

Take Our Daughters And Sons To Work® Foundation

Bright Ideas Guide



TAKE OUR
**daughters
and sons** TO WORK®
FOUNDATION

www.DaughtersandSonstoWork.org

Greetings!



Welcome to the official Take Our Daughters And Sons To Work® Bright Ideas Guide. The Take Our Daughters And Sons To Work Foundation, administrator of the program, is delighted to bring you another opportunity to create an enriching educational experience for our nation's daughters and sons. Since 1993, individuals, families, organizations, and workplaces have joined in the Day to expand opportunities and transform the lives of millions of girls and boys both nationally and internationally.

Designed to be more than a career day, the Take Our Daughters And Sons To Work® program goes beyond the average “shadow” an adult. Exposing girls and boys to what a parent or mentor in their lives does during the work day is important, but showing them the value of their education, helping them discover the power and possibilities associated with a balanced work and family life, and providing them an opportunity to share how they envision the future and begin steps toward their end goals in a hands-on and interactive environment is key to their achieving success. Each year, we develop new interactive activities and partnerships that will assist us in taking girls and boys to the future they dream of.

By bringing girls and boys together, we will continue to create a more equitable world—at home, at school, in the workplace, and in the community. This year we are celebrating the opportunities that girls and boys will discover and the opportunities for parents, mentors, and the community to continue involvement in this unique educational experience.

If you're ready, let's begin Building Partnerships To Educate And Empower in order to shape the future for A New Generation At Work.

Warm regards,

Carolyn McKecuen

Take Our Daughters And Sons To Work Foundation



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INTRODUCTION

Welcome to the official **Take Our Daughters And Sons To Work® Day “Bright Ideas Guide”**! Recognizing the need for resources for Take Our Daughters And Sons To Work® Day organizers and the opportunity to support our programmatic objectives in more workplaces, this guide serves as a tool to help organizers across the country coordinate a successful program. In addition, the guide serves as a supplement to the information and materials contained on our Web site, **www.DaughtersAndSonsToWork.org**.

Whether this is your first or third time organizing the Day, we have some helpful tips and ideas you can use to create a great new program or spice up an existing program. We have put together a step-by-step guide to implementing the program that will make your planning process easier. Inside you will find:

- Successful activities for kids and adults
- Effective strategies for the entire planning process
- Examples of what other businesses do for the Day, Sample forms and agendas
- Tips for working with parents and schools
- Ideas for incorporating official work/family messaging

We're sure that the enclosed materials will stimulate your creativity when planning your Take Our Daughters And Sons To Work® Day. The official program activities contained in this guide are: The Who We Are Wall, Success Statues, Happiness Mini-Quilt, Making a Difference: Interviews, The Caring Tree, Guess Who?, Bingo, Conversation Café, Designing Lines, Imagining the Future, Ice Breakers such as Goldman Sachs Character Ice breaker, New York Life's Wises Activity, KPMG's It's a Partnership Activity, National Association for the Self-Employed's - My New Business Planning Document and Publishing Adventure. These activities not only provide girls and boys with an opportunity to share their visions for their future lives and discuss their perspectives on work and family, they also go a step further to help them explore what it means to be successful and happy at school, work, and home. In addition, the activities help girls and boys recognize common stereotypes about women's and men's roles both on the job and in their private lives.

The Take Our Daughters And Sons To Work® Foundation thanks the educational curriculum developers who assisted in creating the official Take Our Daughters And Sons To Work® program activities that can be used by organizers as entertaining and challenging learning experiences. We also are grateful to all the participating organizations that have shared information about their Take Our Daughters And Sons To Work® Day activities. The Foundation recognizes in particular Ortho-McNeil Pharmaceutical and MetLife, New York Life, Goldman Sachs, for allowing us to use some of the materials they developed.

The Foundation also recognizes MetLife, Chevron, MSC, SAIC, Goldman Sachs and Olive Garden for their financial support.

For more information about the Day, more program activities, or gifts for the Day, please visit our Web site, **www.DaughtersAndSonsToWork.org**. If you have any questions or would like to provide us with feedback, please contact our own Take Our Daughters And Sons To Work® organizer at **(800) 676-7780**.

PROGRAM INFORMATION AND PLANNING IDEAS

This section features planning information and tips from the Ms. Foundation for Women, Ortho-McNeil Pharmaceutical, and MetLife on a variety of components to consider when organizing Take Our Daughters And Sons To Work® Day.

WAYS TO INVOLVE EVERYONE

Take Our Daughters And Sons To Work® Day offers excellent opportunities for girls and boys, adults, schools, and educators to become involved in the program. Working together on planning and participation can help create a successful Day and experience for our nation's daughters and sons. Here are some suggestions on how each group listed can get involved.

Involving Girls and Boys

Talk to your daughter or son, neighbor, niece, or nephew about going to work with you. See if she/he has any friends who are in need of a workplace to visit for the Day. In addition to including girls and boys in the activities for the Day, inquire if they have any ideas or suggestions for activities they'd like to do. Perhaps you can invite them to one of your workplace's Take Our Daughters And Sons To Work® Day planning committee meetings.

Ensuring girls and boys of all races, ethnicities, and economic circumstances participate in Take Our Daughters And Sons To Work® Day is a major component of the program and the Take Our Daughters And Sons To Work® Foundation is committed to educating and encouraging others to incorporate this component into their programs.

Involving Adults

Involve different departments and employees at every level of your organization. At least three months before the Day, spread the word to let your colleagues know that your company will be participating in Take Our Daughters And Sons To Work® Day. Extend an invitation to all employees encouraging them to assist in planning.

Involving Schools and Educators

Take Our Daughters And Sons To Work® is a national grassroots effort—a great opportunity for schools to develop lasting partnerships with local companies and organizations, such as unions, public housing agencies, and local nonprofits.

On Take Our Daughters And Sons To Work® Day, schools can work with these companies or organizations to place students at their workplace site for the Day. Alternately, consider inviting companies and representatives to your school to speak at events coordinated by your school throughout the year.

FREQUENTLY ASKED QUESTIONS

Q. What is Take Our Daughters And Sons To Work® Day?

A. Take Our Daughters And Sons To Work® Day is a program dedicated to helping our nation's daughters and sons explore their future opportunities at work, at home, and in their community. By participating in Take Our Daughters And Sons To Work® Day, girls and boys experience what's involved and required for the job they want, and discuss the challenges of integrating work and family responsibilities. The program reaches a new generation at work and encourages girls and boys to reach their full potential in all areas of their lives. For more information, visit our Web site, www.DaughtersandSonstoWork.org.

Q. Can activities be scheduled for a half day or should they be scheduled for the entire Day?

A. While we provide suggestions and recommendations on many aspects of the program, it is ultimately up to an individual workplace to decide what works best for its company and employees. Ensuring girls and boys get the most out of the time spent in the office is most important.

Q. What is the recommended age group for the program?

A. The Take Our Daughters And Sons To Work® Foundation recommends the program for girls and boys ages 8 to 18. It has been our experience that children under 8 tend to face different issues and simply do not benefit from the program in the same way. We find that due to issues like attention span, and reading comprehension, the Day doesn't speak to their experience. However, there are many ways to incorporate these discussions into the lives of girls and boys 7 and under; it just requires a little creativity and planning.

Q. Can I still participate if I don't have a daughter or son?

A. When we say "Our Daughters And Sons" we mean more than our own children. The Take Our Daughters And Sons To Work® Foundation encourages workplaces and individuals to ensure all our nation's daughters and sons participate in the program by inviting children from housing authorities and shelters, nieces and nephews, neighbors and friends, and more, to join them for Take Our Daughters And Sons To Work® Day.

Q. How do you keep the program fresh if you have been planning it for years?

A. Review the activities that have been conducted in the past and assess how many new versus returning participants will attend. Consider adding two new workshops for returning participants or putting a twist on current activities. In addition, invite a group of returning girls and boys to your Take Our Daughters And Sons To Work® Day planning meeting and ask for their input on activities.

Q. How do you manage the program with both girls and boys when there are space restrictions?

A. If you have space restrictions, setting up a registration system can help you manage the number of participants attending. Communicate to employees how the process will work (for instance, first come, first served basis) and encourage them to sign up early. Inform participants that a registration system has been established because of the space restrictions. Another idea is to conduct morning and afternoon programs with the same activities. Designate a number of participants for each session.

WORKPLACE-TO-WORKPLACE: QUESTIONS & ANSWERS

MetLife answers workplace questions about the Take Our Daughters And Sons to Work® program that you may encounter if you are trying to encourage your workplace to participate.

Q. Won't this program disrupt business operations?

A. If the program is carefully planned in consultation with managers and associates, it should not be disruptive to normal business operations. In fact, this Day can be a big boost to the normal routine by helping to build morale among employees. Also, the program's positive impact on the girls and boys more than makes up for any minor disruptions. However, some production areas may need to limit participation. In all cases, of course, management must keep the needs of the business primary.

