

activities

TAKE OUR **daughters**
and **sons** TO WORK[®] DAY

Activity Guide II

Take Our Daughters And Sons To Work® Day

Official Program Activities

The Ms. Foundation for Women worked with the Families and Work Institute (FWI) to design activities for the second Take Our Daughters And Sons To Work® Day. The program intended — for girls and boys ages 8 to 12 — introduces participants to the vast range of potential job opportunities, while asking children to consider how their future work will fit into their overall lives.

AMONG THE ACTIVITIES ARE:

1) **A Day in A Life:** Through this interactive word game, participants will work in pairs to complete stories with family-work life themes. Each pre-written story includes a series of blank spaces labeled "noun", "adjective", "number", "name", "adverb" and so on. Without looking at the story, one person selects words to fill-in-the-blanks. The result — hilarious stories that highlight our daily routines and the way work life and home life often overlap. In closing, the whole group works on one final story together.

2) **Coauthors:** In this team-building activity, the participants write a family-life and work-life story as a group. The first sentence of the story is already determined, but each participant will create subsequent sentences in turn until the story is complete. In addition, the participants must use pre-selected words throughout the plot of the story.

3) **Framing Your Wish:** In this artistic exercise, participants are asked to come up with one positive wish they would like to share with their family members as it relates to work and family life. They are then asked to translate their wish into an artistic creation that they give as a gift to a family member at the end of the day.

PRE-ACTIVITY FACILITATION TIPS

The activities included in the 2004 Ms. Foundation for Women's Take Our Daughters And Sons To Work® Day all involve participant discussions about their ideas and feelings about work and family life, and how best to integrate the two. Below are brief tips that will be helpful as you engage the participants in conversation about this important topic:

- 1) Create a safe space for all participants to voice their opinions.
- 2) If needed, set ground rules about the expected behavior during the discussion, e.g., respect diverse opinions, do not interrupt, and raise your hands.
- 3) If no one wants to answer one question, rephrase it, provide examples or answer it yourself. If there still is not an interest, move on to the next question.
- 4) Stay with your time schedule so that you do not run out of time.
- 5) Brush up on the latest statistics about young people's attitudes regarding work and family life. Important findings from the Families and Work Institute's *Ask the Children* study on Youth and Employment can be downloaded from www.familiesandwork.org.

6) Try to engage everyone. Create forums for quieter participants to voice their opinions and make sure that the same people are not dominating the discussion.

7) Ensure that the participants are having fun – ask challenging, but funny questions. Tell amusing stories. The more comfortable the participants, the more they will gain from the activities.

8) Since activities will take place in a workplace, the facilitator should communicate with the group that respectful, appropriate language is important. It is okay to be funny, but it is important to use language that they would use with their teachers in their schools.

ACTIVITY ONE:

A Day in A Life (40- 60 minutes in total)

Materials:

- 1) Story templates (found on page 9-12);
- 2) Pencil or pen for each student;
- 3) Story template marked "WHOLE GROUP" copied on a dry-erase board or a large piece of paper; make sure the story is covered by another piece of paper, cloth, or by turning the board around, etc.

Logistics:

The room should be set up so that pairs of students can work together without too much distraction (e.g., small tables or available extra space).

How It Works:

In this activity, participants are paired up and asked to complete family-work-life stories by filling in the blank spaces in the templates that are provided. The four templates tell different stories with the theme of family and work life, each with a series of blank spaces labeled "noun", "adjective", "number", "name", "adverb" and so on. Each pair selects a RECORDER and STORYTELLER. Using one of the templates provided, the RECORDER

asks the STORYTELLER to call out a word to fill in the blank spaces. The STORYTELLER does not look at the story before picking the words. The result is a silly, often very funny story.

If your group needs help with definitions, you can use the following:

Noun: a word that is the name of something (as a person, animal, place, thing, quality, idea or action). Examples: Cat, smile, truck, exam.

Verb: a word that expresses action, occurrence and existence. Examples: Run, trip, sprint, laugh.

