Canada offering them the chance to see the world of work firsthand, explore a variety of careers and sectors, and look at what skills are important to thrive in the world of work.

This year, on Wednesday, November 4, students, their parents, educators, schools and workplaces will have access to even more options including pre-recorded and live virtual content to supplement the exciting learning experiences being made available by employers across Canada.

There are more ways than ever for everyone to take part in this exciting day!

Some of the possibilities:

- Students can participate in Take Our Kids to Work Day hosted by their parent's employer (in-person or virtually)
- Teachers can lead students through a virtual Take Our Kids to Work Day, including events hosted by The Learning Partnership and other activities included in this guide, during the school day
- Students can participate in virtual Take Our Kids to Work Day events hosted by The Learning Partnership with their parents from home

This event has been designed with educators like you in mind. We want Take Our Kids to Work 2020 to be easy, flexible and relevant for you and your students.

Through it all, the goal is to ignite students' curiosity and open the door for them to see what is possible for their future.

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IN THIS GUIDE

This guide has been prepared to give educators all they need to develop a learning plan for Take Our Kids to Work Day, whether virtual or in person, in school or at home. Here's what you'll find in the pages that follow:

PART A

BEFORE: PREPARING YOUR STUDENTS

Activities to engage and prepare students for their Take Our Kids to Work Day experience, whether it is with their parents or in your classroom.

PART B

DURING: BRINGING THE WORKPLACE TO YOUR CLASSROOM

Some of the ways you can incorporate Take Our Kids to Work Day into your in-person, virtual or blended classrooms.

PART C

AFTER: REFLECTING ON TAKE OUR KIDS TO WORK DAY

Activities for students to reflect upon the kind of day they had, what they learned, and to share their learnings.

PART D

Certificates and surveys

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PART A: BEFORE

PREPARING STUDENTS FOR THEIR WORKPLACE EXPERIENCE

What can students expect on Take Our Kids to Work Day?

The following checklist outlines what students can expect during Take Our Kids to Work 2020. Review the list with your students before November 4.

On Take Our Kids to Work Day, students can:

- tune in to the cornerstone event – ***Your Future, Now***
- engage in one or more virtual breakout sessions, hosted by industry experts, where they, other students and parents from across Canada can learn more about careers in:
 - skilled trades
 - innovation and entrepreneurship
 - technology
 - healthcare
- learn from professionals about the various career paths available within different industries and sectors
- ask their workplace host questions about the organization, their role, and the industry, field or sector – and in some cases, get a virtual tour of workplaces
- engage in fun, interactive, career-related activities, workshops and demonstrations
- gain a deeper knowledge of today's workforce and the skills they need to be successful in the world of work

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Setting the stage for a great experience!

Here are three activities that will help prepare students for Take Our Kids to Work Day regardless of how they are participating.

Pre-Activity #1: Setting goals and expectations for the day

Pre-Activity #2: Thinking about your “personal brand”

Pre-Activity #3: Managing your online reputation

Additional activities related to specific virtual events will be available on the [Educator Resource Centre](#).

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Pre-activity #1:

Setting your goals and expectations!

Have students complete Part A of this student planning worksheet before Take Our Kids to Work Day. After the day, they will return to it to complete Part B.

Goals & Expectations of Take Our Kids to Work Day

Part A: Before Take Our Kids to Work Day

3 things I expect to experience during my Take Our Kids to Work experience:

1. _____
2. _____
3. _____

3 questions I hope to have answered during my Take Our Kids to Work experience:

1. _____
2. _____
3. _____

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Part B: After Take Our Kids to Work Day

3 things I learned during my Take Our Kids to Work experience:

1. _____
2. _____
3. _____

3 careers or jobs I encountered during my Take Our Kids to Work experience:

1. _____
2. _____
3. _____

3 opportunities I am excited about after my Take Our Kids to Work experience:

1. _____
2. _____
3. _____

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Pre-activity #2:

Thinking about your “personal brand”

This activity helps students think about the characteristics and traits they possess that comprise their “personal brand,” i.e., the unique combination of skills, experience, and personality that they have and want the world – and a future employer! – to see.

