

WEDNESDAY NOVEMBER 4, 2009

THE LEARNING PARTNERSHIP  
PRESENTS

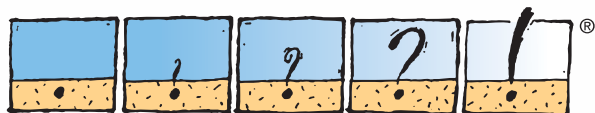
WORKPLACE  
GUIDE

# TAKE OUR KIDS TO WORK™

COMING SOON  
TO A WORKPLACE NEAR YOU!



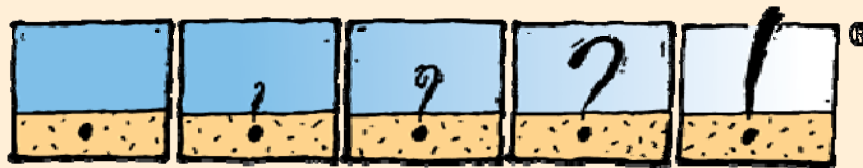
Which hat will you share?  
Join Take Our Kids to Work on Facebook



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## **THE LEARNING PARTNERSHIP**

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### **TAKE OUR KIDS TO WORK™**

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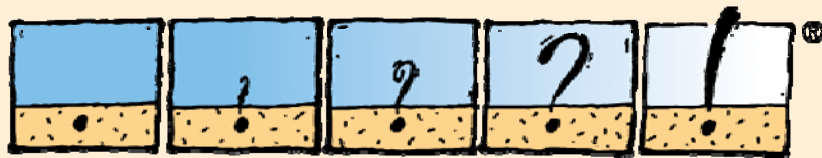
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## **THE LEARNING PARTNERSHIP**

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### **TAKE OUR KIDS TO WORK™**

#### **ABOUT TAKE OUR KIDS TO WORK**

##### **Background and history of *Take Our Kids to Work***

*Take Our Kids to Work*™ is The Learning Partnership's flagship initiative and one of its most popular programs. On November 4, 2009, hundreds of thousands of grade 9 students from across Canada will experience a day in the life of an adult – at work.

This program is an annual nation-wide program that helps parents, relatives and volunteers host grade 9 students at their place of work. The program enables the entire community – parents, teachers, employers and employees – to play an important role in the development of young Canadians.

The goals of *Take Our Kids to Work*™ are:

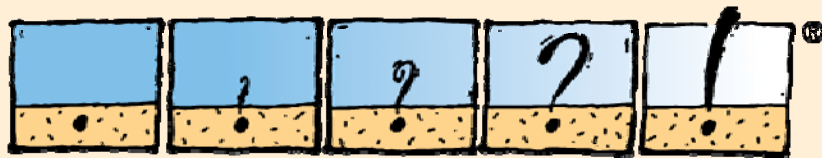
- To give students a chance to explore their future
- To help students understand the importance of staying in school
- To help students appreciate a parent's role in making a living and supporting a family

Research suggests that today's students will have multiple careers over the span of their working years. They will need to master both new technologies and complex social and organizational systems. Today's students need a strong sense of self and values of personal and social responsibility in order to succeed in the future.

High school students generally have limited access to workplaces. This program was borne out of the idea that awareness leads to knowledge. The more students understand about the jobs of their parents and relatives, the more informed the decisions about their own future career will be.

The first *Take Our Kids to Work*™ event took place in 1994 in the Greater Toronto Area. Since then, The Learning Partnership has expanded the program across the country. *Take Our Kids to Work*™ is now active in all provinces and territories across the country with more than 1.5 million students and 75,000 workplaces having participated since its inception.





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## **BENEFITS OF PARTICIPATION**

### **For students**

Most adolescents are engaged in on-going Career/Life Planning that began in elementary school and will continue during their years in secondary school and beyond. *Take Our Kids to Work* is an important part of that process, especially since for many students it may be their first direct experience of the workplace. A successful day may encourage students to consider other forms of experiential learning such as cooperative education or apprenticeships.



Additional benefits for students include:

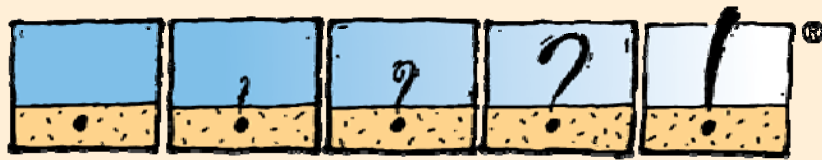
- enhanced understanding of the importance of staying in school and getting a high school diploma
- insight into the skills required to be successful in today's workplace
- an appreciation for their parent's role in making a living and supporting their family
- opportunities to talk with adults about their work
- assistance in seeing connections between education and their future
- understanding of the complexity of career choices and the benefits of early exploration
- a safe, fun, interactive way to explore careers

### **For parents**

The opportunity for parents to demonstrate interest, caring and support for their teenage child is an important element in the success of *Take Our Kids to Work*. Adolescents benefit from seeing their parents and other adults as everyday heroes: people who are contributing to their workplace, their families and the larger society through their daily actions.

