TAKE A CHILD TO WORK DAY AND BEYOND

ACTIVITIES GRADES 6-12

Participant Guide with Facilitator Tips



About

Take a Child to Work Day and Beyond exists to bridge the gap between education and the workplace, providing young people with invaluable, hands-on experiences that help them envision their futures in meaningful ways. It's about empowering a generation to take bold steps toward their dreams and fostering the confidence and resilience they need to succeed.

HOW IT BEGAN

Take Our Daughters and Sons to Work Day was launched in 1993 as Take Your Daughter to Work Day. During the 1990s, the event became the country's best-known work and career readiness event, with tens of millions of Americans participating, resulting in national news coverage and even the participation of the White House.

In 2022, the Take Our Daughters and Sons to Work Day Foundation approached Junior Achievement about taking over the initiative, which had faced challenges in recent years, especially during the pandemic. In 2024, JA completed the acquisition of the event, rebranding it as Take a Child to Work Day and Beyond, which is more in line with how people commonly refer to it, but also highlights that any child should be able to participate and not for just one day.

2026 Theme

TAKE A CHILD TO WORK DAY AND BEYOND

THE FUTURE IS @ WORK

"The Future is at Work" theme reflects the vision of a future where every young person is inspired to explore the world of work and equipped with the confidence and curiosity needed to navigate it.

The "The Future is at Work" theme captures the essence of Take A Child To Work Day and Beyond in a way that is both timely and forward-thinking. It reflects JA's commitment to preparing today's young people for a world that is rapidly evolving—a world where careers and the skills they require are constantly changing. **This theme is more than a slogan; it is a rallying call for innovation, adaptability, and the lifelong journey of learning.**

On Take A Child To Work Day and Beyond, students aren't merely observing a workplace—they're stepping into a world of possibilities. **This experience invites them to ask questions, make connections, and explore careers they might never have considered.** By fostering early exposure to diverse roles and industries, we're encouraging a generation that not only dreams but also understands the pathways to realizing those dreams.

"The Future is at Work" theme is about planting the seeds for a brighter tomorrow, ensuring that each child sees a place for themselves in the world and has the support to pursue it fully. **It's more than a day; it's a movement to create lasting change.**

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TAKE A CHILD TO WORK DAY AND BEYOND

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PLANNING TIPS

Whether you work for a large corporation, own a small business, police the streets, or teach at a university, you can impact children's lives by exposing them to new ideas and opportunities. The most successful Take a Child to Work Day and Beyond is creative and productive. Consider what makes your company unique, and most importantly use your resources!

Below are tips to help make your day a success:

Remember that students can learn from every employee and department:
Ask employees from every level and department within the organization to share their work experiences and encourage students to ask questions.
For example, ask the payroll department to demonstrate how employees get paid, explain why deductions are taken out, tell how time off is factored in, etc.

Prepare ahead:
Select the activities that you want to present to your group of students. Make copies ahead of time as needed and gather the materials before the day of the event. Make sure the meeting space is adequate for students and chaperones attending and there is enough seating.

Distribute Parent/Guardian Authorization Forms to teachers or employees as necessary:
These forms, which appear at the end of this guide, may be necessary if students are coming with a host other than their parent/guardian.

Keep activities short:
Interactive activities that are 35–45 minutes in length are best. Read through this guide and choose activities that will work best for your audience and location. Note that suggestions for remote employees are given where feasible.

Introduce students to technology:
Show students how important technology is to your business. Schedule time for them to work on computers or other office equipment.
For example, let them view your website and learn how business is conducted through the site, or have them participate in a conference call with another office that is participating in the program.

Talk to school officials about Take a Child to Work Day and Beyond:
Work with (or have the site coordinator work with) teachers to let them know that participants will spend the day doing educational activities at the event.

Complete the enclosed Take a Child to Work Day and Beyond Activity Log and the Evaluation Form:
Students can take these forms back to school to demonstrate their participation in the educational activities at your workplace.