Adjective: The part of speech that modifies a noun by describing a quality of the thing named. Examples: pretty, angry, confused.

Adverb: The part of speech that modifies a verb that is often used to show degree, manner, place, or time. Often ends in "ly." Examples: swiftly, quietly, quickly.

With this type of activity, there is a possibility that the participants may use words that may be inappropriate for the work environment. If individuals start to use inappropriate words, you may take them aside and remind them that they are in a professional setting and need to be respectful of others.

Facilitator: 5 minutes

"For our next activity, we are going to become storytellers. We are going to tell stories about a day in our lives. But there is a twist. All stories about work and family life have already been written, except for a few key words. I am going to ask you to partner with someone, preferably someone you don't know, and decide who is going to be the STORYTELLER and who is going to be the RECORDER first. You will both have a turn to play each role."

"The RECORDERS are going to be given a story and are going to ask the STORYTELLERS for words to fill-in-the-blanks. Once they are filled in, read the story out loud and switch."

Next: 20-30 minutes

Instruct the group to break up into partners and hand all the RECORDERS one of three story templates. Hand the STORYTELLERS a different story template that they can hang onto until it is their turn to be a RECORDER. Walk around the room and ensure that the RECORDERS and STORYTELLERS are given different story templates. The fourth template, marked "WHOLE GROUP" will be used at the end of the activity. Explain to the group that they have approximately 10 minutes to gather the words and read the newly completed story to each other.

STORY TEMPLATE ONE

My day started as it always does. My _____ (type of family member, like mother or aunt) woke me up at _____ (hour or the 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 _____ (another 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 _____ his/her (pick one) _____ (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 her/him (circle one). And this is just the beginning. Welcome to a day in the life of _____ (your name).

STORY 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) _____ (present tense verb) _____ (noun/plural noun). They must 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!

STORY 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) teachers to remove _____ (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 some _____ (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 in 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) payphone. "Can I speak to _____ (dad/mom or other

caregiver- same as above), please?" "Who may I ask is calling?" the _____ (adjective) person on the other side of the _____ (noun) asked. "This is _____ (your name)." In a _____ (adjective) flash, I heard a(n) _____ (adjective) voice. "Hey _____ (nickname or term of endearment, such as sweetie). I was just thinking of you. Are you okay?" "Actually, I am feeling _____ (adjective) and I 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). Later that night, I felt much better. My _____ (family member) cooked a _____ (adjective) dinner, including _____ (favorite type of food) and _____ (color) _____ (favorite another type of 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 _____ (mom/dad or pick other caregiver) tucked me in.

Next: 20 minutes

For 5-10 minutes, the facilitator asks the group about their stories: Did any of them make sense? Were any of them funny? Did any of them sound like your particular situation? How or how not? The facilitator then leads the class in the same exercise, but this time, the facilitator is the RECORDER and the participants are the STORYTELLERS. Select the story template

marked "Whole Group." Ask the participants to call out answers. Record the answers on a small paper version. Once complete, reveal the story that has already been created on the large piece of paper or dry-erase board. Input their answers in the blanks and ask them to read the story out loud. Each participant can read a sentence. Facilitate a brief discussion about the story: What did they think of it? Was it true to life? What was funniest?

Facilitator

"Now, let's fill in the blanks with words that make sense."

Next: 10 minutes

Now, the participants call out words that make sense and complete the story again. Write them in the spaces again (cross out or erase the silly answers they previously filled out). Once complete, close the activity by asking the group if the story now rings true to their lives and how/how not. Do they think about work and family life in a new way because of the activity? If so, how?

ACTIVITY TWO:

Coauthors (40-60 minutes in total)

Materials: 1) Blackboard, dry-erase board, and/or large pieces of paper (easel paper);
2) Words listed below on a big piece of paper

Logistics:

Set the chairs up in a semicircle facing the board.