Additional benefits for parents include:

- the opportunity for career discussions based on a shared workplace experience
- engagement in dialogue before, during and after the visit
- better understanding of the connections between what students are learning in the classroom and essential skills in the workplace



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### **TAKE OUR KIDS TO WORK™**

## **BENEFITS OF PARTICIPATION**

### **For employers**

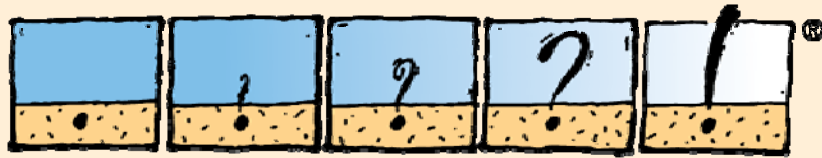
Participation in *Take Our Kids to Work™* is an ideal way to showcase your organization's commitment to the education of young people, the workforce of the future.

Young people are typically most resilient when they know that they have the support of the broader community. They also appreciate opportunities for active participation in the authentic context of the workplace.

Additional benefits for employers include:

- a chance to highlight the range of jobs available within the organization
- an opportunity to acknowledge and support employees as parents
- an enhancement of morale, community spirit and workplace pride among all employees
- insight into the important partnership of school and workplace in promoting and supporting continuous learning and successful transitions for young people





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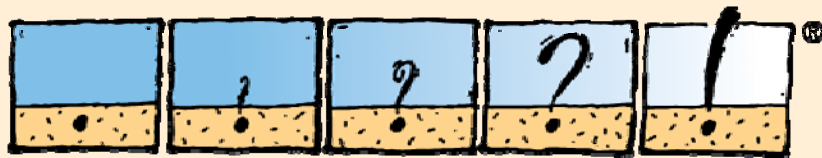
### **TAKE OUR KIDS TO WORK™**

## **WORKING WITH ADOLESCENTS**

### **A few things to remember about adolescents**

While working with adolescents is a delight, teachers and parents occasionally face challenges that can be attributed to a teenager's stage of development. Being mindful of how younger teens differ from older peers and adults is important when planning for them.

A Challenge	A Response
They are curious, but may be hesitant initially in asking questions.	Organize them in small groups (3-4) and provide time for generating questions on paper rather than asking orally.
It's easier for them to tune out in large groups.	Keep groups small, especially for tours or presentations so that students can engage with host or presenter.
They need to see the relevance of information and activities.	Connect information to realities they understand. Invite them to make choices or decisions based on their experience and prior knowledge before presenting information.
They may take time to warm up, especially in a new group.	Structure activity early in the day to help them to get to know each other; they need to connect socially.
They can seem sleep deprived, especially if there's an early start to the day.	Use icebreakers in the morning (and activities throughout the day) designed to replenish their energy.
They may demonstrate a "fidget factor".	Build in physical activity during the day: walking tour, visit to recreation centre, energizers.
They may have missed or skipped breakfast.	Providing a healthy snack in the morning will help (and also create a social context for them to meet others.)



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### **TAKE OUR KIDS TO WORK™**

## **WORKING WITH ADOLESCENTS**

### **Re-energizing the group during the day**

Throughout the day, you may also want to re-energize your group or focus their energy if spirits run high. Energizers are also a good way to re-connect the group after a break or lunch. Here are a few suggestions to get you started:

#### ***Hot Hot Hot (good after lunch)***

Invite students to form a line according to the degree of heat or spiciness they like in their food. One end of the line represents cool (ketchup is about it) and the other end of the line might be hot chili peppers. Participants figure out their place in the line by chatting with those around them. Once the line has been formed, invite participants to share why they choose their place in the line.

Other possible line ups:

- Alphabetical by school name
- Chronological by birthday (more fun if this is done without talking; an opportunity to practice nonverbal communication skills)

#### ***Name Wave (good for reviewing names of participants)***

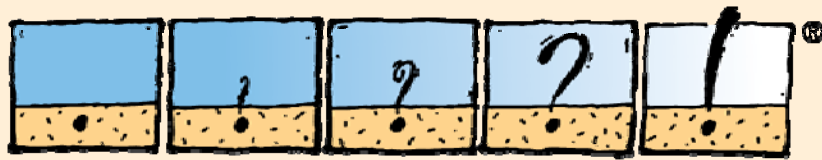
Everyone stands in a circle. A volunteer says his or her name and accompanies it with an action. (Model this for sure so students get the idea.) The first name and action travel around the circle in a wave (just as at sports events.) When the name gets back to the originator, the next person now gives a name and action and the pattern repeats around the circle. Continue until everyone has had a chance to initiate “the wave”.

