

# Take Our Daughters and Sons To Work Day

REVOLUTIONIZING

THE WORKPLACE



Thursday, April 26, 2007



PLANNING GUIDE  
for Workplace Coordinators



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## FAQs for *TAKE OUR DAUGHTERS AND SONS TO WORK DAY*

### **1. WHAT IS THE PURPOSE OF THIS DAY?**

This day was started as a way to introduce girls to the professional workplace. It was changed to include boys in 2003. At this time the program focuses on giving children the experience of an actual workplace that will provide them the chance to explore their options and observe how an organization actually functions.

### **2. WHAT IS THE BEST FORMAT FOR MY COMPANY AND HOW DO WE DECIDE THAT?**

This depends on the company. The best format for your company is one that will allow the children to experience an appropriate level of information regarding the “goings-on” of the company as well as details regarding educational requirements and culture.

### **3. WHAT AGES ARE APPROPRIATE FOR THIS PROGRAM?**

The program is generally geared toward children starting at age eight and older. However, the activities can be adjusted for ages younger than eight. The ages that your company chooses to include is solely up to the company and factors that should be considered are:

- Company environment
- Possible safety issues
- Company regulations
- Employee demographics

### **4. HOW DO WE GET STARTED?**

The first step is to get approval to do this program. Make sure you are on the same page as the company heads regarding what the program will entail and the resources that will be needed to ensure that the program is successful.

Read through our guide. Ask yourself: Is this doable? Is there interest in this? It might be a good idea to sample employees to find out the level of interest and the ages of the children that the parents would like to include.

### **5. DO WE HAVE TO FOLLOW THE GUIDE EXACTLY?**

No, we encourage you to make changes and personalize this as much as possible. The children should come away with a good idea of what the company is all about and a good feeling. If you feel that certain items in this guide are not appropriate for your workplace, please change or omit them. Creativity will make this program worthwhile for all involved.



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### ABOUT THE EVENT

*Take Our Daughters and Sons to Work Day*® is a nationally celebrated event founded by the Ms. Foundation for Women. “Revolutionizing the Workplace” is the 2007 theme for Take Our Daughters and Sons to Work Day. Each year, the Ms. Foundation for Women selects a theme that reflects the program’s goals. We thank the Ms Foundation for their leadership in promoting this day and the Families and Work Institute (FWI) for their creative activity suggestions.

On April 26, 2007, millions of parents across the country will participate in *Take Our Daughters and Sons to Work Day*. Originally named *Take Our Daughters to Work Day*, the event was changed in April 2003 to include both boys and girls in order to broaden the discussion about the competing challenges of work and family. For girls to achieve their full potential, whether it is in the home, workplace, or community, it is equally important that boys are encouraged to reach their potential by participating fully in family, work, and community. This event is unique in that it offers children the opportunity to experience the current workplace and envision the future. The real-life workplace setting offers both girls and boys, ages 8-12 years old, the chance to learn about actual jobs they might have otherwise not known about and to observe how organizations function.

The purpose of this guide is to provide a tool to help organizations plan a fun, informative and educational day. This annual event offers benefits to both the organization, working parents and their children—the future workforce:

- The program offers an opportunity for participating organizations to help shape the future workforce.
- Children see their parents in a different role in the work environment and they have the opportunity to meet co-workers. As a result the children are more connected with this aspect of their parent’s lives.
- Children gain an awareness of jobs and careers within a specific organizational setting. They learn how an organization works, and the work processes required delivering products and services.
- This event is an occasion for the company to demonstrate their commitment to the community
- It provides a chance for a local company to be a part of a larger national effort.

### ABOUT THIS GUIDE

This guide is designed to help organizations pull together the resources required to implement a successful *Take Our Daughters and Sons to Work Day*. The suggestions offered here are based upon the experience of many organizations in a variety of industries. Use the suggestions as a foundation to develop a unique and exciting day in your organization.



## ORGANIZING THE EVENT—OVERVIEW

### ROLE OF THE WORKPLACE COORDINATOR

To help your workplace implement this program, we have developed activities to assist you in planning a successful day. Before we get started, here are some quick facts to familiarize you with the program:

**Date:** Thursday, April 26, 2007 (always the 4th Thursday in April)

**2007 Theme:** Revolutionizing the Workplace

**Age Range:** Recommended for girls and boys ages 8-12

**Creators:** Ms. Foundation for Women

Organizing activities for *Take Our Daughters and Sons to Work Day* is a way to build camaraderie among employees and contribute to educating tomorrow's workers. By hosting activities on this day, you are communicating to your employees, your shareholders and the wider community that you value your employees and their families. This event also helps children understand the work that their parents perform and it helps to raise awareness about the various career options that are available.

Use this event time line to assist you with the organizing process. It also provides suggestions to consider in putting together your unique program for the event.

### Early April

- Obtain approval: If this is the first time you will be planning this event, you may want to prepare a brief proposal outlining the benefits of *Take Our Daughters and Sons to Work Day*. Participating in this day will provide benefits for both the organization and the employees.
- Announce the event to employees
- Create and send a "Save the Date" e-mail or announcement flyer to everyone in the company announcing that your organization will participate in the 2007 event. Invite people to participate in the event and ask for responses.
- Coordinate volunteers to help on April 26
- Set a budget: This is a relatively low-cost, high-return event. The typical expenses include registration items, food (breakfast, lunch, snacks) gifts and materials for activities.
- Form a Planning Committee: Typically the Human Resource Department will assemble a volunteer committee who represent a cross section of departments and functions to act as a planning committee. The role of the committee is to plan activities and mobilize resources to create a plan for the event and to assist in implementing the day's activities.
- Create agenda for the day: The detailed agenda should include the activities for the day, the time and location of activities, departments involved and workshops planned. Once finalized, the agenda will be distributed to employees so they will know what to expect.



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- Compile Attendance Sheet: confirm number and gender of children attending.
- Reserve conference room space.

### **Mid-April**

- Meet with volunteers and provide overview of activities.
- Order food, decorations and materials.
- E-mail the agenda.
- Send Excused Absence Form to parents.
- Encourage parents/mentors to notify schools of participation.
- Notify public relations department to continue promoting the event.
- Re-confirm conference room space.

### **Week Of The Event**

- Send an e-mail reminder.
- Train volunteers and assign stations.
- Re-send agenda to participants, and re-confirm attendance.
- Decorate (as needed).
- Create signage to help manage the traffic on the day of the event.

### **PLANNING COMMITTEE ROLE**

Forming a planning committee is a key ingredient to a successful event. When organizing volunteers for the committee, recruit enthusiastic and creative individuals. Committee members should understand the organization, have extensive knowledge of departmental functions and have the relationships that will help involve the participation of departments. As a first step to planning your day, have the committee generate ideas about how your organization can showcase your products/services or work processes in a way that is interesting and fun for children ages 8-12.