Q. Can we change the date of Take Our Daughters And Sons to Work® Day so that children don't miss school?

A. This is a national event conducted annually on the fourth Thursday in April. All business offices should conduct the program on the day it is observed nationwide. Educators have been supportive of the program and its goals. Media coverage in the Day will reinforce to children that they are participating in something important and nation-wide.

Q. Is there a cost to participate?

A. There is no fee for individual offices or persons to participate. The cost of implementing this program will depend solely on what your particular department or office chooses to do.

Q. What is appropriate attire for participants?

A. Leave this question to the parents. They are the best judges of what is appropriate for their children to wear for an office visit. A guideline for those who do ask about attire may be whatever the children typically wear to school. Some children may feel more comfortable dressing up a bit since the people they will be visiting will be in business/business casual attire.

Q. What is the benefit of workplace participation in this event?

A. This Day can be a big boost to employee morale. It gives parents/employees an opportunity to help their children understand the work that they do all day. In addition, the event allows coworkers to see the individuals they work with outside of their job roles.

Q. What is the best way to work with regional offices?

A. At MetLife we provide guidelines for our dispersed locations. Regional offices may develop their programs based on available resources and the business needs on the day of the event. Our guidelines stipulate all participating offices must use the national theme for the event and the program must include girls and boys.

ORGANIZER'S TIMELINE

THREE TO SIX MONTHS BEFORE THE DAY

- **Visit Official Web site & Download Activities.** Find planning tips, activities, theme, and other resources for the Day at www.DaughtersandSonstoWork.org.
- **Get Approval.** Notify the executive office that you will be planning Take Our Daughters And Sons To Work® Day, which will be held on the fourth Thursday in April. If this is the first time your workplace will have an organized Day, ask the management team for approval to plan this event. Inform them of the office sentiment and the benefits that participation brings. Benefits may include, boosts employee morale, great mention in recruitment materials, demonstrate company's commitment to work-family life and the community.
- **Announce Participation.** Create/send a "Save the Date" correspondence (e-mail, flyers, save-the-date cards) to company employees announcing that your workplace will participate in the event. Invite people to help you organize the event, volunteer to assist on the Day, and to sign up if they would like to bring a girl or boy.
- **Create a Planning Committee.** The committee should represent different departments and employment levels within your organization. The committee will determine what the Day will look like, how many volunteers are needed, what activities will be implemented, if you will have an outside speaker (the Take Our Daughters And Sons To Work® Foundation maintains a speakers bureau), if your workplace will "adopt" students from a school or community organization, what gifts will be ordered for the Day, and other logistics.
- **Create a Budget.** Include costs for breakfast and/or lunch catering, a snack, gifts for the Day, guest speakers, materials for activities, and nametags.
- **Create Agenda.** The agenda should include a listing of activities for the Day, the time and location of the activity, and what department/employee will be hosting the activity. If the girls and boys have been assigned to a group or particular activity, that should be noted as well. Once in its final form, the agenda should be given to all participants.
- **Create Attendee Sheet.** Include: parent/mentor name, their department, and contact information; child's name, age, gender, and career interests. (See Setting up a registration system on page 9 and Registration Sample Form on page 42).
- **Reserve Conference Room Space.** Secure space as soon as possible. You can never plan too early.
- **Capturing the Day.** Speak with your art and/or web site department (s) to discuss uploading photos and related information for your Web site or intranet. Get volunteers to take pictures throughout the day or have girls and boys capture moments with the Take Our Daughters And Sons To Work® instant disposable camera.

TWO MONTHS BEFORE THE DAY

- Meet with planning committee.
- Order gifts for the Day.
- Get decorations and/or materials for activities.
- Confirm number of girls and boys.
- Email parents/mentors the agenda. Note if schedule is tentative.
- Encourage parents/mentors to notify child's school of their participation in Take Our Daughters And Sons To Work® Day. A description of the Day should accompany the permission slip. (See sample Excused Absence Form/Permission Slip included on page 41)
- Notify public relations department to announce your workplace participation in the event.
- Review agenda and determine what is needed to successfully execute the activities.

ONE MONTH TO TWO WEEKS BEFORE THE DAY

- Meet with volunteers as necessary.
- Ensure activity leaders are prepared.
- Order breakfast.
- Order lunch.
- Buy or order snacks.
- Reconfirm reservation of conference room space.
- Create nametags.
- Draft notes for welcome address.
- Set up gifts for the Day.
- Obtain and assemble materials necessary to execute activities.

THE WEEK OF THE DAY

- Send a reminder email to all staff.
- Send updated agenda/schedule to participants.
- Set up rooms and activity materials.
- Last-minute details.

ONE TO SEVEN DAYS AFTER THE DAY

- Send a thank you note to all staff (hard copy or e-mail).
- Post pictures and press articles on workplace Web site or intranet.
- Visit Take Our Daughters And Sons To Work® Web site, www.DaughtersandSonstoWork.org, and e-mail us about how your day went.

ADOPTING A GROUP OF STUDENTS FOR THE DAY (additional checklist items)

- **Quick Research.** Find out if your workplace has a relationship with a local school or housing authority. If not, contact an area school or housing authority and express your company's interest in bringing a group of students to participate in the Take Our Daughters And Sons To Work® program that you are organizing on the fourth Thursday in April.
- **Determine Number of Students.** Meet with planning committee to discuss how many students you can accommodate. Classroom sizes range, but estimate about 30.
- **Set Up a Meeting.** Schedule time for the school/community group liaison to meet with you to discuss logistics. Things you want to cover in the meeting include: number of students, activities planned, time frame, how students will get to the workplace and back home, how many adults will chaperone students from the school/community organization, etc. Also be sure to ask the contact for suggestions, ideas, and feedback. The liaison should be included, aware of the process, and know what is expected from their end.
- **Send Invite.** Send a formal invitation to the class or group of students stating that your company is excited that they will be participating in the Day.
- **Parent Permission.** Make sure you receive copies of the student permission forms. Before the form is signed you may want to discuss the language with your legal department. Is there an opportunity to include liability information or security issues?
- **Send Thank You Note.** After the Day is over, send a thank you note to the students and the school/community organization for their participation. Include photos of the Day.

SETTING UP A REGISTRATION SYSTEM

Ortho-McNeil Pharmaceutical has provided information on how to set up a registration system for Take Our Daughters And Sons To Work® Day.

During Registration Period

- Establish beginning and ending dates (or maximum number of children) for registration.
- Use the company intranet for registration. Use compatible software, like Excel, to track registration.
- Check intranet registration lists daily to avoid being overwhelmed.
- Create a Take Our Daughters And Sons To Work® Day notebook/file, where all special requests, such as food preferences (kosher meals, vegetarian selections) or guest speaker ideas, etc., will be kept.
- Retain signed consent and release forms for all participants. These forms are invaluable when using photos for publicity.
- Send letter of registration confirmation to all registrants before the event day. Include the employee's name, child's name, registration confirmation, event day logistics, e.g., meeting location, time, etc.

Following Registration Cutoff

- Sort Excel spreadsheet by age.
- Separate list into groups.
- Keep girls and boys of the same age together or create groups with relatively even numbers of children of each age in a group.
- Make a separate list of girls and boys who will not attend the workshops.

Day Before

- Make name badges for the children using colored paper or print badges with names and use colored stickers to indicate group.
- Provide the company's security desk with a list of attendees sorted by (1) employee last name, (2) child's last name, and (3) group.
- Set up registration tables alphabetically (A-H, I-Q, R-Z).

Day Of Event Registration

- Volunteers should highlight names of girls and boys on the registration roster as they arrive.
- Volunteers hand out name badges.
- Volunteers hand out registration packets.

After Event Registration

- Crosscheck the pre-registration list to the list of confirmed attendees, noting children who are not present.
- Provide workshop leaders with lists so that they can take accurate attendance at workshops during the day.

Suggested Items For Registration Packet

- Master Agenda (by group) and a breakout agenda for each group.
- Lunch voucher/ticket (if lunch is being provided).
- Goody bag voucher (submit at end of day for one gift bag).
- Survey/evaluation form.
- List of attendees for group—name, age of the children and their parent's name/contact information.

PLANNING TAKE OUR DAUGHTERS AND SONS TO WORK® DAY

Ortho-McNeil Pharmaceutical has provided several tips for planning the Day, which range from working with a broad age group to incorporating the work/life message in your program.

Tips On Motivating Employees To Volunteer

- Demonstrate support of Take Our Daughters And Sons To Work® Day throughout the organization, from the President and Board of Directors to the administrative staff.
- Use executive communications to encourage volunteerism.
 - Foster direct reports' support of volunteerism in their departments.
- Include senior-level managers as volunteer coordinators.
- Offer incentives to volunteers.
 - Reward every volunteer for their participation.
 - Offer special rewards, e.g., enter volunteers in raffle for a day off from work, dinner for two, etc.
- Formally thank volunteers during or at the close of Take Our Daughters And Sons To Work® Day.
 - Use recognition certificates.
 - Send thank-you letters signed by the event chairperson and "cc" the employees' supervisors.