#### ***Three-Ball Pass***

Everyone forms a circle. The leader calls the name of a person and tosses a soft ball (or other object) to that person. The rest of the group repeats the name. The catcher picks another person, calls the name and tosses the ball. This continues until everyone in the circle has received and thrown the ball.

Remind the group that they will repeat this pattern; passing the ball to the same person they did on the first round. Once the first ball is in motion, add a second ball and then a third, continuing the same pattern of thrower and receiver. This requires group cooperation and focus.

Note: If the group has more than 20 participants, form smaller circles to keep everyone engaged.



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### **TAKE OUR KIDS TO WORK™**

#### **PLANNING THE DAY**

#### **Internal communication - Calling all Employees**

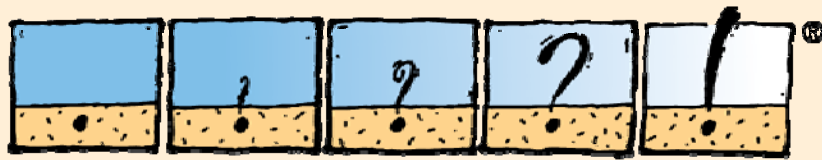
#### **CALLING ALL EMPLOYEES WITH CHILDREN IN GRADE 9!**

**(Name of company) is pleased to announce our participation in The Learning Partnership's national 'Take Our Kids to Work' program on November 4, 2009.** We hope you will participate by bringing your grade 9 son/daughter to work with you on that day. If you are planning to participate, please contact (insert name) at email address by **Friday, October 9, 2009.**

In order to make this day a real success could you please speak to your son/daughter and ask them what they would like to learn about on this day. We would really like to make sure it is an event they will enjoy and learn from. All comments are welcome.

**Stay tuned for more details!**





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### **TAKE OUR KIDS TO WORK™**

## PLANNING THE DAY

### **Planning calendar**

This calendar provides a monthly checklist for your workplace to use as you plan *Take Our Kids to Work* day. Post it as a reminder for those who are participating. As you are planning, consider how you will address workplace health and safety issues.

#### **September:**

- Receive approval within your company to participate in *Take Our Kids to Work*.
- Register your company at no cost at [www.takeourkidstowork.ca](http://www.takeourkidstowork.ca).
- Send a company wide email announcing participation in *Take Our Kids to Work* and inviting employees to bring their grade 9 child to work with them or to host a child in need of a placement.
- Communicate with employees about how to register their child and the deadline for registration.
- Publicize *Take Our Kids to Work* on bulletin boards, in newsletters and on posters around the building.
- Establish a planning committee with representation from across the organization.
- Access ideas for activities, ice-breakers or posters at [www.takeourkidstowork.ca](http://www.takeourkidstowork.ca).

#### **October:**

- Prepare the agenda - a variety of activities works best (focus on career development activities plus icebreakers and trivia games/quizzes with prizes.) ([click here for sample agendas](#))
- If possible, set up simulations that demonstrate workplace practices.
- If doing a tour of the workplace, do a dry run to identify any potential safety issues. Tours should provide a good overview of the workplace without being too long.
- Allow time in the day for students to job shadow their parent or host.
- Book speakers, meeting rooms and audiovisual equipment.
- Establish a communications strategy so all employees know what is happening on *Take Our Kids to Work* day.
- Confirm with your insurer that the coverage you have for visitors to your workplace includes students on *Take Our Kids to Work* day.

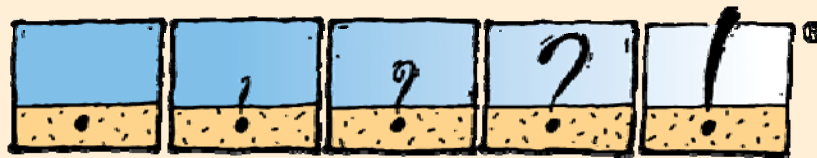
#### **On November 4:**

- Provide a group orientation emphasizing health and safety and security issues.
- Ensure that students are supervised at all times, preferably on a one-to-one basis.
- Have someone designated for troubleshooting.
- At the end of the day gather feedback from participants about the day.
- Take a group photograph.