The Planning Committee will make recommendations about the most appropriate activities for your company to offer. Many organizations include a combination of workshops, tours, and shadowing workers as the core activities. Many also serve breakfast and lunch as social times for children and parents. Once your committee determines an agenda, have members assume responsibility for specific aspects of the day. The following list includes typical responsibility areas for the committee:

- Budget management
- Program
  - Introduction of the day's activities
  - Distribution of materials and tour schedules, etc.



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- Registration
  - Invitation creation and distribution
  - Coordination of RSVPs
  - Preparation of name tags
  - Coordination of final attendance
  - Coordination of internal e-mail communication and electronic form distribution (such as excused absence form)
  - Organization of welcome area
- Department tours
  - Contacting departments regarding participating in the tour
  - Assisting the departments with planning interesting activities
  - Coordination of the activities
  - Scheduling the tour times
  - Arrangement of children into tour groups
- Workshop Activities
  - Scheduling workshops
  - Selecting activities
  - Purchasing supplies
- Logistics
  - Organize and coordinate the flow of the day
  - Reserving area for welcome, meals and closing ceremonies
  - Reserving conference room space for workshop activities
  - Ordering food, tables, chairs and other supplies

### **ADDITIONAL TIPS FOR THE PLANNING COMMITTEE:**

- If you decide to plan a tour of your organization, think about skipping departments that are hesitant about participating. The goal is for the children to have a good experience. That can be accomplished with a few enthusiastic departments. If a department is too busy or cannot visualize an activity that will have relevance for the children, they are best left off the tour.
- Adjust the agenda to your organizational needs. Plan a half-day event if it fits better into your overall work schedule. The goal is for the children to have a good experience, and for your organization to have a good experience.
- Assess the number of children that your program and space will adequately accommodate. This may require that you limit registrations to match your space requirements. Some other ways to limit registration are to shorten the age range of participants (instead of 8-12, limit the program to 10-12 year olds). If registration is limited, consider giving priority registration to those who are attending this event for the first time.
- Keep a list of un-assigned volunteers. No matter how well you plan this event, you will need extra help for various activities. Expect last minute cancellations; given our busy schedules and unpredictable projects some volunteers may not be able to complete their assignments. To compensate, recruit 10% more volunteers than you estimate you will need.



### **SAMPLE SCHEDULE FOR THE DAY**

Below is a sample schedule for April 26th. Time may vary depending on number of participants and activities you would like to incorporate in the day's events. Also, remember to factor in time for kids to go to the bathroom or to have a snack.

#### **9:00 am - 9:45 am—Registration and Breakfast**

At the breakfast, welcome children, parents, mentors, and relatives. Briefly describe the agenda for the day. Make this opening event as festive as possible. Sharing a meal is the core activity for this welcome event. Other activities should support this welcome activity, consider, distributing materials about the day's events, a small gift, a picture station for the children and parents to have their pictures taken as a remembrance of the day. During this time, parents/grandparents/mentors can introduce their children to other employees and children.

#### **10:00 am - 12:00 pm—Department Tours**

#### **12:00 pm - 1:00 pm—Lunch**

#### **1:00 pm - 3:00 pm—Children's Workshop Activities**

#### **3:00 pm - 3:30 pm—Closing Ceremonies**

### **SUGGESTIONS FOR TOURS**

*Take Our Daughters and Sons to Work Day* can take many forms based on the creativity and design of your planning committee. This event is an opportunity to show the future generation of workers how your company affects their everyday life. Do you make the cereal they eat, assemble parts for their computers or build the cars their parents drive? If so, ask the committee members to think about how you can showcase your products and/or services in a way that is relevant, interesting and fun.

The core components of the day are typically:

- Group social time around meals (breakfast and lunch)
- Tours
- Workshops

Select departments to tour that will offer a children a learning experience. The time spent in each department will vary. Keep the groups small (6-10) children per group and organize them by age groups so that each department can gear their tour to that specific age group. A good rule of thumb is to have each department plan a 20-minute tour stop at each department. During that time, they can make a brief presentation and have a hands-on activity for the children. Specific job titles should be highlighted along with information on how to prepare for the jobs highlighted. For example, in the marketing department, the girls and boys can create marketing materials with the Advertising/Marketing department, or learn interview techniques with Human Resources.



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Interested departments can create activities for the children to give them a better idea of what type of work is done:

**Accounting**—Have the accounting department create worksheets on how to manage a budget and the importance of money management. For a project, kids can create accounts with “vendors” they think would be good for the company to have relationships with.

**Advertising/Marketing**—Have an advertising employee or the creative director conduct a workshop that allows the kids to learn about the advertising and marketing industry. Explain how it affects the company and then have girls and boys create their own ads or marketing materials. Bring samples of what your company has done in the past to give them ideas.

**Human Resources**—A perfect stop for the “Revolutionizing the Workplace” to visit! Have an HR professional conduct a workshop where they interview the participants and vice versa.

**Payroll**—Have a member of the payroll department demonstrate how employees get paid. Explain how time off is factored in (sick/vacation/personal time), federal and state deductions and savings plan deductions. Handouts can include sample timesheets and paychecks.

**Public Relations**—Have the public relations team work with the students to write an op-ed, a pitch letter, press release, or media advisory.

**Publications**—Have the students create a one-page newsletter, or an idea for a brochure. Briefly explain what the publishing industry is all about and why there is a publishing department in the company.

**Online/Website**—Show participants the company website and explain how it benefits your organization. For example, is it used primarily as a communications tool or is it a vital part of your sales strategy? Have the children work on either a website of their own or give you suggestions for creating a page for the company’s site.



## BEST PRACTICES FROM OUR CLIENTS

There are several formats that can be followed for your company's *Take Our Daughters and Sons to Work Day* day. Below please find some formats that our clients have found to work. Please note that your company should tailor the format to meet the type of business you are, restrictions you may face, and the age groups that you will be working with.

### **CAREER EXPLORATION**

This type of format allows the children to explore the different areas with the company that are available. This format will show the children all of the options available to them within the specific field. For example, a hospital will show the children all of the departments that exist and inform the children of the types for educations required for each position as well as future projections for demand etc.

### **LECTURE**

This type of format consists mainly of information regarding departments and positions within the company, as well as requirements for employment within the company. For example, an automotive company will inform the children of the different departments within the company and let them know how they obtain a degree that will allow them to acquire the skills needed to work in any one of those departments. This format may also include information handouts etc.

### **JOB SHADOW**

This type of format consists of the children spending a portion of their day with a working professional within the company. In many cases it will be their parent, but it can also be a professional from any department that the child finds interest in. Spending time watching and participating in the adult's responsibilities gives a realistic idea of what the job is all about.

We encourage each company to tailor their format to meet the needs of the employees. It might be a combination of the above mentioned formats, or a format that has not been mentioned. If you are able to create a format that works we would love to hear about it. Please contact you account manager with this information.



## WORKSHOP ACTIVITIES OVERVIEW

### **BACKGROUND FOR ORGANIZERS AND FACILITATORS**

Many people ask children “what do you want to be when you grow up.” For many of these children, this event will be the first time they will be asked to talk about how they envision their future home and work lives in a realistic venue surrounded by real working people in a real work setting. Taking time to talk to children and listen to their thoughts about work can have an incredibly positive impact on their general understanding of what it means to work, have a family and be an adult.