Step 1:

Ask students to think of some well-known brands (e.g., clothing, mobile phones, cars). What qualities or features do they identify with each brand? How does each brand differ?

Step 2:

Ask students to think about anyone they know who has a personal brand, such as a celebrity or famous influencer. How would they describe that person’s brand? How does it distinguish them from other people?

Step 3:

Ask students to think about their own personal brand. Using the characteristics/qualities they generated in Steps 1 and 2, or adding new ones of their own, have the students list their own unique qualities, skills, attributes, interests and personal traits that comprise their “personal brand.” Ask them to think about how these qualities/attributes show up in the world. How do they express these qualities in their activities, behaviour, personal style?

Step 4:

Have students find or create an idea board, drawing, collage, video, story or social media post that they think reflects their personal brand.

TIP

Extension Idea: Following Take Our Kids to Work Day, ask students to identify a company (i.e., a brand) they encountered during their experience. Repeat Step 1. Ask the student if, and how, the employees that they met demonstrated the company’s brand and what impact that had on their impression of the company.

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Worksheet for Students

Your "Personal Brand"

Think of a well-known brand (e.g., clothing, mobile phones, cars). What qualities or features come to mind that describe this brand? How does this brand differ from others like it?

Brand:

Qualities/characteristics of this brand:

1.

2.

3.

Think about someone you know who has a personal brand, such as a celebrity or famous influencer. How would you describe that person's brand? How does it distinguish them from other people?

Celebrity/Influencer:

Personal qualities of this celebrity/influencer:

1.

2.

3.

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What are three characteristics, attributes, skills, interests or personality traits about YOU that are part of your personal brand? How do you express these in your activities, behaviour, or personal style?

Quality 1: _____

How I express this quality: _____

Quality 2: _____

How I express this quality: _____

Quality 3: _____

How I express this quality: _____

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Pre-activity #3:

Managing your online reputation

Explain that a personal brand can be built or extended online. It forms part of our online reputation. Emphasize the importance of building a positive online brand and reputation, and the dangers of posting anything that may be misinterpreted or could offend other people. This is also known as 'netiquette', i.e., the use of good manners in online communication such as email, forums, blogs, and social networking sites.

Remind the students that the internet is a public place. Anything posted online is likely to exist forever. It is like an "electronic tattoo."

A positive personal brand and online reputation can be advantageous and will likely be seen by any future employer, so students need to think carefully about what they share, how it will be perceived by other people, and whether they might regret it later.

Part 1:

Ask students to read and think about Nadia's, Jordan's and Keisha's scenarios and generate ideas about the kinds of content that might reflect either positively or negatively on these individuals' personal brands, if shared online.

Part 2:

Ask students to come up with some ideas of what they would do, if they were in Nadia's, Jordan's or Keisha's position, to try to repair any damage done to their personal brand.

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Worksheet for Students

Managing your Online Reputation

Nadia is a basketball player who has led her high school team to several regional championships. She wants to study for a degree in sports medicine and has ambitions to be a coach and sports ambassador working with young people.

Types of content that would reflect POSITIVELY on Nadia's personal brand:

Types of content that might reflect NEGATIVELY on Nadia's personal brand:

Jordan is a member of his student council, an active volunteer with a local environmental charity, interested in environmental studies, and wants to become an environmental lawyer – maybe even a politician! – to help address the issue of climate change.

Types of content that would reflect POSITIVELY on Jordan's personal brand:

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Types of content that would reflect NEGATIVELY on Jordan's personal brand:

Keisha is a budding artist with a talent for drawing and painting. She wants to attend art school and make her living using her art to address social justice issues that are important to her, like #BlackLivesMatter, women's and girls' rights, and poverty in Canada and around the world. She has a strong interest in children and would also like to become an art teacher or a children's art therapist.

Types of content that would reflect POSITIVELY on Keisha's personal brand:

Types of content that would reflect NEGATIVELY on Keisha's personal brand:

PART B: DURING

BRINGING THE WORKPLACE TO YOUR CLASSROOM

Here are some ideas for incorporating Take Our Kids to Work Day events into your own in-person, virtual or blended classrooms.