**After the day:**

- Issue internal communication about the success of the day and thank employees.
- Complete the workplace survey at [www.takeourkidstowork.ca](http://www.takeourkidstowork.ca).
- Evaluate the day and make recommendations for the following year.
- Share your group photo and best practices with us at [info@thelearningpartnership.ca](mailto:info@thelearningpartnership.ca).





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### **TAKE OUR KIDS TO WORK™**

## **PLANNING THE DAY**

### **Icebreakers**

When students first arrive at the workplace, you can help to make them feel both comfortable and welcome by engaging them in an activity that invites them to tour the workplace and to meet other employees. Sharing what they learned will also help them to “break the ice” with other students they are meeting for the first time.

### **1. MOVING QUESTIONS**

Participants take turns answering questions about their interests outside of school and work as they move from place to place in concentric circles. This activity works best with an even number of participants. Start by introducing yourself and welcoming the participants. Everyone counts off by 2s. Ask the 1s to form an inner circle, the 2s an outer circle. Each person stands across from someone in the other circle. Ask facing pairs to introduce themselves by name and age. Then pose a question to the group and allow pairs 1-2 minutes to take turns answering. At the completion of a question, ask everyone in the inner circle to shift one place to the left. New pairs introduce themselves. Pose another question, and continue the process.

### **2. UP/DOWN: WHAT WE HAVE IN COMMON**

As participants stand up in response to verbal cues, they get the opportunity to see how much they have in common - in ways they never likely would've guessed! Start with everyone sitting down in one large circle and explain the directions. First a list of statements will be read. If the statement is true for you, stand up. Have a look around at everyone else standing. You share something in common! Remain standing and listen to the next statement. If it holds true for you, remain standing; if not, sit down. Some suggestions for statements include:

*Stand up if...*

1. You've read all 7 Harry Potter books
2. You play the piano
3. You're fluent in a language other than English

### **3. 20TH-YEAR TAKE OUR KIDS TO WORK™ REUNION**

At the start of this imaginative getting-to-know-you activity, participants introduce themselves by describing favorite school subjects and things they currently care about. Then they dream 20 years into their futures, fill out a short questionnaire about their future work and home lives, and pretend to meet up at a “20th-Year Take Our Kids to Work™ Reunion.”

#### 4. WHO AM I?

The host will place a sticker with name(s) of famous people with their different professions on the backs of all students. They will then walk around the room to ask each other “Yes/No” questions to figure out who they are and find their partner. i.e. Orlando Bloom & Actor would be a pair.

#### 5. INTRODUCE YOUR PARENTS

All the kids will be responsible for introducing their parents to the group. They will have to tell everyone what his/her parent does and something unique about them.

#### 6. 2 TRUTHS AND A LIE

People write down two truths about themselves and a lie. Then introduce the three "facts" to the rest of the group who tries to guess which one is a lie.

#### 7. FIND SOMEONE WHO ICEBREAKER

Distribute the “Find Someone Who” worksheet to each student. Have them circulate through the office or building to find someone who fits each description.

#### FIND SOMEONE WHO

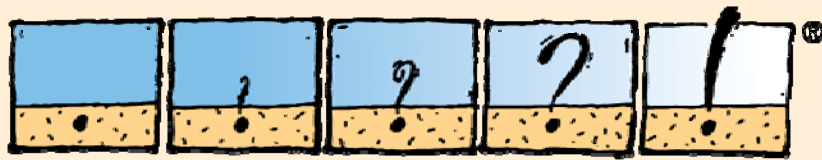
<b>Find a person who:</b>	<b>Have the person sign here:</b>
Lives less than 15 minutes from this office	
Brings their lunch to work every day	
Has worked here for less than 1 year	
Has worked here for 10 or more years	
Works as part of a team	
Is responsible for making decisions	
Is taking a course to acquire new skills or knowledge related to their job	
Is responsible for directing the mail to the appropriate person or department	
Is responsible for creating visual displays of information	
Is responsible for finances	
Is responsible for evaluating employee performance	
Uses a computer in their job	
Must explain information to others	
Is responsible for answering questions from the public	

When students return from their search, invite them to share with a partner or in small groups who they met and what their role or job in the company are.