Tips On Incorporating The Work/Life Message

- Make the topic real for both parents and children:
 - Discuss how parents "balance" work and family and how that balancing act impacts their children.
 - Utilize the activities that have been specifically created for the Take Our Daughters And Sons To Work® program.
- Give girls and boys a voice. Schedule time to have them lead discussions about:
 - How they feel about their parents' schedules;
 - What they would do differently; and,
 - What they wish was different about work, and how they would make it happen.
- Make the event fun and entertaining.
 - Hire a child-friendly consultant who can creatively integrate the message into the program.
 - Bring in a local acting group or have girls and boys script and act out their own scenes about work/life balance.

Benefits Of Organizing Activities

- Organizing the activities helps parents and children schedule their day, resulting in less disruption for the parents and a more interesting day for the children.
- Group activities promote socialization for girls and boys, while giving parents time to participate in meetings and/or complete work.
- Organized activities help break up the day. Eight hours can feel like a long day for adults; imagine what it's like for girls and boys.
- Organized activities can give a broader perspective of the workplace, as well as help girls and boys learn about what the parent or mentor does during the day.

Tips On How To Run Your Program/Activities

- Recruit adult volunteers early. The ideal adult to child ratio is 1:5.
- Separate children into groups by age, such as 8-10, 11-13 and 14-18 year-olds, with equal numbers of boys and girls in each group.
- Tailor activities to the ages of the children in the groups, offering different activity levels for different ages.
- Begin the day with registration, followed by an opening gathering, such as breakfast, for parents and children.
- Keep activities moving. Spend 45 minutes on each activity or workshop.
- Keep children interested and engaged. Make activities interactive and hands-on.

Tips On Working With A Broad Age Group

- When organizing speakers and activities, be sensitive to the level of maturity and interest of the children in your group.
- Let older children play a "mentoring" role and help the younger children with activities. This can be a good lesson in how senior employees help train new hires.

Tips On Allotting Time With Mom, Dad, Guardian Or Mentor

- Schedule time for the children to spend a few hours with their parents or mentors to learn about their jobs.
- Allocate half the day to workshops/activities. If workshops are in the morning, offer a mid-afternoon get-together, such as make your own sundaes, to help break up the day.
- Have parents and children eat lunch together and spend the rest of the workday together. Otherwise, consider offering lunch vouchers for children to eat with their peers.
- Offer suggestions to parents/guardians for how to make the most of their mentoring time.
 - Help organize a special staff meeting for the day or schedule a business meeting.
 - Give children a tour of the facility.

ACTIVITY INFORMATION

Whether your department or office work situation makes it possible to implement a fully structured program or requires a more general approach, the Take Our Daughters And Sons To Work® Foundation and MetLife have provided a variety of workable suggestions to choose from when deciding what activities to plan.

Activity Planning Overview

- **Provide participants with information.** Develop a series of handouts about the organization and the event that the girls and boys can share with their families, classmates, and others. Documents may contain vision, mission, strategic business objectives, diversity policy, work-family policy and programs, and a list of key products and services. Your company's annual report might also be a good handout.
- **Begin the Day with a common kick-off program, e.g., breakfast welcome meeting.** This is a way for young guests and adult hosts to meet each other and starts them off with a common message and purpose.
- **Take the age of your guests into account when planning activities.** Younger girls and boys will not have the same interest level or attention span as older children. Likewise the children will not have the same attention span as adults, so it is also a good idea to vary the length and nature of activities throughout the Day, e.g., follow a sit-down panel discussion with a hands-on activity. For any age group, beware of "talking to" the guests too much. Interactive sessions are better than lengthy presentations.
- **Reserve space for activities.** Reserve in advance the conference rooms or other space where activities will be conducted.
- **Inform entire company.** Notify employees, at least one week in advance of Take Our Daughters And Sons To Work® Day, of the events that will take place; then send a reminder notice the day before. For instance, if there is a tour scheduled, prior knowledge will allow those employees that are not participating to prepare and plan their day accordingly.
- **Factor in time for breaks.** Your guests will need to use the bathroom or stretch. Factoring time for these types of activities will minimize any disruption or delay in scheduled events.
- **Facilitate tours of the department/office environment for your guests.** If possible, tour groups should be kept small to give each person the best opportunity to hear the presenters, see demonstrations, and ask questions.
- **Coordinate time with parents or mentors.** Schedule time for girls and boys to experience what their parent or mentor does at work. You should factor in at least two hours to allow the students to shadow their parents and mentors.
- **Arrange for guests to have an informal lunch with their employee mentor, parent, or friend.** This will give them a good opportunity to tell their employee mentors about their morning and become acquainted with other participants. If you plan a group luncheon with a speaker, don't let it become too formal. Have a lively speaker and/or short talks from a series of speakers. Encourage questions from guests.
- **Help guests record the Day.** Distribute a work kit (pad and pen) in the morning so they can keep notes on the Day's activities and report back to their school.
- **Encourage everyone's participation.** Involve employees at all levels within the organization in activities. Explain the value they have to the organization and how it's important to share that value with participants.
- **Ask employees who are program coordinators, volunteers, or speakers to wear nametags.** This will help guests to identify those involved in the program.

- **Ask employee hosts to be prepared to answer the following questions during their guests' visit:**
Describe the work you do in your job.
 - How does it fit into the rest of the company?
 - What is a typical day like for you, including routine activities before and after work?
 - What do you like about your job?
 - What happens if you make a mistake on your job?
 - What do you wish someone had told you about work when you were a child?
- **Keep activities short.** Structure activities that will run 45 – 55 minutes long; for activities that require more time, try not to exceed 90 – 100 minutes.
- **Make activities interactive and informational.** Consider using activities and games relating to the organization to enhance learning. Select workshops that will show the various departments and competencies of the company.
- **Link and encourage education.** Explore workshops that connect school learning with the work environment.
- **At the end of the Day you may want to assemble guests together to facilitate a discussion of their experiences or to get general feedback about the program, and have them complete an evaluation form.** Use 30 – 45 minutes for this evaluation and debriefing. In addition, ending the day in a common place allows sponsors to pick up their girls and boys more easily.

General Activity Ideas

- **Role-playing.** Consider having girls and boys role-play their parent, mentor, or administrative officers of the organization and perform various job functions.
- **International concepts.** For global organizations, provide learning experiences related to geography, foreign currency, culture of overseas divisions, and import/export information.
- **Hands-on activities.** Have girls and boys perform job tasks on safe equipment. Remember that even routine, everyday tasks may be new to your guests — sending an e-mail message, making labels, working on a business computer, drafting a memo, answering the telephone with proper etiquette, etc.
- **Teamwork.** Organize an activity where girls and boys work in teams. For example, an activity that allows them to develop a workplace-related plan, product, forecast, etc.
- **Problem-solving.** Present workplace problems and have the girls and boys brainstorm solutions. Scenarios may include the decline in revenue and sales, complaints on products or services, or what to do with a low-performing employee.
- **Mentoring.** This is when guests spend time watching and getting "hands-on" work experience with their parent/employee host or a volunteer. Guests may rotate from designated workplace-to-workplace learning from employees who work in different areas of the company.
- **Interviews.** One-on-one interviews or small groups are the best ways for guests to learn about what takes place within the company. Guests are given authority to question and learn straight from the source. In addition, you may decide to assign each guest a "mentor" at the start of the Day and give the guest permission to ask this person any question imaginable.
- **Panel or roundtable discussion.** Encourage two or three "guest speakers" from your department or office to participate and tell about their careers. Diversify the panel with employees having different job skills in the company, e.g., accountant, secretary, etc.

Activities For Various Workplace Departments

- **Accounting.** Have the accounting department create worksheets on how to manage a budget and the importance of money management. For a project, girls and boys can create accounts with "vendors" they think would be good for the company to have relationships with.
- **Advertising/Marketing.** Have an advertising manager or the creative director conduct a workshop that allows the girls and boys to learn about the advertising and marketing industry. Explain how advertising helps boost company sales and then have girls and boys create their own ads or marketing materials. Share samples of what your company has done in the past to give the children ideas.
- **Human Resources.** A perfect stop for the new generation at work to visit! Have an HR professional or the entire HR team conduct a workshop where they interview the participants and vice versa. Take it a step further and incorporate the Take Our Daughters And Sons To Work® Foundation activity, "What Do Adults Think?" This activity can be found at www.DaughtersandSonstoWork.org.
- **Payroll.** Have a member of the payroll department demonstrate how employees get paid. Explain how time off is factored in (sick/personal/vacation), federal and state deductions, and savings plan deductions. Handouts can include sample time sheets and paychecks.
- **Public Relations/Community Affairs.** Have the public relations team work with girls and boys to develop key messages about the Day and then conduct a mock news conference. Participants can also write an op-ed, a pitch letter, news 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.
- **Web site Development.** Show the girls and boys the company's Web site and explain how it benefits the 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 Web site of their own or give you suggestions for creating a Take Our Daughters And Sons To Work® Day page for the company's site.