The purpose of the activities in the workshop is to provide the children with an opportunity to recognize their individual strengths and talents and understand how these skills can eventually translate into work.

This guide provides several different types of activities that each facilitator can use to tailor the session to the individual needs of your specific group. In order to ensure the success of each session, gender, age, attention span and level of interest need to be considered prior to selecting activities. Be flexible and if something is not working, be prepared to switch activities to keep the children engaged.

The amount of time to spend on each activity will depend upon how well the activity is going as well as the level of interest that the children demonstrate. Facilitators will need to use their judgment regarding timing. Keep in mind that it is better to end an activity when the children are still having fun as opposed to when they become bored.

Allow the children time to move around the room, and work in pairs. This will help them to stay engaged and involved. When sharing your experiences and giving instructions, be brief and try not to talk longer than 3-5 minutes at a time. The more fun you have, the more fun the children will have.

Since many of the children may feel a bit overwhelmed and shy when entering this new group, greet the children by name when they arrive. During the first activities, break the children up into smaller groups and if it seems like it would help, split them into groups according to their gender. This will help ease tension as most children find themselves more comfortable in same gender groups.

Although there are activities designed to help incorporate the theme into the workshop, it is up to the facilitator to continuously weave the theme back into the activities. Feel free to talk to the group throughout the activities, while they are working to remind them of the focus of the workshop.



## WORKSHOP ACTIVITIES—SOME EXAMPLES

Included in this guidebook are several activities your organization may want to try during your company's event in order to promote conversation and thought among children and parents. You will find these activities outlined below, and detailed over the next few pages. They are organized in 3 sections: Activity Guide I, suggested for ages 10 and under; Activity Guide II, suggested for ages 11 and older; and Additional Icebreakers, which are not age-specific.

### ACTIVITY GUIDE I — SUGGESTED FOR CHILDREN UNDER 11 YEARS OF AGE

#### Part I (1-2 hours)

- Icebreaker (15-30 minutes)
- Conversation Café (20-60 minutes)
- What Do You Think? (20-30 minutes)

Break (5-10 minutes) or a full lunch period

#### Part II (1-2 hours)

- Bingo (10-20 minutes)
- Imagining the Future (20-45 minutes)
- Ask the Adults (20-45 minutes)
- Wrap-up

### ACTIVITY GUIDE II — SUGGESTED FOR CHILDREN AGE 11 AND OLDER

#### Part I (1-2 hours)

- Icebreakers (15-30 minutes)
- Co-authors (40-60 minutes)

Break (5-10 minutes) or a full lunch period

#### Part II (1-2 hours)

- A Day in the Life (40-60 minutes)
- Framing Your Wish (40-60 minutes)
- Wrap-up

### ADDITIONAL ICEBREAKERS — NOT AGE SPECIFIC

- Moving Questions (15-30 minutes)
- Up/Down: What We Have in Common (5-10 minutes)
- 20th-Year Take Our Daughters and Sons to Work Reunion (60 minutes)



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**MATERIALS YOU WILL NEED**

Guide I

- Large, colorful paper rectangle with quotes written.
- 3X5 card for every participant
- Flip charts and markers
- Pencils and markers for all participants
- White paper tablecloths (optional)
- Small potted plants or flowers (optional)
- Large sample drawings for “home”, “workplace”, and “navigating between work and home”
- Colorful sign that says “CONVERSATION CAFÉ”
- Glue sticks with scissors
- Magazines
- A copy of the Ask the Children survey question for each room
- Calculator
- Snacks/Lunch

Guide II

- Pencils and pens for each participant
- Art supplies, including: crayons, markers, scissors, colored paper, colored pencils, stencils, paint, popsicle sticks, beads/buttons
- Flipcharts and markers
- Poster board (for a Day in A life whole group story template), large dry-erase board or butcher block paper
- Quality white paper
- Snacks/Lunch



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## ACTIVITY GUIDE I: SUGGESTED FOR CHILDREN UNDER 11 YEARS OF AGE

The goal for the following activities is to encourage girls and boys to think about their future and dream of how those goals can be achieved. The activities should be fun and allow lots of communication.

### **SOME RESEARCH STATISTICS**

Source: Families and Work Institute (FWI). A non-profit center for research that provides data to inform decision-making on the changing workplace, changing family and changing community. Results of the Ask the Children studies.

Girls are more likely to do work involving care for or teaching others (30%) than are boys (7%).

One the other hand, boys are more likely to do work involving physical labor (27%) than are girls (4%).

Furthermore, boys (29%) are more likely than girls (17%) to earn more than \$7 an hour.

Boys express more interest in earning a lot of money and quick success while girls are more interested, for example, in jobs with social value, meaning, and job security.

Girls (81%) are more likely than boys (59%) to say they will reduce their work hours when they have children.

Boys (73%) are also more likely than girls (28%) to expect their spouses to reduce their work hours when they have children. (Please note, however, that while only 28% of girls expect their spouses to reduce their work hours, 59% of boys say they will do so.)

Since this may be the first time that the boys and girls in your groups have thought about their futures in a formal way, it can be expected that they may find it difficult to begin talking openly. You may consider breaking groups into boys and girls so that they are more comfortable. After they have had a chance to talk separately they may be better able to form one group and have open conversations. In particular, it is suggested that boys and girls are separated for the "Conversation Café" and "What Do You Think?" activities.

### **ORGANIZING YOUR GROUPS**

Separate boys and girls for Part I activities and bring them back together for Part II activities. If you are using this set of activities for all ages, you may choose to separate them by age groups rather than by gender for Part I.

The ideal group size for Part I is up to 25 participants with one adult and one assistant. If you have more than 25 participants you can break those groups down into smaller groups. If this is not possible you may consider having more than two adults for overseeing and facilitating.

The group can become larger for Part II activities. Be sure to include an appropriate number of adults for the size of the group.



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### LOGISTICS

These activities require large amounts of space, such as a cafeteria or conference room. The participants will need chairs, but chairs and tables would be best. Be sure to consider the area that you are using along with the types of activities that you will be doing. For instance, you may need to cover conference tables with table cloths to prevent damage from occurring.

### KEEP IN MIND

Some children may not know exactly what their parents do at work. They may know the title of their job, such as Social Worker, but have no idea what that means. These activities are designed to encourage participants to find out what their parents do. As the facilitator, it is your job to give them the information that they need and encourage them to ask questions.

### PREPARATION

#### Weeks before:

- Identify facilitators and assistants for each activity.
- Reserve rooms for the activities.
- Order/purchase materials that will be needed.

#### Day before:

- Set up registration tables.
- Set up the rooms for the activities (including table covers and materials).
- Hang charts, quotes etc. on the walls.
- Make copies of the survey (one per participant).
- Create samples for the participants to see and gain idea from.