**References:**

- Activities 1 to 3 are from <http://www.daughtersandsonstowork.org/user-assets/PDF/05IceBreakersGuide%2012-10-04.pdf>
  - o There are some great activity ideas on this Web site.
- Activities 4 and 5 are adapted from previous activities I have lead
- Activity 6 is from <http://wilderdom.com/games/Icebreakers.html>





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## PLANNING THE DAY

### **Ideas for activities for your agenda**

The following ideas have been developed and successfully implemented on *Take Our Kids to Work* day by a range of different organizations. Although the list is by no means exhaustive, each item reflects a planned strategy that capitalizes on the strengths and interests of adolescents and minimizes the risk factors. The strategies that you will use will reflect the nature of your workplace. For more great ideas, view the 9 minute *Take Our Kids to Work* video at [www.takeourkidstowork.ca](http://www.takeourkidstowork.ca)

#### **Welcome & Introductions:**

- Sign in and get visitor's nametag
- Review agenda for the day, health & safety guidelines, confidentiality & security issues

#### **Overview of company:**

- History of the company
- Number of offices/employees
- Discuss opportunities available for summer employment, Co-op placements if applicable

#### **Workplace Tour:**

- Tours should provide a good overview of the workplace without being too long
- Provide opportunities for students to interact with their tour guide and ask questions
- Hand out the "Find Someone Who" icebreaker activity ([click here](#))

#### **Guest Speakers:**

- Limit each presentation to 15 minutes
- Consider diversity when selecting speakers e.g. younger employees in their first job through to senior members of staff
- Speaker can describe their current role, the skills required to do their job, length of time they have been with the company, educational background etc...
- Presentations are most engaging when speakers share their own personal journeys of how they made it to their present job e.g. what kind of summer jobs and part time jobs they had during high school etc...

#### **Human Resources:**

- Introduction to resume writing & interviewing
- What skills are required to work here
- Discuss opportunities available for summer employment, co-op placements if applicable

### **Controlled Simulations of real-work activities:**

- In a hospital setting, students used real medical tools to perform authentic procedures on training dummies. They practiced suturing and casting.
- At a candy company, students were given the opportunity to create their own chocolate bars.
- A bank gave students information about investing and the importance of diversification and then let them invest simulated funds. They monitored the stock market throughout the day so they could see their end results.
- At a major newspaper, students were given the opportunity to attend the morning news meeting, review the top stories of the day and determine which would make the front page. They also attended a presentation on credibility and ethics.
- An automobile company created a mock assembly line where students worked in teams and were assigned authentic roles. They worked on real products and were subjected to quality control measures.
- At a transit company, students toured the operator and training facility and maintenance garage. They learned about the many different trades involved in maintenance and ended the day with a ride on a new trolley bus.
- At a Canadian retailer's head office, students had the opportunity to experience the same on-line training employees take before being certified to sell a certain product.
- A food company had students take part in interactive presentations on topics such as sales, marketing and research and development. They took part in taste-testing and product sampling.

### **The Right Attitude for the Workplace:**

- Discuss the importance of having a positive attitude in the workplace, the importance of good interpersonal skills and the ability to work as part of a team
- Show the Fish video, if possible

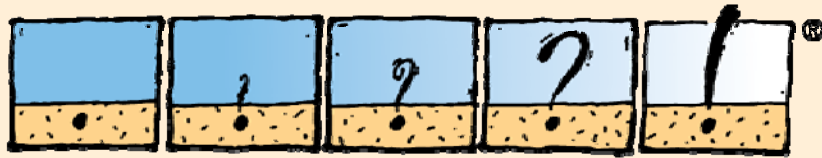
### **Job Shadowing:**

- Allow time for students to spend one-on-one time with their parent or host.

### **Wrap up:**

- Survey participants to find out what worked and what needs to be built into plans for next year ([click here for sample questions](#))
- Fill out & distribute Certificates of Participation
- Take group photo





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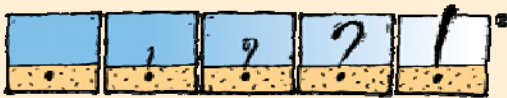
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### **TAKE OUR KIDS TO WORK™**

#### **PLANNING THE DAY**

#### **3 sample agendas**



**THE LEARNING PARTNERSHIP**  
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**TOROMONT**

**CAT**

## ***TAKE OUR KIDS TO WORK DAY***

**Wednesday, November 1, 2006**

#### **AGENDA**

8:30 to 8:45 am	Continental breakfast
8:45 to 9:00 am	Introductions Activity
9:00 to 9:30 am	Welcome from Toromont CAT President
9:30 to 9:35 am	Break
9:35 to 10:05 am	Toromont CAT Scholarship & Career Planning
10:05 to 10:35 am	Health & Safety Orientation
10:35 to 10:40 am	Break
10:40 to 12:00 noon	Heavy Equipment & Parts Demonstration
12:00 to 12:45 pm	Lunch – Toromont CAT Jeopardy challenge & group photo
12:45 to 1:15 pm	Promotion & Marketing
1:15 to 1:45 pm	Information Systems
1:45 to 1:50 pm	Break
1:50 to 4:30 pm	Parent/Volunteer Host Job Shadow



## Take Our Kids to Work Day – Group \_\_\_\_\_

Student: \_\_\_\_\_ Employee: \_\_\_\_\_

Thank you for participating in *Take Our Kids to Work*. Please keep in mind that the student that you registered for this program is your responsibility. What follows is a detailed agenda for you and your child.