AGENDA MODEL

The agenda is an essential component in your planning process. It should include company logo, activities for the Day including time and duration, locations where the activity will take place, names of facilitators, national program theme, etc. This tool will be helpful for volunteers and participants. *Below is a sample agenda provided by MetLife.*

MetLife (A former Take Our Daughters And Sons To Work® Day)		
TIME	EVENT	LOCATION
8:30 – 9:00	Re-registration – Snoopy will greet guests Continental Breakfast	Cafeteria
9:00 – 9:10	Introduction Opening Remarks - Welcome	Cafeteria
9:10 – 9:30	Keynote Speaker	Cafeteria
9:30 – 9:45	Walk through of the Women at MetLife Exhibit	Second Floor
9:45 – 10:15	Video: 1. Featuring MetLife International Ads 2. Good Business for the Public Good (MetLife history)	Conf Room D
10:15 – 10:30	B R E A K	
10:30 - 11:00	Evolution of the MetLife workplace activity a) Group Activity – Interactive exercise addressing family, work and community issues impacting the workplace	Conf Room E
11:00 – 11:25	b) Breakout Session – Teams develop their vision of the 2020 workplace at MetLife	Conf Room E & C
11:25 – 12:00	c) Team presentation to entire group – Vision of future workplace	Conf Center D
12:00 – 1:15	L U N C H with sponsors	
1:15 - 2:30	Virtual Teleconference (VTC) Interactive VTC activity with LIC, Greenville and St. Louis Awards Evaluations	Conf Center F
	Video: Suggestions	Conf Room D

TAKE OUR DAUGHTERS AND SONS TO WORK® OFFICIAL PROGRAM ACTIVITIES

The activities featured in this section of the guide were created for the Take Our Daughters And Sons To Work® program. The Families and Work Institute worked to design activities that would encourage girls and boys to think about how their dreams for the future—both for their work and family lives—can be achieved.

Activity Overview

THE “WHO WE ARE” WALL - Girls and boys, along with adults, get the chance to learn about each other’s lives at school, at work, and at home by writing and drawing in response to various topics on a designated “Who We Are” wall.

SUCCESS STATUES - This fun activity gets kids and adults up and moving as they together explore what it means to be successful and happy at school, at work and at home. Girls and boys learn that reaching their full potential means more than just making money and working at a job.

HAPPINESS MINI-QUILT - This activity can stand alone or be done in conjunction with “Success Statues”. Kids and adults together draw and discuss what makes them happiest. In the process, they learn that happiness is often has more to do with relationships than with money or status.

MAKING A DIFFERENCE: INTERVIEWS - Girls and boys interview a man and a woman on the job to learn about their differing—and similar—perspectives on work and family, and on ways to make a positive difference in the world. As an optional extension, kids create biographical books about their interviewees.

THE CARING TREE - This activity invites girls and boys, along with adults, to recognize and celebrate some of the caring people in their lives. The “work of caring,” while often unpaid, is some of the most important work we get to do for one another in the world.

GUESS WHO? - This activity challenges girls and boys to think beyond common stereotypes about men’s and women’s roles both on and off the job. Working in pairs, kids have fun trying to guess who’s who on a panel of adult employees.

BINGO - This activity is an excellent icebreaker to help girls and boys become more comfortable with one another when they first come together as a group, and to aid them in becoming relaxed in their new environment for the day.

CONVERSATION CAFE - Young people are used to answering the question, “What do you want to be when you grow up?” The Conversation Café activity is designed to help girls and boys begin to be more thoughtful and intentional about the particular characteristics they want in a job.

DESIGNING LIVES - This fun and imaginative activity gives girls and boys the opportunity to plan their parent’s or guardian’s life and see how their parent’s or guardian’s real life compares. This activity will allow girls and boys to pretend that they can control what their parent or guardian does. In addition, it shows how much girls and boys know about what their parent or guardian does at work.

IMAGINING THE FUTURE - This activity is aimed at having girls and boys think about the challenges that working people face every day and having them focus on what they might do in the same situations.

ICEBREAKERS AND OTHER ACTIVITIES - This icebreaker is designed for girls and boys to get to know each other and work together to figure out what “character” they are.

WISES - This activity lets girls and boys explore what they think are the most important skill sets or “wises” that are needed to be successful in every area of their lives.

IT’S A PARTNERSHIP! - This exercise demonstrates the importance of teamwork. By establishing a business partnership, girls and boys will work together to create a successful operation that produces a business name, slogan, logo, advertising, hours of operation, and a price list, to name a few assignments.

PUBLISHING ADVENTURES - This activity takes girls and boys through the process of creating a magazine to learn the different components and jobs needed to publish a product.

THE “WHO WE ARE” WALL

Time:

20 minutes or periodically throughout the day

Objective

Girls and boys, along with adults, get the chance to learn about each other’s lives at school, at work, and at home by writing and drawing pictures on a designated “Who We Are” wall.

Materials & Preparation

Big sheets of newsprint, flip-chart paper, or colorful butcher block paper
Crayons and markers

Procedure

Tape big sheets of paper on a designated “Who We Are” wall. Write titles on top in large, bold letters.

Place boxes of crayons and fine-line markers nearby.

Note: Don’t hang paper too high so little kids can reach!

Sample introduction:

Let’s write on the wall! This is a special wall where we all get the chance to write or draw about our lives. As you can see, there are many different topics on the wall. Who would like to volunteer to read the topics aloud? These topics reflect different areas of our lives that all add up to make us balanced, fascinating people.

Encourage everyone in the workplace to participate! Invite kids and adults to write and/or draw in response to the titles. Responses can take the form of one-word answers, poems, paragraphs, drawings, cartoons, etc.

Option:

Visit the “Who We Are” wall at different points throughout the day and invite participants to respond to a specific topic each time you pass.

Possible “Who We Are” Topics:

- A Person I Care about a Lot
- Something I Do For Fun!
- My Favorite Part of School/Work
- My Future Work
- A Person I Turn to for Good Advice
- Things I Do to Relax
- Ways I Help Out in My Family
- Someone Who is Really Important to Me at School/Work

At the end of the day, gather at the “Who We Are” wall for a debriefing discussion. Sample lead-in:

What an amazing wall! We’ve responded to a variety of topics. Some of us wrote things. Some of us drew things. Let’s take a few minutes to make sense of “who we are”.

Discussion questions:

- What do you notice when you look at this wall?

Let’s learn more about what we’ve written. Who would like to stand up and tell us about something you wrote—anywhere on the wall? (Hear from as many participants as time allows.)

SUCCESS STATUES

Time:

30-60 minutes

Objective

This fun activity gets kids and adults up and moving as they together explore what it means to be successful and happy at school, at work and at home. Kids learn that reaching their full potential means more than just making money and working at a job. Try the “Happiness Mini-Quilt” Page 20 as a creative extension!

Materials & Preparation

None

Procedure

Both kids and adults participate. They can work in mixed-age groups or you can ask kids to form the first statue, adults the second.

Clear a space big enough for everyone to move around. If you have more than 10 participants, divide the group in half. One group will form the first statue while the second acts as “museum goers.” Everyone switches roles for the second statue.

Introduce the activity:

In a moment you are going to use your own bodies to create a group statue in this space. After I announce the title of the statue, take a minute to think about what this title means to you. At that point, anyone can enter the space and strike a pose relating to the title. Then, one person at a time, others join in and add to the statue with a pose of your own.

Explain the three guidelines:

1. Build the statue without saying a word.
2. When you join the statue, connect in at least one place; touch feet, arms, hands, etc.
3. Try not to move.

Assign the title “Happiness” to the first statue and “Success” to the second. Once a statue is completed, ask the “museum goers” to walk around it and comment on what they see. “If this statue could speak, what would it say? How do the people in this statue probably feel?”

Option:

Ask an adult volunteer to take a digital photo of each statue. Print these out as “keepsakes” for participants. If you have Microsoft Photo or Adobe Photoshop, consider converting the photos into “stained glass” or using “watercolor” effects to add interest.

Debrief. Kids and adults gather in a circle. Pose questions to the entire group:

- What’s your definition of “success”?
- How did you show that in your pose?
- What’s your definition of “happiness”?
- How did you show that in your pose?
- We just made 2 statues. Are they related?
- Are success and happiness the same? Why or why not?
- What does it mean to be “a success” at school? At work? At home?
- What does it require to be successful—and happy—in a friendship?
- What does it take to be successful at a sport?
- Is there a way to be successful when you lose?
- Ask adults to talk about what it means to be a success outside of work.
- For example: What does it take to be a successful dad, mom, neighbor, etc?