### REGISTRATION

Tell the participants three things at registration:

- Let them know that they will be asked to think about their future life, both home and work. It is a good idea to begin thinking about these early so that they are prepared for the days' activities.
- Let them know what they can expect for the day. Will they be separated by gender, age etc.? This will help them to feel comfortable and know what to expect as the day progresses.
- They will need to answer ONE question of the master BINGO board. This will be for an activity in the later part of the day. Each child needs to remember which question they answered.



## **PART I (1-2 HOURS)**

### **Activity 1: Icebreaker and Introductions (15-30 Minutes)**

#### **Materials:**

- Large pieces of paper with quotes written on them (taped to the wall).
- 3X5 index cards (or paper cut to size) and pencils
- Flip chart with markers
- Markers at each table
- Optional: paper table clothes, small potted plants or flowers

#### **Procedure:**

- When the children enter their perspective rooms the quotes will be hung on the walls. Make sure that each quote is numbered so that the children can recall which quote they chose more easily. Each child should have a 3X5 index card and pencil upon entering.
- The participants then walk around and decide which quote best matches their idea(s) of working parents. The number of the quote that is chosen should be written on the card. If the child chooses to, he or she may create their own quote and write it on the card.
- As the facilitator, make sure that you answer any questions about the quotes and help the children to fill out their cards and get to their seats at a table. Make sure that the children are clear on the concept, which is to choose or create a quote that best describes what they think about working parents.

#### **Examples of Quotes:**

"It is okay to work. The kid is going to turn out the same way if you work, or if you don't work."

"Encourage your children in whatever they do, and be there for your children when they need you most. Family values should be your #1 priority."

#### **Putting It All Together:**

After each participant has decided on a quote and is sitting:

- Each child will state their name, where they are from and which quote they chose. They should give a brief reason for choosing that quote.
- Then, after the whole group has introduced themselves, ask the children to introduce his or herself to another person in the group that chose the same quote. At this time the children should share something else about themselves with the person they chose to introduce themselves to.
- Make sure to give the participants adequate time to talk to each other.



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### Activity 2: Conversation Café (20-60 Minutes)

#### Materials:

- Sample drawings representing a workplace, home or both on flipchart
- Sign stating the activity name "Conversation Café"
- Flip chart and markers
- Glue sticks and scissors
- Magazines
- Optional: paper tablecloths, small potted plants or flowers

#### Procedure:

- Organize the participants into groups of four. Make sure that the participants are aware of the concept of the activity and the name.
- Ask the children what they already know about what adults do, but progress into more specifics of what their actual jobs entail (use examples of doctor, teacher, store owner etc.). Ask them what they think the jobs entail as well as what they are like. Are the jobs stressful, easy, boring etc.?
- Now ask the children what they want their own jobs to be like.
- Record what is said on the flip charts.
- Next, use the pictures of workplaces and homes to demonstrate what it is like going from home to work and vice versa. Participants can choose to copy your sample drawings, create drawings in their groups or do individual drawings. Please note that in groups of smaller children, they can use the magazines to cut out pictures and affix them to the paper instead of making drawings. This may make the visualization easier for some participants.
- After the children have created their images of the workplace, home and going between the two, ask them, "What do you want your job or your work to be like in the future?" As a group, they should begin to write words and/or phrases that describe what they will be doing, how they will feel and the situation they will be in when they begin to work as an adult. (Instead of writing this they can use the magazine pictures.)
- Now repeat this exercise with home life, rather than work life. Ask them, "What do you want your home life to be like in the future?"
- Now repeat this exercise with work AND home. Ask them, "How do you want to manage your work and home life in the future?" Please note that this concept might be difficult for young children to grasp so it is wise to have a group discussion about it before going into group work.

#### Putting It All Together:

- After all steps have been completed ask each group to give you their drawings/collages and hang them around the room.
- Make observations about the final products stating what you might have learned and asking the group to say what they learned.



**Activity 3: What Do You Think? (20-30 minutes)**

**Materials:**

- “What Do You Think?” survey copies for each participant
- Pencil or marker for each participant
- Enlarged copy of the survey hung on the wall
- Calculator

**Procedure:**

- This activity will take the previous activity to another level by exploring what the children think of the roles of men and women in the workplace.
- This survey is taken from the Families and Work Institute and was conducted in 2003. The goal of this study was to determine what young people think about the issues facing growing up in today’s world.
- Each child should fill out his/her survey and return it to the facilitator (be sure to keep the survey anonymous). Tally the answers and use your calculator to figure out the percentages of answers for each survey question.

**The Survey Questions:**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
It is much better for everyone involved, if the man earns the money and the woman takes care of the home and the children.	1	2	3	4
A mother who works outside the home can have just as good of a relationship with her children as a mother who does not work outside the home.	1	2	3	4
Children do just as well if the mother has primary responsibility for earning the money and the father has primary responsibility for caring for the children.	1	2	3	4



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Putting It All Together:

- Record the percentages on the large copy of the survey that you have posted on the wall. Finding the percentages is done by dividing the number of answers by the number of children.
- Report the answers to the group. This should be followed by what the children think of the outcome. Ask questions such as:
- “Why do you think that so many people agree that children do just as well if the mother has primary responsibility for earning the money and the father has primary responsibility for caring for the children?”

This should prompt open and honest conversation regarding the daily issues that they are faced with due to having one, or more, working parent. Be sure to moderate this conversation in such a way that there is no arguing or debate about who is right or wrong. The purpose of this activity is to explore ideas and thoughts, not to prove right from wrong.

At the completion of this activity it is time for a break and/or lunch. Brief the children on what will happen in the afternoon before starting lunch/snack.



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**PART II (1-2 HOURS)**

The activities in this part of the day are focused on overcoming stereotypes, encouraging communication and noticing the similarities between girls and boys.

**Activity 4: Bingo (10-20 minutes)**

**Materials:**

- Bingo boards (copied prior to activity)
- Pencils or markers
- Small prizes

Settle back into the room after break. Sit in chairs or on the floor for this activity. Children will be asked to move around, so tables are not necessary and might hinder the activity.

**Directions:**

- The size of the bingo board will vary based on the number of children in the group, for example; if there are 25 children in the group there will be 25 squares on the board.
- If you have more than 25 children in the group you can create more than one board or you can adjust your board to make it work with the number you have. The same is true if you have less than 25 children in the group. The goal is to have an equal number of horizontal as well as vertical boxes.
- Choose the questions that you think are best for your group/company and make a master board to match the number of participants that have pre-registered for the activity. Make sure to keep a master copy so that you can check it against the winners' boards.



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Bingo Board Example:

My favorite food is	My favorite singer is	My favorite color is	My favorite TV show is	My favorite book is
My favorite subject in school is	My favorite movie is	When I hang out with my friends I like to	I have a pet whose name is	My favorite sport to play is
My favorite song is	The farthest place away from home I have ever traveled to is	The month I was born in is	I have ? brothers and sisters.	My favorite dessert is
My favorite commercial is	My nickname is	My favorite video game is	My favorite sport to watch is	I spend my summer doing
My favorite board game is	My favorite sneakers are	My favorite snack is	I think that ? is really cool.	The person I admire most is

Procedure:

- Using the bingo boards that were filled out at the beginning of the day; the children will play Bingo together.
- Each child should be given a Bingo board. They will walk around the room and find the person that answered each question. This is why it is important that each child remember which question they answered.