- Please note: all employees must obtain permission from their manager/supervisor to participate

\*\* All students must hand in the Health questionnaire in order to participate in the program.  
If the questionnaire is not handed in, the student will NOT be allowed to participate.

7:45 – 8:25 a.m.

**Registration**

8:30 – 9:00 a.m.

**Welcome from Hospital** – Employees and Students  
*Take Our Kids to Work Day* officially begins.

9:00 a.m. – Noon

**One-on-One Sessions** – Employees and Students  
Each student will accompany their parent (or other staff member, if prearranged) to work.

Noon – 1:00 p.m.

**Lunch** - Employees and Students

1:00 p.m.

**Influenza Vaccinations** – Employees and Students

1:15 p.m.

**Afternoon Tours** All students must assemble in private dining rooms for afternoon tours

**AFTERNOON PROGRAM** **Department Tours** – Students only

	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>	<b>Group D</b>
<b>1:30 – 2:30</b>	Samuel Lunenfeld Research Centre	Rehabilitation	Surgical Skills	Medical Imaging
<b>2:30 – 3:30</b>	Surgical Skills	Medical Imaging	Rehabilitation	Samuel Lunenfeld Research Centre

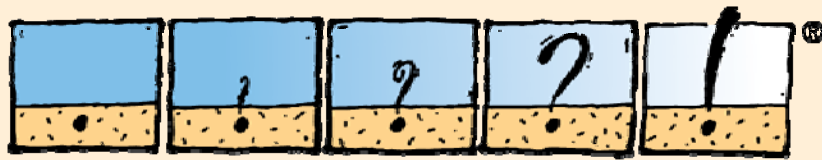
3:30 p.m.

All students to return to the Cafeteria to be picked up by their parents

**TAKE OUR KIDS TO WORKDAY- NOVEMBER 3, 2004**

**Osler, Hoskin, Harcourt LLP**

<b>8:30 a.m. – 9:00 a.m.</b>	Welcome to the Firm.- 72 Lunchroom Safety Orientation by Manager, Premises Breakfast on the Run – croissants and hot chocolate to go!
<b>9:00 a.m.</b>	Leave for Court – 361 University Avenue
<b>9:30 a.m. – 10:30 a.m.</b>	“Show and Tell” with a justice, crown attorney and police officer
<b>10:30 a.m. – 12:00 p.m.</b>	Attend various courts in session
<b>12:00 p.m.</b>	Travel Back to Osler
<b>12:30 p.m. – 2:00 p.m.</b>	Lunch for all Students, Parents/Sponsors, Volunteers and Guest Speakers in 72 Lunchroom
<b>Speakers</b> <i>(time approximate)</i>	
<b>1:00 p.m. –1:05 p.m.</b>	Managing Director
<b>1:05 p.m. – 1:20 p.m.</b>	Associate, Corporate
<b>1:20 p.m. – 1:25 p.m.</b>	Manager, HR Operations
<b>1:25 p.m. – 1:35 p.m.</b>	Associate, Litigation
<b>1:35 p.m. – 1:40 p.m.</b>	Manager, Library
<b>1:45 p.m. – 1:50 p.m.</b>	Manager, Paraprofessional Program
<b>2:00 p.m. – 2:20 p.m.</b>	Tour of Printing Department – Making Personalized Pads
<b>2:20 p.m. – 2:35 p.m.</b>	Tour of Web Development Department (72)
<b>2:35 p.m. – 2:50 p.m.</b>	Tour of Client Complex and Kitchen on 63
<b>2:50 p.m. – 3:50 p.m.</b>	Jeopardy Game – 67B
<b>3:50 p.m. – 4:00 p.m.</b>	Distribution of Certificates and Gifts
<b>4:00 p.m.</b>	Pick-up Students from 67B



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### **TAKE OUR KIDS TO WORK™**

## PLANNING THE DAY

### **Support all career choices**

Students participating in *Take Our Kids to Work™* may pursue a variety of routes into the workforce after completing their secondary education. You can provide valuable information about entry level positions within your company, industry and/or sector for students coming:

- directly from high school
- through apprenticeship programs
- from community college programs
- from university programs

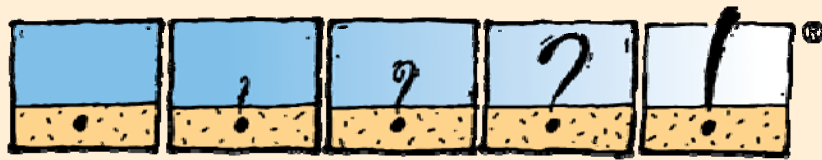
Students will also benefit from examples of career paths from those beginnings so that they can see potential opportunities for continuous learning and advancement within your organization. You might also consider sharing available labour market information or projections for the next 5-10 years.