Note to facilitators:

Hopefully, children (and adults) will talk about success and happiness in broad terms. If they tend to equate success and/or happiness with power, money or prestige, challenge them to broaden their thinking:

- Can anyone think of a time you were really happy that had nothing to do with money?
- Where do we get our ideas about success and happiness?
- Can anyone suggest new definitions of “success” and “happiness”?

Optional extension:

Proceed directly to the short “Happiness Mini-Quilt” activity.

HAPPINESS MINI-QUILT

Time:

15 minutes

Objective

This activity can stand alone or be done in conjunction with “Success Statues,” Page 18-19. Kids and adults together draw and discuss what makes them happiest. In the process, they learn that happiness often has more to do with relationships than with money or status.

Materials & Preparation

Several boxes of crayons
 1 small sheet of paper per participant; e.g., cut letter-sized paper into quarters
 Large piece of posterboard
 1 or 2 glue sticks

Procedure

Give each participant a small piece of paper and spread out crayons in the center of the table. Ask children and adults each to draw a small picture symbolizing what it feels or looks like to be “happy” —on their own terms! This may or may not be a self-portrait. Prompts, if necessary:

- What, to you, symbolizes happiness? The sun? Polka dots? The color red? Your dog? Exclamation points? Use your imagination; anything goes!

Give everyone the option of drawing with their “wrong” hand to relieve the pressure of creating an “accurate” representation.

Ask everyone, one by one, to say a few words about their drawing and tape or paste their drawing to a larger piece of posterboard. Display the resulting “mini-quilt” in a prominent place.

Wrap-up with the following questions. Be careful not to insinuate that there is one right answer; differences of opinion are welcome and to be expected.

- What do you notice about our quilt?
- What stands out?
- Tell us about a time you were really happy.
- Can money buy you happiness? Why or why not?
- A famous philosopher once said: “The most essential thing for happiness is the gift of friendship.”
- What do you think?
- Do you find it easier to be happy when you’re alone or when you’re with others?

MAKING A DIFFERENCE: INTERVIEWS

Time:

30-60 minutes

Objective

Girls and boys interview a woman and a man on the job to learn about their differing—and similar—perspectives on work and family, and on ways to make a positive difference in the world. As an optional extension, kids create biographical books about their interviewees.

Materials & Preparation

Girls and boys will interview a male/female pair of employees. For every 8 girls and boys expected to visit your workplace, recruit one adult male-female pair of interviewees.

Photocopy one page of interview questions for each kid.

For the optional “Make a Book” extension: unlined white paper, colored construction paper, hole punch, ribbon, pencils, and crayons.

Procedure

Divide girls and boys into groups of 8 and give each child a list of interview questions. Each group meets with a pair of employees, one woman and one man, who have agreed beforehand to be interview subjects.

You are all investigative reporters who have the rare opportunity to interview two stellar employees of our company—a woman and a man—and hear their viewpoints on different topics. Each of you will pose one question from the question list; and both the woman and man will respond to each question. Listen carefully! Afterwards, your investigative team will introduce your two “interviewees” to the rest of the group.

Kids take turns asking the 8 interview questions. Interviewees take turns answering each question. They always have the option to “pass” or reframe the question.

Each small group chooses two “reporters” to introduce their adult pair to the larger group. Allow groups a few minutes to come up with three points to highlight in each introduction. “If there’s anything that surprised you in the interview, be sure to mention that.”

If time permits, interviewees can pose the following question to their small group of girls and boys for a short discussion: We’d all like to make the world a better place. Where would you like to help?

Prompts, if needed:

- Would you like to go to a local nursing home and take someone for a walk?
- Would you like to clean up a local park?
- Would you like to travel to another country and help kids who are needy?
- Would you like to volunteer at a small organic farm?
- Would you like to work to save animals that are on the verge of extinction?

Optional extension:

Make a Book! Each investigative team of kids writes a creative biography about an interviewee. Explain the directions:

As investigative reporters, you've learned a ton about your two interview subjects. As a team, you will now create a book about one of the people you interviewed. Together, choose the person to write about and choose a title for the book, such as "The Adventures of So-and-So".

Then, individually, each of you create one page of the book. Base your page on the question you asked in the interview—and on the person's answer. You can design your page however you choose. For example, you can draw a picture or a cartoon, write a poem, write a short-short story and then add an illustration. Use your imaginations; the sky's the limit!

Hand out blank sheets of paper, pencils, crayons and any other supplies you think will come in handy. Circulate among groups and lend a hand as needed.

Once the pages are complete, hand out construction paper and direct teams to create a cover page. If possible, take digital photos of interviewees for use on the book covers.

Teams present their books to employees in a special "Thank You" ceremony during lunch or at the end of the day.

Making a Difference:***Interview Questions***

- What do you do here, and what do you like most about the work you do?
- Do men and women face different kinds of problems at work?
- What did you dream of doing when you were my age?
- What do you wish someone had told you about work when you were my age?
- What do you think I need to know and why?
- What are your responsibilities at home?
- How do you balance your job with being part of a family?
- Is there anything you wish could be different?

Your boss comes up to you on Wednesday morning and says, "I'm giving you a surprise day off. Leave work and do some community service." Where do you offer your help and why?

Your boss comes up to you on Friday morning and says, "I'm giving you a surprise day off. Go spend time with someone you care about." Who do you spend time with and how do you show them that you care? (Assume they are free to spend time with you too.)

THE CARING TREE*

Time:

30 minutes

"The Caring Tree" is based on the activity "Tree of Strength" in Full of Ourselves:

Advancing Girl Power, Health and Leadership by Lisa Sjostrom and Catherine Steiner-Adair

(New York: Teachers College Press, 2005).

Objective

This activity invites girls and boys, along with adults, to recognize and celebrate some of the caring people in their lives. The "work of caring," while often unpaid, is some of the most important work we get to do for one another in the world.

Materials & Preparation

Pad of flip-chart paper/newsprint

Masking tape

Blank pieces of paper

Photocopy and cut out one leaf per participant

Draw the outline of a tree on a big sheet of newsprint. Participants will tape their leaves on this tree.

Option: Bring in a tree branch with many side branches. Prop up the branch in a coffee can filled with sand or rocks to hold it upright like a little tree. Participants can punch holes in their leaves and hang them from this branch with paperclips.

Procedure

Both kids and adults participate in this activity. If you have more than 15 people, consider splitting the group in half and doing the activity in separate groups; this will save you time during the Caring Tree Ceremony.

Start with a brainstorm. Pose the following questions to the group and compile a list of answers on the flip-chart:

- What does it mean to care for someone?
- How do you know when someone cares about you?
- What kinds of things do people do to show you they care?
- Prompts, if needed: Does anyone ever make your lunch?
- Give you a ride somewhere?
- Offer you good advice?
- Help out with homework?

Ask everyone to draw a large circle on a piece of paper, and then to divide the circle into four "pieces of pie," and write a different title in each quadrant.

- Family
- Friends
- Neighbors
- People at School/Work

SHAPE * MERGEFORMAT

Ask everyone to consider the first quadrant, “Family,” and do two things:

Write down the name of one family member who cares for you in some way. This can be a child or an adult. Offer a few examples: a mom who listens, a dad who teaches you a sport, a grandma who cooks meals, a brother or sister who helps with homework.

Next to that person’s name, write down the little or big ways this person shows that he or she cares.

Repeat steps (1) and (2) for the remaining 3 quadrants: Friends, Neighbors, and People at School/Work

Hand out a paper leaf to each participant. Ask everyone to choose one person from their circle to “introduce” to the group. Write his or her name in big bold letters in the center of a leaf.

Have a Caring Tree Ceremony. Each participant girl stands up, introduces his or her caring person to the group, and tapes the leaf to the “Caring Tree.”

Discussion questions:

Think of a person you care a lot about. What sorts of things do you say or do to show this person that you care?

Everybody imagine this: close your eyes and see yourself walking through a day in your life as a grown-up man or woman.

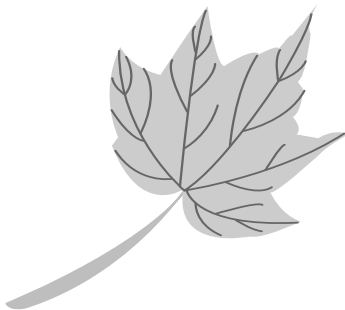
- What role do you play as a care-giver in people’s lives? Prompts, if needed:
- Are you a mom or dad who cares for your kids?
- Or an aunt or uncle who cares for nieces and nephews?
- In what ways do you care for your parents or grandparents?
- Are you a coach who shows care to athletes?
- In what ways do you care for your community?
- Are you a volunteer at a soup kitchen or hospital or after-school program?

Sample conclusion:

Lots of adults work hard and earn paychecks at a workplace or at their home-based businesses. Lots of kids study hard and earn grades at school. There’s also the important “work of caring” that brings us rewards other than paychecks and grades. Caring is one of the most valuable kinds of work each of us gets to do every day in every area of our lives. Of course, we can do things without care, but that tends to take all the fun and meaning out of life.