How It Works:

The facilitator explains that they are going to write a story about work and family life as a group. The first sentence of the story is already determined. Each participant will create subsequent sentences in turn until the story is complete. In addition, the participants must use all the words listed on the big piece of paper at some point in their story. Note that you may change the tenses of the verbs to better fit the plot.

The story begins with, "I thought I knew all about my family member's job, but when I visited one afternoon, I realized I was completely wrong."

Words to use:

- 1) excellent
- 2) boss
- 3) think
- 4) feel
- 5) new
- 6) confusing
- 7) coworker
- 8) time
- 9) laugh

Suggestion:

Before the activity starts, ask the participants what they think of when you say "family life and work life." Ask them to call out words until you have gathered nine. Instead of using the words provided, you can use the ones that the participants came up with. This adds an extra challenge to this activity and gives the students more ownership of the product.

After 30 minutes, ask the participants to start thinking about the ending of the story. Complete the final turns and ask the participants to read the story.

Leave enough time to facilitate a brief discussion. The direction of the discussion depends greatly on the content of the story. Some of the questions you could ask are:

- 1) Would this story happen in your life? Why not or how so?
- 2) What is the attitude toward family in this story?
- 3) What is the attitude toward work in this story?
- 4) Since you wrote this story as a group, it reflects a collective voice. If you were to write the same story by yourself, what would you change and why?

Close the discussion by thanking the participants for their contributions to the work and family life story.

Facilitator: 5 minutes

"Since today is Take Our Daughters And Sons To Work® Day, this story will focus on family and work life. Let's first define what that means. When you think of those words, what comes to your mind?"

Note, if your group is having trouble defining family and work life, you can bring up the following:

"What do we mean by work and family life? As you know, family life can affect your parents at work, for example, if they have had a good time with you they might come to work in a good mood or with a lot of energy for work. Or if they have had to rush in the morning, getting everything done, they might be tired at work. And work life can affect family life, too. A good or bad day at work can affect the kind of mood they are in when they come home or how much energy they have. And time makes a difference, too, just like in the last story. Your school play might come on a day when they can't leave work or when they can. That's what we mean by family life and work life.

"I want to encourage you to be as creative as possible. Each person can steer the story in any direction, as long as it stays in line with the theme – family life and work life.

"This exercise is made even more challenging because there are certain words we have to use. Take a look at the words listed. When someone uses one, I will cross it off so we know which words are remaining. I will also be the timekeeper, so I will let you know when we need to start wrapping up the story."

Next: 30-45 minutes

In order, the participants start creating the story by reciting a line out loud. Write down the sentences on the dry-erase board or easel paper. As a facilitator, make sure that the sentences are consecutive and make sense, stay on theme, and incorporate the predetermined words. Since it is often challenging to write a lot of words quickly or have them fit on a board, you may want another facilitator to also type the story on a laptop or help you write in a timely manner.

Suggestion:

Before the end of the day, type the story on the computer and hand it to the participants. They can even sign the story and give it to their mother, father or caregiver.

The Ms. Foundation for Women would like to read your group stories. Send them on your company letterhead to:

Take Our Daughters And Sons To Work®
Program
Ms. Foundation for Women
120 Wall Street, 33rd Floor
New York, NY 10005
tods@ms.foundation.org

ACTIVITY THREE:

Framing Your Wish (40- 60 minutes in total)

Materials:

Art supplies, including crayons, markers, scissors, colored paper, colored pencils, pencils, pens, glue, stencils, paint, popsicle sticks and beads/buttons. Make sure you have large pieces of quality paper or poster board.

Logistics:

In this activity, the participants will be mostly engaged in an artistic exercise. Therefore, you may want to put newspaper or butcher block paper down to protect your tables or desks.

How It Works:

The object of this activity is twofold:

- 1) To provide an opportunity for participants to think about family life and work life now, especially in relation to their caregivers;
- 2) To provide mothers/fathers/caregivers with a special family-work-life wish that they can keep with them at work, hang up in their work space, etc.