These discussions also provide an opportunity to reinforce the value of all work and the interdependence of roles and functions in the workplace.

#### *Workplace Example:*

Students visiting a courtroom experienced a real “human web” by being introduced to all the people who had a role to play in the trial they were about to witness from the translator to the Bailiff to the Prosecutor to the Judge.





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### **TAKE OUR KIDS TO WORK™**

## **PLANNING THE DAY**

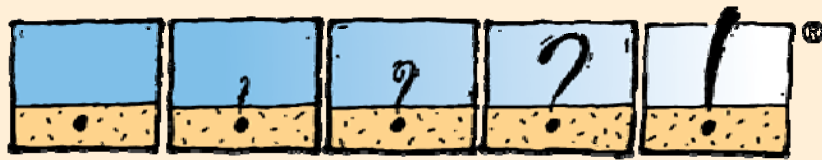
### **Addressing local concerns**

In many communities, unemployment may make it difficult for students to go to work with a family member, friend, or acquaintance. Workplaces may be some distance from students' homes or school. Or, a community may have a main industry that can only accommodate so many students in one day. Here are some workplace ideas that might prove helpful for these and other circumstances

- Visits and tours need not take place in just one day. They can be arranged over a period of weeks for small groups.
- Those who plan to bring their grade 9 son or daughter to work might invite another student to join them. Staff members who don't have a child in grade 9 might each volunteer to host one student for the day.
- In areas where distance or transportation pose problems, your workplace and others involved in the program might offer to assist students in reaching and returning from their workplace visits. Or, your workplace might provide an online experience.

Whether your community is rural or urban, use your local situation to arrive at local solutions.





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## **PLANNING THE DAY**

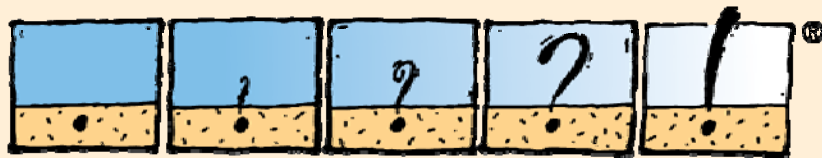
### **Sample feedback questions**

#### **Student survey**

Student feedback is important and will assist you in evaluating your program and planning for the future. Here are some suggestions for questions you might want to include in your Student Survey.

- Who did you come to work with today?
- What was the most interesting part of the day and why?
- What was the least interesting part of the day and why?
- Identify one thing you discovered today about (name of company) that you didn't know before?
- Any suggestions for how we can improve our program?
- Would you recommend this program to next year's grade 9's?





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## **SAFETY FIRST**

### **Provincial and territorial *Take Our Kids to Work* contacts**

*Take Our Kids to Work™* is available across Canada. Most students will participate in this program in November, but in some areas in Canada, other times of year are more convenient.

Please contact your Provincial or Territorial representative for more details:

*Note: 1 (800) numbers most often can only be used in a specific province or territory.*

#### Newfoundland

Labour Standards (709) 729-2743

Occupational Health & Safety (709) 729-2706 and 1 (800) 563-5471

#### Nova Scotia

Labour Standards 1 (888) 315-0110

Occupational Health & Safety (902) 424-5400 and 1 (800) 952-2687

#### Prince Edward Island

Labour and Industrial Relations (902) 368-5550 and 1 (800) 333-4362

Occupational Health & Safety (902) 368-5562 and 1 (800) 237-5049

#### New Brunswick

Employment Standards (506) 453-3902 and 1 (888) 452-2687

#### Québec

Commission des Normes du Travail du Québec 1 (800) 265-1414

Communication Quebec 1 (800) 363-1363

#### Ontario

Occupational Health and Safety (416) 326-3835 (Toronto Area) and 1 (800) 268-8013

#### Manitoba

Workplace Health and Safety (204) 945-3446 and 1 (866) 888-8186

Employment Standards (204) 945-3352

#### Saskatchewan

Saskatchewan Labour 1 (800) 667-1783

Occupational Health and Safety 1 (800) 567-7233

Alberta

Employment Standards (780) 427-3731

Workplace Health and Safety (780) 415-8690 and 1 (866) 415-8690

British Columbia

Employment Standards (604) 660-4946 and 1 (800) 663-3316

Workers' Compensation Board 1 (888) 621-7233

Yukon

Yukon Workers' Compensation Health and Safety Board (867) 667-5645 and 1 (800) 661-0443