Leaves for the Caring Tree

Photocopy and cut out one leaf per participant. If possible, make copies on colored paper.



GUESS WHO?

Time:

30-60 minutes

Objective

This activity challenges girls and boys to think beyond common stereotypes about men's and women's roles both on and off the job. Working in pairs, kids have fun trying to guess who's who on a panel of adult employees.

Materials & Preparation

Recruit 5 adults who hold different and varying positions in your company to sit on a "Guess Who" panel. Try to choose people who represent age and sex diversity; for example, a male secretary, a female president or vice-president, a young person with a fair amount of power, an older person who's newer on the job.

Ask panel members to write down two things that will be put on a "Guess Who" card:

- 1) Your job title and a brief (kid-friendly) job description; and
- 2) Several sentences about something you care a lot about outside of work. Try to make your statements as "gender-neutral" as possible.

For example: "Marketing Director. I find ways to tell lots of people about our product so that lots of people will buy and use our product. Outside of work, I care a lot about my 6-year-old nephew Sam. I spend time with him every weekend. We love to bake cookies and build towers together."

Collect the panel members' information and print out on 5 separate pieces of paper: this forms one set of "Guess Who" cards. Photocopy one set of cards for each pair of kids.

Note: Don't include the panel members' names on the cards! Doublecheck statements to be sure no one has inadvertently given away their identity (or gender).

Procedure

Panel members sit in a line in front of the room. Each panel member is assigned a number, 1-5, which is displayed prominently on a piece of paper pinned to his/her lapel.

Kids work in pairs (assign boy-girl pairs, if possible). Each pair gets 5 "Guess Who" cards: one card corresponds to each panel member.

Explain the directions:

Your challenge is to guess who is who! Read the descriptions on the 5 "Guess Who" cards and try to match the description with the right person sitting on the panel. On the back of each card, write down the number of your choice and explain the reasons why you made this choice.

Allow kids 10 minutes to read the "Guess Who" cards and make their choices.

Ask Panel Member #1 to stand: "Guess who this is!" Go around the room and ask each pair of kids to state their choice and rationale. Panel Member #1 then introduces themselves, saying a few more words about the favorite part of their job and what they care most about outside of work. Repeat for all 5 panel members.

Debriefing questions:

- Which people were the hardest to guess? How come?
- It's so easy to make assumptions about people before we get to know them. We all do this!
- What are some of the assumptions you made about our panelists?
- What can we learn from this?

Optional extension. Give kids the chance to introduce themselves to panel members. If you have more than 12 kids, divide them into small groups of 5-6. Each small group can meet with one or two panel members.

Panel members pose one question at a time to their group of kids. Each child takes a turn answering the question. Anyone can “pass”; be sure to come back to that child and ask if they'd like to say anything once everyone else has had a turn.

- What's something you really like to do at school, and why?
- What would you like your future job to be, and why?

Follow-up question:

- Can anyone do this job: a woman/man?
- Old person/young person?
- How about a 10 year old?
- How about an 80 year old?
- What's something interesting or important that you'd like to do outside of work when you're older?

- Family
- Friends
- Neighbors
- People at School

BINGO

Objective

The following activity is an excellent icebreaker to help girls and boys become more comfortable with one another when they first come together as a group, and to aid them in becoming relaxed in their new environment for the day.

Materials

- Bingo boards
- Pencils or markers
- Small prizes such as fancy pencils, gift certificates to a record store, or some keepsake from the host company

Time

10 – 20 minutes

Age

8 - 12

Procedure

As the young people register/sign-in, ask them to answer just one question on a master copy of the Bingo board (see Bingo board on following page). Give each participant a slip of paper to jot down their answers and their designated Bingo board group (see below). They are to keep the paper for future reference. Make copies of the completed Bingo board.
















When you are ready to conduct the activity, hand a copy of the Bingo board to all of the children. Explain to participants that their job will be to walk around the room asking other participants questions to try and find the person who wrote the answers on the Bingo board. For example, a participant may go up to another and ask, "Is your favorite dessert ice cream?" The person may say yes or no. As they find the individual who answered each Bingo square question, have them put that participant's initials in the box. The first person who gets five or three or four (depending on the size of the Bingo board) across, down or diagonally, just like in regular Bingo, wins.

Helpful Hints

The size of the Bingo board will vary depending on the number of young people participating in Take Our Daughters And Sons To Work® Day. The one pictured in this guide has 25 squares. This is ideal for a group of 25 girls and boys. If you have more than 25 young people, create several master copies of the board, each one with a different label, such as the A, B, and C Group or the Lasers, Comets, and Lightnings, etc. For example, if you have 70 children, you can have three master copies of the board and you can ask adults to fill in the five missing questions.

If you have fewer than 25 young people, you can adapt the board to make smaller master boards, each labeled. For example, if you have 18 children, you can create two boards, each with nine squares. Or if you have 11 children, you still have two boards of nine squares each, but ask adults to fill in the remaining seven questions.

BINGO

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

CONVERSATION CAFÉ

Objective

Young people are used to answering the question, "What do you want to be when you grow up?" The Conversation Café activity is designed to help girls and boys begin to be more thoughtful and intentional about the particular characteristics they want in a job.

Materials

- (Optional) Paper tablecloths with plants or flowers
- Large sample drawings representing a workplace, a home, and navigating between work and home on flip chart paper
- Colorful sign that says "CONVERSATION CAFÉ"
- Flip chart and markers
- Glue sticks and scissors
- Magazines such as *AARP Bulletin*, *Atlanta Parent*, *BrainChild*, *Black Enterprises*, *Business Week*, *Cosmopolitan*, *Entertainment Weekly*, *Health*, *House Beautiful*, *Human Resource Executive*, *Newsweek*, *O Magazine*, *Radio and Production*, *Redbook* and many more.

Time

45 – 60 minutes

Age

8 - 12

Procedure

Organize participants into groups of four. Begin by asking girls and boys to name some jobs that adults do and share the responsibilities they think that adult performs in the job. For example, a participant might name a doctor and say they take care of sick people. Once you have a list of jobs and responsibilities, focus the discussion on what those people's jobs are actually like. For example, a doctor works long hours and may be on call 24 hours a day. Following the discussion, ask participants to think about what they want their own jobs to be like in the future. Make sure to give them lots of clues (see Conversation Café examples on following page). Record answers on the flip chart.

Next, have participants draw or create a collage using magazine images to visualize what a workplace, a home, and navigating between work and home would look like. On a flip chart, an example of how the drawings of a workplace, a home, and navigating between work and home could be drawn. Allow participants to either copy the sample workplace or draw something original. The participants can also choose to draw a workplace as a group or draw individual workplaces.

Helpful Hints

At the conclusion of these activities, the facilitator can ask the participants to hang their sketches on the wall. The facilitator can make some observations about what she or he has learned from these activities. For example, the facilitator may observe that many girls/boys want jobs that are fun and want to make sure they have enough time to be with their families.

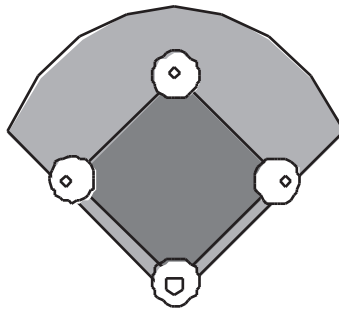
Conversation Café Examples

Facilitator: 5 – 10 minutes

"For our next activity, I am going to ask you to think about the work of people you know, like your parents, teachers, neighbors, or relatives. I want you to first think about what they do (doctor, teacher, store owner). Now, I want you to tell us something about what the people in these jobs do. Examples might be that they take care of sick people, they cook at a restaurant, they teach, they sell things.

"Now I want you to think about what their jobs are like. Do they have serious and hard jobs, do they get to learn new things, do they seem to have fun on the job...or does their job seem boring? Who has an idea about this?"

EXAMPLES



WORKPLACE (symbols)

Paleontologist – works in the desert,
it's hot and adventurous.

Sports star – gets to travel,
meets lots of people.

Facilitator: 5 - 15 minutes

"I would like each group to make a simple picture of a workplace. What environment do you imagine yourself in when you are working (e.g., outdoors or indoors)? What does it look like? What items are needed for that work environment? You can draw either one picture for your group, or share the paper and draw your own workplace. Does anyone want her or his own piece of paper?

"Now I want you to think about a slightly different question: Is the environment and job you imagined what you want your job or your work to be like in the future? Think about the answers we just recorded on the flip chart. Think about people you admire in imagining your own work in the future.

"As a group, start to write words or phrases that describe your work in the future on your workplace sketch. Some examples might be, my work will be fun or I will work with animals, or I will be the boss, or people will be friendly."

Alternative: "Take a couple of the magazines and find pictures of people at work that look like what you would want your job to be like. Make a collage of your pictures to show us your job."