This year, The Learning Partnership is producing FIVE unique virtual Take Our Kids to Work Day events. These components may be used by workplace hosts, by teachers in their classrooms, or by parents with students at home. More students will be able to access more diverse workplace experiences than ever before!

The Learning Partnership's virtual events are designed to be:

- Modular:** You can select which event(s) you want to register for and include all or some in your day. Each event is designed to be 15 to 20 minutes to be compatible with your teaching schedule.
- Flexible:** Each event will be available, at minimum, twice throughout the day. And, each will be recorded so that you can visit them after the day.
- Inspiring and fun!**

Your [Educator's Resource Centre](#) contains all the details about these events, which will include advance sign-up, invitation/calendaring reminders, and links to the recordings for sharing. The breakout sessions will include activity sheets that you can use in your classroom after students participate in the session.

Virtual Events

Your Future, Now

This cornerstone virtual event is an uplifting way to kick off the day, bringing a message of hope and resilience to students, their parents and educators alike. The 20-minute pre-recorded video sets the stage for a great Take Our Kids to Work Day and is available afterwards to use as part of your regular curriculum.

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Live breakout sessions

Themed around four different career paths (skilled trades, innovation and entrepreneurship, technology, and healthcare), these 20-minute sessions will be dynamic and interactive, hosted by industry experts and offer more options than ever before for students to encounter numerous professionals, sectors and industries. Each breakout session will be scheduled twice during the day and attendees will receive activities to deepen their learning and further engage with the topic.

IMPORTANT NOTE

Teachers or parents/guardians must register for these events on behalf of students. Visit your [EDUCATORS' RESOURCE CENTRE](#) to register for one or more of the live breakout sessions and watch with your students or share links with them so that they can participate individually.

How to access the virtual events

Now that you've registered for Take Our Kids to Work 2020:

1. you'll receive notifications, invitations to sign up for the events, and reminder links by email
2. you can log on any time to the [Educators' Resource Centre](#) to access events, related materials, links and, when it is posted on November 4, the recording of **Your Future, Now**

Your Future, Now will be available to view starting on Wednesday, November 4 via your [Educators' Resource Centre](#) and [The Learning Partnership's YouTube channel](#).

Breakout sessions will be streamed live on Microsoft Teams Live Events. Instructions to join, as well as the link, will be shared once you have signed up for the session.

You can view each event as a class or share the event links with your students so that they can attend individually.

All events – **Your Future, Now** and the four breakout sessions – will be recorded and available for viewing via your [Educators' Resource Centre](#) and [The Learning Partnership's YouTube channel](#) after November 4.

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SAMPLE AGENDA

TAKE OUR KIDS TO WORK DAY IN THE CLASSROOM

This agenda includes The Learning Partnership's cornerstone event – **Your Future, Now** – and all four breakout sessions. Use it in part or in full to inspire learning about careers with your class!

| TIME | ACTIVITY |
|--------------------|---|
| 9:00 – 9:30 a.m. | Setting goals and expectations See pre-activities in this guide for inspiration. |
| 9:30 – 9:50 a.m. | Participate in the cornerstone event - Your Future, Now Tune in to this event as a group or share the link (if you haven't yet done so) for students to view. |
| 9:50 – 10:00 a.m. | Reflection after the cornerstone event <ul style="list-style-type: none"> Facilitate group or individual reflection with students to understand what they noticed, learned, were surprised by, etc. Consider doing an online poll to see what students took away from the cornerstone event (e.g., on Kahoot or other). Ask students to complete pre-activity #1 (part B) Direct students to breakout sessions – re-send links if necessary |
| 10:00 – 11:50 a.m. | Participate in LIVE Take Our Kids to Work Day breakout sessions Attendees will be directed to follow-up activities after each event. Check in with students to see what they're experiencing and how it's going! Or feel free to work as a class. |
| 11:50 – noon | Regroup and sharing Prompt questions: What did you participate in? What did you learn? What surprised you? What are you curious to learn more about? Outline afternoon activities and break for lunch |