Putting It All Together:

- The children will write the initials or name of the person that answered the question in each box. The first person to get “bingo” (a line vertically, horizontally or diagonally) is the winner. Continue getting winners until all prizes are gone.



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### Activity 5: Imagining the Future (20-45 Minutes)

The goal of this activity is to have boys and girls think about the challenges faced by working people with children or relatives that they care for and how they might handle the same types of situations.

#### Materials:

- Different Scenarios for each group

#### Sample Scenarios:

*You get to work early on a Monday morning knowing that you have a very full day with a very important meeting with your boss at 12:30pm. At 11:00am your child's school nurse calls you stating that your child is sick and you must pick him up immediately. Our boss has stated that it is very important that you attend this meeting at 12:30pm and your boss' boss will also be there. It is important for you to make a good impression on both your boss and your boss' boss. What should you do?*

*You have created a brand new product for your company. It has really taken off and you have been asked to present the product at the national headquarters meeting. This would advance you within the company and make you known as an innovative and inventive professional that is very valued. On the day that you are asked to present for your product your child has her first school play. Your child has been practicing very hard and you have promised her that you would be there. What do you do?*

*Your father has just had surgery and will be released from the hospital in three days. He lives about 700 miles from you, but he has depended on you for help and support for a few years now. While you do have siblings, you are the only one that is willing to help on a normal basis. The doctor has stated that it is not safe for your father to be home alone for the two weeks following his discharge. Since you are the only person that cares for him you are expected to go there to help. The problem is that you are very busy at work and need to be working for the next two weeks to ensure that you meet your deadlines. Your co-workers are depending on you to help with the project. What do you do?*

Be sure to customize your scenarios to fit with your company and real situations that people have gone through or might be likely to go through.

#### Procedure:

- Break the groups into smaller groups of about six each making sure that each group is of even numbers. If you find that you have more groups than scenarios; give duplicate scenarios to groups. It is best not to combine groups.

Three options for conducting this activity:

- Have the children talk as a group to come up with solutions to the scenario given.
- Have children role play each character in the scenario so that they can "see" the circumstance. Then discuss solutions.
- Write the scenarios using gender and name. Using this story they can then discuss solutions.

#### Putting It All Together:

- After each group has had enough time to discuss their solutions, ask each group to share their solutions with the entire group. Discuss the solutions openly and ask questions.
- Encourage all of the children to participate and ask questions as well.



### Activity 6: Ask the Adults (20-45 Minutes)

#### Materials:

- Interview questions copied

Please note that depending on the group size, determine the format you will follow.

- If the group number is very large and the adult number is low you should put the adults into a panel and have the audience of children ask them questions like a press conference. The facilitator should moderate in this format.
- If the group number is smaller the children can be broken into smaller groups with one or two adults per group. The children can then ask the adults the questions.
- If the number of children is equal to the number of adults the children can ask the adults questions one-on-one.

#### Sample Interview Questions:

- What matters most to you in the job that you have?
- How have your ideas changed about working since you started this job?
- What advice can you give me about looking for a job of my own?

#### Procedure:

- Prior to the activity, the facilitator will recruit several employees to be interviewed by the participants. It is preferable to have as many adults as children, or close to that.
- Separate the children and the adults into groups and hand out the interview questions. Make as many small groups as possible. The topics for interview should focus on work, home and community and how the working person is able to balance all.
- Plan your time for about one minute per question.
- Allow the children to ask their own questions as well.

#### Putting It All Together:

- The children need to think about what they are learning and how that information might be helpful to other young people.
- Allow the children time to discuss what they learned before moving on to the next activity.
- Ask the children what they learned? Were they surprised at anything that they learned? Do they feel differently about working adults now that they have had time to talk to someone about it?



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**Activity 7: Wrap-up (5 Minutes)**

In this activity, the group is going to co-create a new survey.

**Materials:**

- Flip chart and markers
- Flip chart paper on the wall with question: "If you were to do a study about the roles of boys/men and girls/women at work and home, what would you want to find out?"

The whole groups of adult and child participants should gather together in one space for this activity.

**Procedure:**

- Ask the participants to answer the question stated above.
- Call on several adults and children to answer it for the whole group.
- If the group is far too large for this you can choose to hand out large pieces of paper to put ideas on.

**Putting It All Together:**

You can choose to use this information for your next *Take Our Daughters and Sons to Work Day* program by submitting the results to Workplace Options.

Thank all participants for taking part in this day. Remind them that it is never too early to start thinking about their future and they can achieve anything they put their minds to.



## ACTIVITY GUIDE II: SUGGESTED FOR CHILDREN 11 YEARS OLD AND UP

The goal for the following activities is to encourage girls and boys to think about their future and dream of how those goals can be achieved. The activities should fun and allow lots of communication.

### **SOME RESEARCH STATISTICS**

Source: Families and Work Institute (FWI). A non-profit center for research that provides data to inform decision-making on the changing workplace, changing family and changing community. Results of the Ask the Children studies.

Girls are more likely to do work involving care for or teaching others (30%) than are boys (7%).

One the other hand, boys are more likely to do work involving physical labor (27%) than are girls (4%).

Furthermore, boys (29%) are more likely than girls (17%) to earn more than \$7 an hour.

Boys express more interest in earning a lot of money and quick success while girls are more interested, for example, in jobs with social value, meaning, and job security.

Girls (81%) are more likely than boys (59%) to say they will reduce their work hours when they have children.

Boys (73%) are also more likely than girls (28%) to expect their spouses to reduce their work hours when they have children. (Please note, however, that while only 28% of girls expect their spouses to reduce their work hours, 59% of boys say they will do so.)

### **LOGISTICS**

These activities may require large amounts of space, such as a cafeteria or conference room. The participants will need chairs, but chairs and tables would be best. Be sure to consider the area that you are using along with the types of activities that you will be doing. For instance, you may need to cover conference tables with table cloths to prevent damage from occurring.

### **KEEP IN MIND**

Some children may not know exactly what their parents do at work. They may know the title of their job, such as Social worker, but have no idea what that means. These activities are designed to encourage participants to find out what their parents do. As the facilitator, it is your job to give them the information that they need and encourage them to ask questions.



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### PREPARATION

#### Weeks before:

- Identify facilitators and assistants for each activity.
- Reserve rooms for the activities.
- Order/purchase materials that will be needed.

#### Day before:

- Set up registration tables.
- Set up the rooms for the activities (including table covers and materials).
- Hang charts, quotes etc. on the walls.
- Make copies of the survey (one per participant).
- Create samples for the participants to see and gain ideas from.