EXAMPLES

HOME (symbols)

Apartment building, house -
Safe, room for friends



Relaxing, peaceful, time to
play with my kids, read a book

Facilitator: 5 - 15 minutes

"Now I would like each group to make a simple picture of a home (an apartment or a house, as appropriate). You may use my sample drawing to help you or draw something original."

"The next question is: What do you want your home life to be like in the future?"

"As a group, write words or phrases that describe your home in the future on your home sketch. Some examples might be my home will be fun, or there will be lots of room for friends to come over, or we will have lots of pets, or we can take public transportation, or my grandparents can live there, too."

Alternative: "Take a couple of the magazines and find pictures of people at home that look like what you would want your home life to be like. Make a collage of your pictures to show us your home life."

EXAMPLE

NAVIGATING BETWEEN WORK AND HOME (symbol)

Facilitator: 5 - 15 minutes

"Finally, I would like each group to make a simple picture that connects work life and home life. (It could be a road between two places or a bridge.) You may use my sample drawing to help you or continue your original drawings."

"The next question is: How do you want to manage your work and your home life in the future?"

Note to facilitator: If this idea seems more difficult for the young people to grasp, you might opt to have a group discussion about how people manage their work and family lives.

"Think about the adults you admire and how they manage their work life and their family life. Do they just work all the time? Do they go to their kids' sports events or plays at school? Maybe they stop what they are doing most of the time and listen to what their kids are saying."

"As a group, start to write words or phrases (or discuss them as a group) that describe how you want to manage your work and home life in the future. Some examples might be, I will have the flexibility to see my kids play sports, or my kids can come to work with me sometimes, or I can stay home if my kids are sick."

DESIGNING LIVES

Objective

This fun and imaginative activity gives girls and boys the opportunity to plan their parent's or guardian's life and see how their parent's or guardian's real life compares. This activity will allow girls and boys to pretend that they can control what their parent or guardian does. In addition, it shows how much girls and boys know about what their parent or guardian does at work.

Materials

- Pens or pencils
- Notebooks or paper
- (Optional) Magazines, colored pencils or crayons, and scissors

Time

30 – 60 minutes

Age

8 - 12

Procedure

Instruct girls and boys to think about and write down general actual information about their parents. Have them briefly write down where they work, what their job is, and what their parent or guardian's day and life looks like.

Then ask girls and boys, if they could make the choice, where their parent or guardian would work, what they would do in their spare time, and how much time they would spend with their children. Let girls and boys know that if they want their parents to do work at the same job that is fine, too. Have them write down their vision for their parent's or guardian's life and then discuss why they chose this life for them.

Helpful Hints

It will be interesting to see if girls and boys will have their parents spending their days touring the world as a musical artist or protecting the laws of the land as a lawyer. Will they work at home or in an office? Will they add another brother or sister to the family? To take this activity a step further, you can have the students draw (or cut out pictures/words from magazines) their parent and items that represent their "new" life.

IMAGINING THE FUTURE

Objective

This activity is aimed at having girls and boys think about the challenges that working people face every day and having them focus on what they might do in the same situations.

Materials

- Hypothetical scenarios for each group, which pose challenges that occur in work and home life. See list of possible scenarios on the following page.

Time

20 – 45 minutes

Age

8 - 12

Procedure

Break the participants up into groups of six. Distribute the scenarios to each group. Explain to the girls and boys that they should first read the scenario, then talk together, and figure out a creative solution to the problem. Alternatively, each student can be assigned a role to play for each scenario. Through role playing the groups of six will resolve the problem. If you decide the girls and boys will act out the activity, each person should be given a description for her or his role and the circumstances that led up to the problem.

Each group should report briefly on its resolution strategy. The facilitator can ask the young people how they feel about these solutions.

Helpful Hints

There are several other ways this activity can be done. For younger children (8-10 years), the best approach might be to have the group talk together and come up with some creative solutions to the problem rather than acting out the scenario. For the best results, this activity should be done in small groups.

Examples of Scenarios:

1) *You are at work when at about 11:00 a.m. your phone rings, and it is the nurse from your child's school. The nurse says your child is sick and that you must pick up your child right away. You have a very important meeting at 12:30 p.m. and your boss needs you to be there. You know that your boss' boss will be at the meeting too. What would you do?*

2) *You are the inventor of a new product for your company. A big store with locations all over the country is interested in buying this new invention and wants you to travel far away to show it to them. They are thinking of spending a lot of money on the new product and they want YOU to show it to them because you invented it. They want you to make the presentation next Monday because people from stores across the country will be there that day. Your child has been rehearsing for a school play for several weeks and the one and only performance will be on Monday. What would you do?*

3) *Your mother lives in a state far away from you. She is getting out of the hospital in two days and the doctor says she shouldn't go home alone. There is no one else in the family who lives near her and she often depends on you for help. You have a lot of work to do in the next week or two and your boss and coworkers are counting on you to get your share of the work done on time. What would you do?*

ICEBREAKERS AND OTHER ACTIVITIES

This section features activities conducted by Goldman Sachs, New York Life, KPMG, and the National Association for the Self Employed for their Take Our Daughters And Sons To Work® program.

CHARACTER

Objective

This icebreaker is designed for girls and boys to get to know each other and work together to figure out what "character" they are.

Materials

- One set of stickers or labels on which to write the name of a famous character

Time

15 minutes

Age

8 - 12

Procedure

Place a sticker on each child's back. Every sticker has the name of a famous character on it. Each child must guess what character is stuck on her or his own back. Have the girls and boys walk up to each other and ask one yes or no question per person trying to guess their own character.

Helpful Hints

Adults facilitating this activity should demonstrate how this activity works. Adults can say to participants, "I will walk up to Joey and ask him a yes or no question, such as, Am I a real person? Based on his response, I will guess who my character is. If I don't guess correctly, I need to find another person in the room and ask them a question like, "Do I play a sport?"

WISES

Objective

This activity lets girls and boys explore what they think are the most important skill sets or "wises" that are needed to be successful in every area of their lives.

Materials

- Career Wise handout
- Characteristic Cards
- Mini Treasure Chests & Stickers

Time

30 – 60 minutes

Age

8 - 12

Procedure

First, have the children complete the Career Wise handout (see following pages). After a few minutes, ask them what job they chose, then suggest some qualities and characteristics they might need for that job. For example, if someone chose a judge, some qualities/characteristics may include fairness and honesty.

Second, review the Characteristic Cards with girls and boys, reading the card and its definition from the handout. Instruct them to add their own personal stories where they can. Their stories can range from activities learned in school that were helpful at home or activities learned during summer camp that helped them when they returned to school to an activity they participated in at their church, in their neighborhoods, etc. Briefly discuss how the skills learned were transferable.

Third, deal out five characteristic cards to each child. Explain that on each card there is a depiction of an activity and an example of what that activity teaches. Further explain how having that skill/ability/characteristic can be helpful to them in a future job, family or community role. Read one or two cards and link to one of the professions they have called out already.

Have the children look at each of the cards they have been dealt and decide which ones will provide the skill/characteristic they need. Instruct them to trade with others to obtain the cards that represent the characteristics they need.

Once they have five to six cards with the characteristics they need for the future, they should complete the Career Wise Handout, listing the cards they have chosen and adding any others they wish.

Distribute treasure boxes and stickers that the children can use to decorate the boxes. Their decorated boxes are then used to house the cards.

Once all the children have completed the exercise, ask which skills they think are important; have them check their choices on a voting card.

Helpful Hints

After the activity is over, suggest that the girls and boys, as they continue to go through the day and meet employees and attend workshops, write down in their notebooks the skills they see people using to work. Have them also note what skills and talents they would like to use when they go to work or school.

THE FIVE SKILL WISES

Word Wise:

Likes to write
 Likes to read
 Likes to complete crossword puzzles
 Knows how to spell
 Likes to act in plays
 Likes to talk to people

Number Wise:

Likes math
 Likes to collect bottles
 Has a piggybank
 Can make change
 Can count
 Can multiply and divide
 Can solve problems
 Can measure distance

Art Wise:

Can draw
 Likes to see movies
 Can make a map
 Goes to the museum
 Can create a sculpture
 Plays the piano

Body Wise:

Likes to dance
 Rides a bike
 Walks the dog
 Plays basketball
 Can hit a homerun
 Eats healthy food
 Eats a good breakfast

People Wise:

Likes to help others
 Is a team player
 Volunteers
 Smiles a lot
 Is nice to others
 Says good morning to others
 Likes to have parties
 Career Wise Handout

Career Wise Handout

Today, a lot of people probably will ask you:

"What do you want to be when you reach the workforce?"

"What will you be doing all day?"

Use a blank paper to write or draw what you will be doing when you reach the workforce.

It's important to have these "WISES" because they will help me:

Wise	Activity	What I'll learn
Body		
Art		
Number		
People		
Word		

IT'S A PARTNERSHIP!

Objective

This exercise demonstrates the importance of teamwork. By establishing a business partnership, girls and boys will work together to create a successful operation that produces a business name, slogan, logo, advertising, hours of operation, and a price list, to name a few assignments.