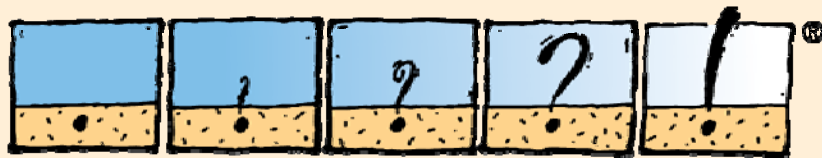
Northwest Territories

Workers' Compensation Board of the Northwest Territories (867) 920-3888 and 1 (800) 661-0792

Nunavut

Workers' Compensation Board of Nunavut (867) 979-8500 and 1 (877) 404-4407





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### **TAKE OUR KIDS TO WORK™**

## **SAFETY FIRST**

### **Expert safety panel recommendations – Recommendations Feb. 12, 2001**

The Expert Safety Panel members are drawn from organizations that are industrial partners of The Learning Partnership and from organizations with acknowledged expertise in workplace safety and education. As stakeholders with a clear understanding of the history, goals and practices of the *Take Our Kids to Work* program, we agreed to participate in this study because of our belief in the inherent value of the program, and we believe the program can and will be effectively strengthened as a result of this report.

Our meetings generated 14 main recommendations, which guided the following research and comprise the building blocks of this report.

**Recommendation 1:** Continue to improve and enhance the *Take Our Kids to Work* program, with strengthened program elements relating to workplace health and safety.

**Recommendation 2:** Develop clearer information on health and safety in all *Take Our Kids to Work* materials, for every program audience—parents, teachers, students and workplaces.

**Recommendation 3:** Communicate the importance of health and safety through a variety of channels, to accommodate different learning styles.

**Recommendation 4:** Enlist workplace health and safety experts to review the content and context of all materials produced for the *Take Our Kids to Work* program.

**Recommendation 5:** Incorporate a safety theme into the program material during 2001, to coincide with the implementation of “safety education” at the Grade 9 level, and enrich the program for subsequent years.

**Recommendation 6:** Post links from The Learning Partnership’s website to organizations with workplace health and safety expertise and material.

**Recommendation 7:** Use the opportunity provided by Occupational Health and Safety Week in May to communicate *Take Our Kids to Work* program health and safety messages.

**Recommendation 8:** Develop informed consent forms that contain workplace health and safety messaging, signed by students and parents.

**Recommendation 9:** Encourage all participants in the *Take Our Kids to Work* program to commit

themselves to a safe day. Include on forms a section demonstrating that students have read and discussed materials on health and workplace safety before participating.

**Recommendation 10:** Begin *Take Our Kids to Work* day at each employer with mandatory workplace orientations that focus on health and safety issues relevant to that environment. Workplaces should use the expertise of their Health and Safety personnel to assist with the orientation if possible. Where appropriate, there should also be a student Health and Safety representative for the day.

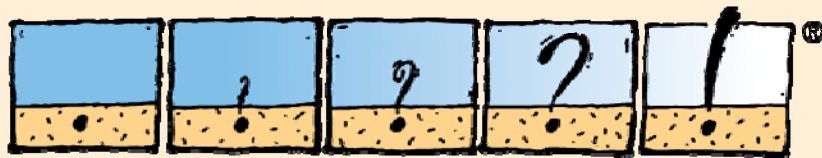
**Recommendation 11:** Encourage program participants to adopt a zero tolerance policy for ignoring health and safety guidelines communicated in program material.

**Recommendation 12:** Supervise student participants all day while they are at the workplace site. The student supervisor should be a competent individual and there should be a set ratio of the number of students to each supervisor that is appropriate for each workplace.

**Recommendation 13:** Allow students to undertake only those tasks and experiences for which they have been properly oriented.

**Recommendation 14:** Encourage workplaces to create an environment where students feel free — in fact, encouraged — to speak about health and safety concerns, ask questions, and comment on situations they observed during the day. Workplaces should conduct an annual inspection prior to *Take Our Kids to Work* day with a view to Youth workplace safety.





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#### **SAFETY FIRST**

#### **Key ways to prevent injuries to youth during *Take Our Kids to Work***

As a supervisor, you should

1. Train workers to perform safely every task they are assigned and check regularly to ensure that safety procedures are being followed.
2. Alert employees to every possible safety hazard, no matter how obvious or minor.
3. Observe and correct any unsafe practices or conditions.
4. Provide appropriate protective clothing and equipment to every employee.

Discuss with your employees any past accidents and the corrective measures that have been taken to prevent similar accidents from happening again.