### PART I (1-2 HOURS)

#### Activity 1: Icebreakers (15-30 Minutes)

Introduce yourself as the activity planner or facilitator for *Take Our Daughters and Sons to Work Day* at your company. At this time it would be a good idea to let the participants know a little bit about the company and ask them if they have any questions.

The Icebreaker for this guide should be one of the additional Icebreakers mentioned in the “additional icebreakers” section of the guide.



### Activity 2: Co-authors (40-60 Minutes)

#### Materials:

- Blackboard, dry-erase board or large easel paper
- Words listed below on a large piece of paper
  - Excellent
  - Boss
  - Think
  - Feel
  - New
  - Confusing
  - Coworker
  - Time
  - Laugh

For this activity, set the chairs in a semi-circle facing the board.

#### Procedure:

- Announce to the participants that you will be creating a story as a group. Ask them what they think of family life and work life. The first sentence of the story will be: "I thought I knew all about my family member's job, but when I visited one afternoon, I realized I was completely wrong."
- The participants must use all of the words that are listed on the large piece of paper on the wall (see materials section). If you do not wish to use the word provided; have the participants yell out words until you have nine and use those words instead.
- The participants will create the story using those words and they are also to create an ending for the story.
- Ask one participant to read the story aloud.

#### Putting It All Together:

- After the story has been read ask the group questions about it. Some sample questions are: "Would this story happen in your life? Why or why not?" "What is the attitude toward family and/or work in this story?" "If you were to write the same story by yourself (not in this group) what, if anything, would you change?"

At the completion of this activity it is time for a break and/or lunch. Brief the children on what will happen in the afternoon before starting lunch/snack.



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## **PART II (1-2 HOURS)**

### **Activity 3: A Day in the Life (40-60 Minutes)**

#### **Materials:**

- Story templates (presented on the following page)
- Pen or pencil for each participant
- Story Template for the whole group to do (Mark it “Whole Group” and attach to the wall and do not let the participants see it)

Please note: the room should be set up so that pairs of participants can work together.

#### **Procedure:**

- For this activity, pair the participants into groups of two. Ask each group to complete one of the story templates given (or created). Each pair should have a recorder and a storyteller. The recorder asks the storyteller to fill in the blanks of the story. The storyteller does not look at the story before filling in the words.
- If the groups are having trouble filling in the words give them the following explanations:
  - Noun: a word that is the name of something (person, place or thing)
  - Verb: A word that expresses action (run, jump, write)
  - Adjective: a word that describes a noun (pretty, happy, angry)
  - Adverb: a verb usually ending in “ly” (happily, quietly)
- Next, the facilitator will ask the pairs about their stories. They may choose to read them out loud, but do not force this if they are uncomfortable. If needed, the facilitator can read them out loud.
- Ask questions such as: “What did you think of this story?” “What did you learn?” “Was this true, or made up?”
- Next, refer to the story template meant for the whole group. Ask participants to call out words to fill in the blanks. This is a group exercise, so you may choose to have participants raise their hands to fill in the blanks in order to cut down on confusion. In this story it is suggested that the story not be made of silly words, but rather of meaning words.

#### **Putting It All Together:**

Once the whole group has completed the story, ask them to reflect on it. Does this type of thing really happen? Has it ever happened to them? Did they feel okay about it? Make sure to discuss the kinds of decisions that working parents/caregivers have to make and why.



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### “A Day in the Life” Story Templates:

**Template One:** My day started as it always does. My (type of family member, like aunt or mother) woke me up at (hour/time of day) and told me to hurry up or else I would miss school. I rolled out of my (adjective) bed and dragged myself to the bathroom. The (type of liquid) was (adjective) and relaxing. While in the shower, I could hear (type of family member) waking up my (type of family member) and feeding my (adjective) (type of animal). (Name of family member) started banging on the (noun) yelling “(Your name) , hurry up! I have to go to (the) (location).” As I walked from the bathroom to my room, the delicious smell of (type of food) filled my nostrils. Breakfast must be on the table. I grabbed a(n) (color) shirt and (another color) pants and quickly put them on, (movement verb-past tense) down the stairs and sat at the (noun). (Proper name of family member) was on the phone while pouring milk and scrambling the (food). (Same name as family member in previous entry) (adverb) hung up the phone, smoothed (pick “his” or “her”) (piece of clothing) and asked me to clean my dishes and to have a wonderful day. In a(n) (adjective) flash, the front door closed behind (pick “his” or “her”). And this is just the beginning. Welcome to a day in the life of (your name).

**Template Two:** Today is a(n) (adjective) day because I am visiting the workplace of (proper name of family member caregiver). I thought I was going to go to (a) (location) , but instead I am in a (adjective) (type of building) with (number) other people. “(Exclamation) ,” I thought when I (adverb) walked in, “this place is (adjective) .” My favorite place is (the) (a room in present location) because it has the (adjective) (noun) . My least favorite place is the (color) room because the (noun) is (adjective) . I now know more about the (adjective) work that my family member does here. The goal of their work here is to (adverb) (noun/plural noun). They work with (number) people every year. From the (adjective) things I have seen today, I am inspired to learn more. When I get to (age) years old, I want to be doing the same (adjective) thing. Just you wait and see!

**Template Three:** My class has been waiting for (number) months for this (adjective) day to come. Finally, it is our school clean-up day where we will join with neighbors, our (adjective) parents and our (adjective) (noun) and to plant (name of flowers) and (name of trees) trees in our local park. Our goal is to plant (number) trees and to rename the park to (adjective) (name of school) park. We also plan to finish (adverb), so that we can have a cookout with (name of food) and (name of drink) tonight to celebrate our work. With our parents, we’ll plan events around the year, like the (adjective) race to raise money for our favorite charity: (name of local nonprofit or community organization). My (adjective) friend (name of friend) suggested that we have a Halloween party, a holiday event and even a spring BB-Q. It will be a park of all seasons. Her family owns a restaurant and will donate (number) pounds of (type of food). The (type of family member, like brother or uncle) of my other classmate (name of another friend), works at a(n) (type of business) and will provide (plural noun) for our community events. It is a (adjective) way to give back and build, hang out with our friends, our family and our teachers. Okay, got to go. My (adjective) family is waiting for me to plant (plural noun).

**Story Template Four (Whole Group):** It all started when I had a(n) (adjective) feeling while at my (adjective) school and wanted to call (dad/mom or another caregiver). But I was in the middle of (subject at school) class, and we were taking a(n) (adjective) quiz. I (adverb) raised my hand and asked for permission to be excused right after I handed in my (noun). My teacher is very (adjective) and told me “(Your name) , no problem. Please (present tense verb) (adverb).” I ran to the phone and called (dad/mom or other caregiver-same as above) on the (adjective) pay phone. “Can I speak to (dad/mom or other caregiver-same as above), please?” “Who may I ask is calling?” the (noun) asked. “This is (your name).” In a (adjective) flash I heard a(n) (adjective) voice. “Hey (nickname or term of endearment). I was just thinking of you. Are you okay?” “Actually, I am feeling (adjective) and would like to come home (adverb) ,” I said. After more (adjective) questions and answers we agreed that I would go to my school’s (adjective) nurse. My (dad/mom or other caregiver-same as above) had a big (adjective) meeting and would (adverb) pick me up as soon as it was over. At first I was (adjective), but I realized that I wasn’t too sick and could wait (number) minutes. I also know that this was an important meeting for (dad/mom or other caregiver-same as above). Late that night, I felt much better. My (family member) cooked a (adjective) dinner, including (favorite food) and (color) (favorite food). “One day, I may be in the same (adjective) position with an important meeting and child who felt (adjective). I hope I am as (adjective) as you and care as much about both my job and me as you do,” I (adverb) said while (dad/mom or other caregiver-same as above) tucked me in.