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| TIME | ACTIVITY |
|-------------------|---|
| 12:00 – 1:00 p.m. | Lunch May include entertainment, a fitness break or a virtual lunch-and-learn. |
| 1:00 – 1:50 p.m. | Individual or small group activity See post-day activities in this guide for inspiration. |
| 1:50 – 2:00 p.m. | Regroup and sharing |
| 2:00 – 2:15 p.m. | Break |
| 2:15 – 2:45 p.m. | Individual or small group activity See post-day activities in this guide for inspiration. |
| 2:45 – 3:00 p.m. | Regroup and sharing |
| 3:00 – 3:10 p.m. | Wrap up Suggested reflection questions: <ul style="list-style-type: none"> • What skill do I want to focus on developing in the year ahead? • What is one question I still have after Take Our Kids To Work Day? • Who may be able to help me answer this question? Remember to complete the educator survey and encourage students and parents to complete the student survey and parent survey ! |

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PART C: AFTER

REFLECTING ON TAKE OUR KIDS TO WORK DAY

Here are four activities educators may complete with their class following Take Our Kids to Work Day. These activities allow students to reflect on their day and identify what they learned.

Post-activity #1: Take Our Kids to Work Day reflection

Engage the class in a discussion about their Take Our Kids to Work Day experience and encourage students to share highlights of the day (e.g., a presentation that was made, guest speaker, their favourite activity, etc.).

If your classroom is currently virtual, consider using a virtual whiteboard (like JamBoard) and ask students to share highlights on sticky notes.

On the Goals & Expectations worksheet that students completed prior to Take Our Kids to Work Day (see pre-activity #1 in this guide), have students list three things that they learned during their workplace experience as well as reflect and assess whether they met their goals for Take Our Kids to Work Day.

Post-activity #2: Dream job

Encourage students to creatively describe their dream jobs and the five skills they need to do these jobs. Consider guiding students to a job site, if they have time, to research different job titles.

You may want to provide a list of the global competencies (below) as a starting point for what types of skills students may include.

Students can present their ideas through a poem, song, rap, infomercial, etc.

Students are also encouraged to include a photograph or drawing representing their dream jobs.

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Global Competencies



Creativity, Innovation & Entrepreneurship



Citizenship (Global, Local, Sustainable)



Communication



Collaboration



Critical Thinking & Problem Solving



Character & Self-Directed Learning

Post-activity #3: Career research options

Educators are encouraged to present the following career research options to their students. These research options provide students with resources that may assist them as they begin career planning.

- RBC's UpSkill™ tool helps students discover how the skills they have today open up a world of possibilities. Students will get career recommendations that match their skills to the jobs of tomorrow.

Go to [RBC Upskill](#). Select 'Try The Tool' (half-way down page) and follow along.

Step 3 asks for Employment & Volunteer Experience. Ask students to reflect on what may be relevant including their extra-curricular and volunteer experiences. Skills are transferrable after all! If the student doesn't have any relevant experience, no problem! Click ellipses [...] and select the trash bin button before choosing 'Next Step'.

- [Xello](#) is a useful website for students for career exploration and planning.
- [16Personalities](#) is a website where students can learn more about their personality traits and the careers that best fit with those traits. After taking the personality quiz, students are provided with a list of possible career options allowing students to learn more about themselves and their interests.
- [Indeed](#) and [Workopolis](#) are commonly used job sourcing websites. Students can browse these websites to explore roles, career options, and the skills and qualifications required to perform different jobs.

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- [LinkedIn](#) is a website and social network people use to build their professional profile. To guide students into career planning and development, educators can introduce LinkedIn to their students, encourage them to build a profile and start making connections now.

Remember, the cornerstone event, **Your Future, Now**, and the four breakout sessions are available for download on your [Educators Resource Centre](#) for the remainder of this school year until Take Our Kids to Work 2021!

PART D:

CERTIFICATES AND SURVEYS

Feedback surveys

Following the conclusion of Take Our Kids to Work Day, please take a moment to complete the [educator survey](#) and encourage [students](#) and [parents](#) to complete the student survey or parent survey.

Certificate of Participation

Personalize and distribute [this digital certificate](#) to all students (those who participated in their parents' Take Our Kids to Work Day virtual events may also receive a certificate from them or their employers).

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