First, the facilitator engages the participants in a discussion revolving around the positive aspects of their family life and work life. They are then asked to come up with one positive wish they would like to present to their mother, father or caregiver at the end of the day. Lastly, the participants are asked to "draw their wish" using the materials provided by the facilitators. Encourage your students to be creative. They can both incorporate the words within the art piece or develop a symbolic interpretation of their wish. They can create a picture or even write a poem.

Facilitator: (15-20 minutes)

"In this activity, we are each going to determine our positive work and family life wish, create a beautiful picture of it, and then present our own art pieces to our family members at the end of the day."

"We are going to start by coming up with our own work and family life wishes. To help you determine what your wish will be, you can think about what you really like about your home; what you really like about your parent's work; things you love about how your mom, dad or caregiver takes care of you; special traditions in your family or places you love to visit; times you come to your parent's workplace, etc. Please let me know if you need extra help and I (we) will come around and assist you."

Tips:

- 1) Work with the participants to ensure the wishes are kept positive. The goal of this activity is not to reveal or emphasize a conflict in this area, but to build upon families' strengths.
- 2) If the participants are struggling with coming up with their wishes, you may want to ask the questions listed above again. Ask them to think about the other discussion and activities from the day that has helped them think about working. Draw answers from their stories, such as, "It seems like you love going on road trips with your family. Would you wish for more or different kinds of time spent together?"
- 3) The wishes can start any way, such as "I wish..." or "It is my hope..." or "Dear Mom..."
- 4) Sample wishes: "I wish to visit your office more often;" "Dear Dad, I hope to learn more about your job so I can help you sometimes;" "I like it when you come home and we play games together;" "I need more help on my homework;" "I wish to work at the same place you do;" "I wish to have a family night every Friday where we hang out;" and "I would like for you to teach me how to use the computer program that you use at your job."

Next: (20-30 minutes)

Once all the participants have come up with their own work and family life wishes, ask them to draw or paint it so that it can be given to their family member at the end of the day. Once complete, ask each participant to share their wish with the group.

Suggestion:

- 1) Develop a closing ceremony where the participants hand over their art pieces to their parent.

Activities-At-A-Glance

The following is an example of how your day could look if you implemented all three activities in this guide.

PART I ACTIVITIES

Icebreaker and Introductions.....15-30 minutes
Coauthors.....40-60 minutes
Break.....5-10 minutes

PART II ACTIVITIES

A Day in A Life.....40-60 minutes
Framing Your Wish.....40-60 minutes
Closing.....15-20 minutes

All Material Required for Part I and Part II

- Pencils and pens for each participant

- Art supplies, including crayons, markers, scissors, colored paper, colored pencils, pencils, pens, glue, stencils, paint, popsicle sticks and beads/buttons.

- Flipcharts and markers

- Snacks

- Poster Board (for A Day in A Life whole group story template), large dry-erase board or butcher block paper

- Quality white paper

STORY TEMPLATE ONE

My day started as it always does. My _____ (type of family member, like mother or aunt) woke me up at _____ (hour or the 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 _____ (another 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 _____ his/her (pick one) _____ (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 her/him (circle one). And this is just the beginning. Welcome to a day in the life of _____ (your name).

STORY 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) _____ (present tense verb) _____ (noun/plural noun). They must 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!

STORY 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) teachers to remove _____ (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 some _____ (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 in 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) payphone. "Can I speak to _____ (dad/mom or other caregiver- same as above), please?" "Who may I ask is calling?" the _____ (adjective) person on the other side of the _____ (noun) asked. "This is _____ (your name)." In a _____ (adjective) flash, I heard a(n) _____ (adjective) voice. "Hey _____ (nickname or term of endearment, such as sweetie). I was just thinking of you. Are you okay?" "Actually, I am feeling _____ (adjective) and I 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). Later that night, I felt much better. My _____ (family member) cooked a _____ (adjective) dinner, including _____ (favorite type of food) and _____ (color) _____ (favorite another type of 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 _____ (mom/dad or pick other caregiver) tucked me in.