#### Activity 4: Framing Your Wish (40-60 Minutes)

The object of this activity is to give the participants an opportunity to think about work life and family life now and to provide mothers, fathers, caregivers a family-work-life wish that they can keep at work.

##### Materials:

- Crayons
- Markers
- Colored paper
- Colored pencils
- Popsicle sticks
- Glue
- Large pieces of quality paper or poster board

This is an artistic activity, therefore; you may choose to cover surfaces with butcher paper or newspaper.

##### Procedure:

- First, engage the participants in a conversation regarding positive aspect of their family life and work life (what they really like about their home/family/parent's work, etc.).
- Ask the participants to think about a positive wish they would like to tell their parents/caregiver.
- Next, tell the participants to draw their wish using the materials that you have provided. They can use words, pictures or both. It is totally up to them how it looks.

##### Tips:

- Work with the children to make sure the wishes are kept positive.
- Let them form their wishes in any form they want, but if they are struggling give them ideas. Start with "I wish...", or "Dear Mom,".
- Give them sample wishes if they are still struggling, such as: "I wish that I could visit your office more often."

##### Putting It All Together:

After all participants have created their family life/work life wish pictures; ask them to present them to their parents/caregivers. Create a ceremony of sorts out of this. In most instances parents/caregivers are not aware of wishes like this. This is a good way to start open communication regarding this topic within families.

##### Wrap-up:

Thank all participants for taking part in this day. Remind them that it is never too early to start thinking about their future and they can achieve anything they put their minds to.



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## ADDITIONAL ICEBREAKERS—NOT AGE SPECIFIC

### **Moving Questions (15-30 minutes)**

In this exercise participants will learn about each other's lives and interests while moving around and interacting as a large group. This activity can be done with a small or large group.

**Materials:** none

#### **Facilitator Procedures:**

Both adults and children can participate. It is suggested that you have a group that is of even number.

Be sure to introduce yourself and welcome everyone before beginning. Then have all participants count off by twos (1, 2, 1, 2...). All of the 1s will form an inner circle with the 2s forming the outer circle around the 1s. Each pair of 1s and 2s should face one another.

Each pair should introduce themselves to each other by name and age. The facilitator should then pose a question to the entire group. After the question is given, and a minute or two has been given to answer the question, the inner circle of 1s should shift one person to the left.

Repeat introductions and pose a new question. Repeat the process until all questions are answered.

#### **Example Questions:**

1. What is your favorite part of school? Why? (use work for adults)
2. What do you want to be when you grow up?
3. What is one of your favorite places? Why?

Be sure to ask several different types of questions, but don't overdo the quantity of questions. It may be appropriate to have two sets of questions so that you are able to tailor the questions towards different age groups.



**Up/Down: What We Have in Common (5-10 Minutes)**

In this exercise, participants are able to see what they have in common with each other.

**Materials:** None

**Facilitator Procedures:**

Both adults and children can participate. All participants sit in a circle. Facilitator explains the directions:

- Read a list of statements
- If the statement is true for the participant he/she stands and observes who else is standing. This means that the standing participants have something in common.
- Go on to the next question. The participants remain standing if the question holds true for them and sits back down if it is not true for them.
- Repeat until all questions are answered.
- Be sure to emphasize that the participants should look around and see who they have things in common with.

**Example Questions/Statements:**

1. Who has ever played the tambourine?
2. Stand up if you have a little sister.
3. Stand up if you have a disabled relative or friend.
4. Who likes to do math?
5. Who has a child that is under 10 years old?
6. Stand up if you know a funny joke. (the participants can then say their joke if they are willing to share it)

Be sure to ask questions for all age groups and that will tell each one of the participants something about each other. The questions can be silly or serious and mixture of these is good.



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### 20th Year Take Our Daughters and Sons to Work Day Reunion (60 minutes)

This is an exercise in getting acquainted and imagination. Participants will introduce themselves as their present selves and then again as what they see themselves as in 20 years.

#### Materials and Preparation:

- “Your Future You” questionnaire
- Blank name tags for all participants
- Refreshments for the “reunion”

#### Facilitator Procedures:

Both adults and children can participate. If this exercise is done before lunch; lunch can be served for the “reunion” celebration. If it is after lunch, have refreshments available.

- Ask participants to form groups of 8-12 people. Once groups are formed explain the activity.
- Ask the participants to introduce themselves to one another using the following sentences. There are three questions, so go around the group three times having each participant complete the following sentences. Please make up your own sentences if you like.
  1. I’m most excited about...
  2. My favorite subject in school is...
  3. I care a lot about...

Note: If a participant does not feel like completing a sentence they can “pass”. If a participant can’t think of an answer he or she can choose to say something else about themselves or say whatever is on their mind. Also, feel free to pose questions in such a way that the answer is a rating. (such as; On a scale of 1 -10, what kind of a day are you having so far?)

- Hand out the “Your Future You” questionnaire and explain the next step in the exercise. Tell the participants to imagine what their lives will be like in 20 years.
- Give participants time to fill out the entire questionnaire. Be sure to walk around the group(s) to help and answer any questions.
- After all questionnaires are completed, hand out the name tags.
- Imagine that we are meeting each other again for the first time in 20 years. We are all very excited to see what everyone looks like and what has been going on in our lives. Remember, we all look 20 years older and so we need name tags to recognize each other.



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- Hand out the name tags and ask all participants to write their name, occupation and a short sentence about themselves. For example: Alexis – District Attorney, mother of four daughters.
- With everyone wearing their name tags, ask all participants to go around talking to each other as their 20-years-in-the-future selves. Act as the reunion host and encourage all participants to participate as if they are indeed 20 years older. Encourage the participants to speak in the present tense.
- Provide the refreshments or lunch and encourage participants to “mingle.”

Note: If the children are hesitant to role play start the session out yourself by acting as if you are very excited to hear about everyone since it has been 20 years since the last time you spoke. Describe your “present” self and what your hobbies etc are now.

“Your Future You” questionnaire suggestions:

Answer all questions as if it really is 20 years into the future.

1. How old are you in 2027?
2. What year did you graduate from high school?
3. Where do you live?
4. Describe your work. Where do you work and what do you do during the day? Why did you choose this profession?
5. What is your favorite part of your job, and why?
6. What are two important or interesting things you do outside of work?
7. Describe your family.
8. If you are a parent, what are you most proud of as a parent, and why?
9. What is something you really like to do with your family, and why?
10. Is there anything else important that you would like us to know about your “future you”?