Materials

- Slips of paper with types of stores written on it, such as "donut shop," "ice cream store," or "clothing store"
- A copy of My New Business Planning Document for each group
- Flip charts for each group
- Markers for each group
- Box, hat, or can to place slips of paper in

Time

60 – 90 minutes

Age

10 - 12

Procedure

Divide girls and boys into groups of six to eight. Hand out the My New Business Planning Document (see following pages) to girls and boys or outline questions from the handout on a flip chart. Each group should have a flip chart. Have each group select a slip of paper from a box and direct them to: name their business, find the money to start the business (business loan, parents or savings), draw their business (store front, products, etc), decide if they are renting or leasing their building, price the items they are selling, decide if there are any specials (e.g., Tuesday is Senior Citizens Day, 10% off), and draft a company policy statement that includes what is expected of employees, such as arriving to work on time, and the benefits the company offers including vacation/sick/paternity leave, retirement plans, etc. Answering the questions on the My New Business Planning Document should assist them with what they are being asked to record for their business. You can also have them list store hours, create a catchy slogan and logo, make their own business cards, draw their website including special features (is there online buying?), and list the number of employees. Have the group decide what employees are needed and what their titles are. How much will they be paid? What qualities do they want in their employees?

At the end, each team has to present their store, advertising, etc. Facilitator can lead a discussion about why the students made certain selections. The facilitator would also engage students in a feedback session about other students' businesses.

Helpful Hints

To open this exercise discuss how your company started, expanded, or repositioned itself, touching on key points outlined in the handout to give children a frame of reference as they begin this activity. Facilitators should walk around and assist the groups with their business development. Ensure that the group is considering all ideas.

MY NEW BUSINESS PLANNING DOCUMENT

- 1) Describe your new business idea.

- 2) What types of products or services will you sell or offer?

- 3) What will you name your new business?

- 4) Draw a picture or describe what your company name or logo might look like. (See magazine ads for examples)

- 5) Who will buy your products or services?

- 6) What are some of the tools and supplies you will need to run your business?

- 7) How will you let people know about your business?

- 8) What would you like people to know about your business?

- 9) How would you like people (customers, employees, or the community) to describe you and your business?

- 10) What are some of the things you would do to help people want to do business with you?

PUBLISHING ADVENTURES

Objective

This activity takes girls and boys through the process of creating a magazine to learn the different components and jobs needed to publish a product.

Materials

- Sample magazine
- List of sections or topics
- Notebooks, pads or sketchbooks
- Pens and pencils; Markers, crayons, or colored pencils

Time

60 – 90 minutes

Age

8 - 12

Procedure

Explain the process of creating and producing a magazine. Have employees who perform the tasks required to create a magazine give brief presentations on what they do. Next, identify who likes to write, draw, take pictures, etc., and begin forming groups. Each group should have a mix of girls and boys who write, draw, etc. Have girls and boys select a name for the magazine, a subject (e.g., news, fashion), target audience, decide what advertisers to include, and what sections or topics their magazine will cover. Each group should have an employee team leader to assist them with questions or employee volunteers should walk around the room providing assistance and direction as necessary.

Helpful Hints

Girls and boys can also individually create their own magazine or as a whole group, instead of working in teams. If you choose to have the group create one magazine, perhaps your organization's designers can lay out and input all the materials, and print a copy for each participant. You can also create layout pages beforehand and girls and boys could enter copy, pictures, etc., directly onto the pages. Align the magazine with the Take Our Daughters And Sons To Work® message and goals and focus on the events that occur at your offices. The magazine can be entitled, Daughters And Sons To Work®, A New Generation At Work or let the youth decide on a magazine title. You can have girls and boys write short pieces and draw advertisements or pictures with the following topics: What do I want my work and family life to be like in the future? What have I observed today at this office? Why are programs like Take Our Daughters And Sons To Work® good for girls and boys? How I am involved or would like to be involved in the community? Include profile of host company and employee participants, questions & answers piece with a daughter or son participant, list quotes from employees about how they envision the company's future. This activity can also be adapted for company newsletters or other published materials your company uses internally or externally.

SAMPLE FORMS

SAMPLE EXCUSED ABSENCE FORM FROM WORKPLACES

(LETTERHEAD)

On April _____, _____ and its employees will
(date) (year) (company name)

participate in the annual Take Our Daughters And Sons To Work® Day sponsored by the Take Our Daughters And Sons To Work Foundation. _____ and its employees invite their
(company name)

daughters, sons, relatives, friends, and other sponsored girls and boys between the ages of _____ and _____ to attend. The girls and boys will be participating in interactive learning activities, which will lead this New Generation At Work towards a future where they can participate fully in work, family, and community. The theme for this year is Making Choices for a Better World which reflects the options every youth and adult has to make the world a better place on a personal level, in the family, in the community, in the country, and in the whole world through better choices of action. It is the intent that the employees of _____ will
(company name)

serve as role models and will inspire the girls and boys to strive to attain their full potential. Moreover, girls and boys will discover how courses such as science, math, English, and business can better prepare them for a wide variety of jobs and will become aware of the skills needed to be hired 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. You may keep the paper, or it may remain at the school.

Parent/Guardian/Sponsor's Name: _____

Teacher: _____

School: _____

Student's Name: _____

I excuse _____ to attend the Take Our Daughters And Sons To Work® Day,
(student's name)

April _____, _____. If necessary, the student should complete the following work to make up for
(Date) (Year)
 the excused absence.

Signature _____ Date _____
(teacher or principal)





REGISTRATION FORM

☐ **YES!**, (Participant's name) _____ is

Building Partnerships to Educate And Empower

by participating in the

Take Our Daughters And Sons To Work® Day

at (Workplace) _____

on (Date) _____

(Parent/Mentor Name) _____

(Date) _____

Registration forms must be received by (Date) _____

Should you need further information or have any questions about the agenda, feel free to contact me.

(Coordinator's Name) _____

(Coordinator's Contact Information) _____

Girls, boys, and adults...share your stories with us.

www.DaughtersAndSonsToWork.org

E-mail to: todaytw@mindspring.com

WORK INTERVIEW FORM

This form can be given to participants if they will be mentored by an adult or conducting an interview in a workshop.

Company _____ Date _____

Person Interviewed _____ Position _____

Type of Work or Business _____

1. At what time do you come to work? _____

2. At what time do you leave work? _____

3. How many hours a week do you work? _____

4. Does your job allow you time to spend with your family? _____

5. If you have a family emergency or needed to leave work early to attend to family business, are you able to do that?

6. What are your most important duties?

7. What are the hardest things about your job?

8. What are the best things about your job?

9. Have you ever had a bad experience on the job? If so, what was it?

10. What special education or training does someone need to hold a job like yours?

11. What are some other jobs that someone with your skill could perform?

12. How will your job be different in ten years?

13. Do you take courses or attend events to enhance your skills and knowledge of your job?

14. If you were preparing to begin your work career again, what would you change?

15. What are the most important skills it takes to do your job well?

16. What are the duties of your boss?

17. What are some things girls and boys should consider while still in school?

18. Did you find the information you learned in school helpful to your job and your life in general? If so, can you provide an example?

19. My thoughts about this job are:

TAKE OUR DAUGHTERS AND SONS TO WORK® WORKPLACE EVALUATION FORM

To help us learn what you think about your experience with us today, please answer the following questions.

1. Of the activities you participated in, what did you like the best?

2. Which did you like the least?

3. What would you add or change to make it a better visit?

4. What are the two things you learned today about the world of work?

5. What did you learn about your parent's/sponsor's job and work responsibilities?

6. From what you have experienced today, what do you understand about the importance of work and family?

7. Of jobs that you heard about today, are there any you would want to have when you finish your education?

8. What do you think it would be like to work?

9. Would you like to come back for another visit?

10. What else would you like to say about your visit?

TAKE OUR DAUGHTERS AND SONS TO WORK® PROGRAM FEEDBACK FORM FOR WORKPLACE REPRESENTATIVES

The following form gives you the opportunity to tell us how your Day went.

1. Describe your Take Our Daughters And Sons To Work® Day.

2. Why does your company participate in Take Our Daughters And Sons To Work® Day?

3. What has the program done for employees, parents, girls and boys who have attended your Day?

4. What is your most memorable Take Our Daughters And Sons To Work® Day moment?

5. What do you think of the Take Our Daughters And Sons To Work® program's focus on work- family integration?

6. Did you find the Take Our Daughters And Sons To Work® *Bright Ideas Guide* helpful in your planning? If so, what information or items did you use to assist you with planning? If not, please give us your suggestions for improving the Guide.

7. Please provide your company name and contact information below.

8. Please list any additional comments you may have about your Day or the Take Our Daughters And Sons To Work® program.

After completion please mail to:

Take Our Daughters And Sons To Work® Foundation

209 East Fearing Street, Suite One, Elizabeth City, NC 27909

or email your response to **todastw@mindsprings.com**