## FACILITATOR EVALUATION

Company Name: \_\_\_\_\_

Facilitator Name: \_\_\_\_\_

Which Activity Guide did you choose to use?  Guide I  Guide II

If you chose Guide II, which Icebreaker did you choose to use?

Moving Questions

Up/Down: What We Have in Common

20th-Year *Take Our Daughters and Sons to Work* Reunion

How many participants attended? \_\_\_\_\_

Average age of participants (employees excluded):  5-8 years  9-12 years  13-16 years

What could have been better about the guides? \_\_\_\_\_

\_\_\_\_\_

What went really well with this day? \_\_\_\_\_

\_\_\_\_\_

Other suggestion/comments: \_\_\_\_\_

\_\_\_\_\_

Please submit this form to:

Suzanne Galley

Coordinator for Client Events

sgalley@workplaceoptions.com

535 Griswold Street, Suite 702

Detroit, MI 48226

Fax: (313) 962-5849

Your feedback is very important to us. We will use this information in planning future *Take Our Daughters and Sons to Work Day* Guides.



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## PARENT EVALUATION

Date: \_\_\_\_\_ Company: \_\_\_\_\_

Please take a few minutes to give us your feedback on *Take Our Daughters and Sons to Work Day*. Your comments and suggestions will be valuable in helping us plan future seminars.

1) What is your overall assessment of today's activities?

Poor                      Fair                      Good                      Excellent

2) Did your child learn something you can both share about you and your role at work?

Not Sure              No                      Yes

3) Did your child have a positive experience?

Not Sure              No                      Yes

4) Was it helpful to you to have your child meet your supervisor and co-workers?

Not at all              Somewhat              Yes

5) What features of the day did you like best? \_\_\_\_\_

\_\_\_\_\_

6) What features of the day did you like least? \_\_\_\_\_

\_\_\_\_\_

7) What would you recommend be done to improve the day next year? \_\_\_\_\_

\_\_\_\_\_

Thank you for your comments! Please return this evaluation to: \_\_\_\_\_



## CHILD PARTICIPANT EVALUATION

Date: \_\_\_\_\_ Company: \_\_\_\_\_

Please take a few minutes to give us your feedback on *Take Our Daughters and Sons to Work Day*. Your comments and suggestions will be valuable in helping us plan future seminars.

1) How would you rate your day?

Poor                      Fair                      Good                      Excellent

2) Did you learn about a future job that sounded interesting to you?

Not Sure                      No                      Yes

3) What did you think of the tour ?

Poor                      Fair                      Good                      Excellent

4) What did you think of the workshop activities?

Poor                      Fair                      Good                      Excellent

5) Did you enjoy meeting your parent's supervisor and co-workers?

Not at all                      Somewhat                      Yes

6) What features of the day did you like best? \_\_\_\_\_  
\_\_\_\_\_

7) What features of the day did you like least? \_\_\_\_\_  
\_\_\_\_\_

8) What would you recommend be done to improve the day next year? \_\_\_\_\_  
\_\_\_\_\_

Thank you for your comments! Please return this evaluation to: \_\_\_\_\_



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### SAFETY TIPS

Keep girls and boys safe on *Take Our Daughters and Sons to Work Day*. Below are tips for handling safety and insurance questions.

- Always provide supervision to girls and boys using equipment of any type.
- Provide adequate safety and protective gear for girls and boys, including gloves, hardhats, earplugs, and eye goggles. Children may be a range of sizes; your workplace may need to borrow or purchase safety gear that fits younger participants.
- If you feel that parts of your workplace are simply too dangerous or risky, there are other great ways to include girls and boys in your day. They can spend time in the office instead of the manufacturing area; learn about issues of workplace safety; or go to work with a mentor in a different area of the company.
- Make sure that employees sign a consent form for their daughters and sons. It's important that adults understand the types of activities that children will be doing on the day. If there are tours of the shop floor, opportunities to take apart computers, or learn new skills, parents should know and understand all the opportunities that your workplace is presenting. Consult with your insurance provider or lawyer to make sure that your form meets local regulations.
- Because liability and safety issues are very region-specific, we encourage workplaces to become familiar with the rules and regulations in their community. In many cases, workplace visitors are covered by existing insurance policies, but this varies from region to region.
- Talk to your child's school. In many communities, *Take Our Daughters and Sons to Work Day* is considered an official event. Most schools have liability policies in place that insure students for field trips and other off-campus activities. You should check the policies of participating schools and employers.
- Common liability areas include: transportation, chaperones, and hands-on activities. By checking school policies in these areas, you may find areas that your workplace needs to cover (i.e. many school insurance policies only cover students if they leave school grounds in a school vehicle). Go through these areas with your insurance provider, especially if hands-on activities involve girls and boys working with machines, animals, or media situations.



Thursday, April 26, 2007

## EXCUSED ABSENCE FORM

On April 27, 2006, \_\_\_\_\_ and its employees will participate in the annual  
(company name)

*Take Our Daughters and Sons to Work Day*®, sponsored by the Ms. Foundation for Women.

Boys and girls between the ages of 8 and 12 will be invited to attend the event at \_\_\_\_\_  
(company name), to participate in interactive learning activities connected to this year's theme, "Shaping the Future."

Activities have been designed to create awareness about the future workforce and participants' roles as workers, family members, and community members.

It is the intent that the employees of \_\_\_\_\_ will serve as role models and will  
(company name)  
inspire girls and boys to strive to attain their full potential. Moreover, girls and boys will discuss how courses such as Science, Math, English and Business can better prepare them for a wide variety of jobs and the skills needed in specific professions.

Parent/Guardian/Sponsor, please fill out the bottom of this form and have the participating student take it to her/his teacher or principal to sign.

Parent/Guardian/Sponsor's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Student's Name: \_\_\_\_\_

I excuse: \_\_\_\_\_ to attend *Take Our Daughters and Sons to Work Day*®, on April 27, 2006. If necessary, the student should complete the following work to make up for the excused absence.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(student's name)



Thursday, April 26, 2007

## REGISTRATION FORM

Parent/Guardian/Sponsor's Name: \_\_\_\_\_

Department: \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

Child's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade \_\_\_\_\_ Attendance In Prior Years? \_\_\_\_\_

Special Instructions: \_\_\_\_\_

Tour Group #	Workshop Session #	Room Assignment
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Child's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade \_\_\_\_\_ Attendance In Prior Years? \_\_\_\_\_

Special Instructions: \_\_\_\_\_

Tour Group #	Workshop Session #	Room Assignment
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Child's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade \_\_\_\_\_ Attendance In Prior Years? \_\_\_\_\_

Special Instructions: \_\_\_\_\_

Tour Group #	Workshop Session #	Room Assignment
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Tour Volunteers: \_\_\_\_\_

Session Facilitator: \_\_\_\_\_