Keep students safe:
Provide adequate safety and protective gear for participants. Be sure to have a range of sizes available.

Introduce participants to the vast range of potential job opportunities:
The major goal for the activities is to encourage students to think about how their dreams for the future can be achieved—both for their work and personal lives. For example, if they plan to have a career that requires them to travel or work a night shift, who will take care of things at home?

THE ACTIVITIES

The activities in this guide reinforce the Take a Child to Work Day and Beyond goals of building diversity, raising awareness of children's issues, providing adults with proactive strategies, emphasizing the value of education, promoting a balanced work and family life, and sharing future vision. The activities focus on three different concepts: skill, career, and team building. The guide can be used in whatever way meets your needs. You may want to choose one activity from each category, select all the activities that build a certain skill, such as career, or start from the front of this guide and work your way through it.
For each activity, a suggested amount of time for completion is given to help with planning. Suggested materials, including student pages, are also listed. A few activities need to have materials gathered prior to presenting them, and many need to have a student page copied ahead of time.

- Skill building activities increase students' self-knowledge and soft skills.
- Career building activities broaden participants' knowledge of careers available to them and often allow them to interact with employees at the job site.
- Team building activities combine soft skills and career development skills to emphasize teamwork.

In addition, note that there are icons on the pages to denote how the activity is best implemented:



Individual activities are good opportunities for students to work quietly alone or in pairs if you need a little time to organize or they need time to regain their focus.



Group activities bring students together, often in small groups, to work on a project or activity and include a discussion question or summary at the end of the activity to help students process what they learned.



Company activities engage the company's employees as students interact with them to complete a survey, glean information, or ask questions.



Virtual activities can be adapted for remote workers and their family members, or for employees who can't be in person for Take a Child to Work Day and Beyond by Junior Achievement. Participants will need a guide or copied student pages.



Take-Home activities can be printed and sent home so that students can engage their families and share some of the concepts they were introduced to during the event.

VIRTUAL IMPLEMENTATION

Remote workers or participants unable to attend the Take a Child to Word Day and Beyond event in person may want to participate in the activities virtually. Provide them with a guide and encourage them to do the individual activities at home.

You may want to arrange meetings via a video conferencing application so that virtual participants can interact with teams for small group activities. Interviews can be done via phone calls or through a virtual meeting. Some virtual suggestions are given with the activities.

Additional online activities and information can be found at https://connect.ja.org/.

Families can learn more about careers and career paths at JA Here to Career: https://career.ja.org/.

GETTING TO KNOW YOUR TEAM

Estimated time: 35–40 minutes

Objective: Discover more about each other and learn how team members can build on each other's strengths.

Materials: pencils or pens in the same color ink, sticky notes

DIRECTIONS

Knowing the strengths of the people on your team is a great step towards creating a strong team. In this activity, you will learn more about each other by defining your own character traits and revealing a fun fact about yourself that few others know. Once you have identified each other's traits, work together to build a pyramid of traits and experiences to see how people fit together to create a strong team.

Round 1

1. Arrange into small (5–8 participants), multi-age groups. **Each participant needs a two small sticky notes or pieces of note paper and a pencil.** If you use pens, make sure they are all in the same color ink.

• Introduce yourselves and say how you are connected to the company: work here, invited here by mom's cousin, dad is the CFO, etc.

2. Write down a **fun fact** that very few people know about you—maybe a hidden talent, a guilty pleasure, or something you've done like rock climbing or winning an award.

• Don't show anyone.
• Place all the notes in a box or bag where they can be pulled out randomly.

3. Pull out and read the notes one at a time. To have everyone guess the owner of the fact, one person should say each person's name aloud and take a vote on who wrote the fact.

Round 2

1. On the other sticky note, write down one or two character traits that you possess. Perhaps you have been told you are a good worker, or you have a lot of confidence.

2. As with Round 1, read out the different character traits notes and have everyone guess to whom they belong.

Round 3

1. Match the secret notes to the character traits notes by pairing them together.

- Work in pairs or take turns working alone to match the fun fact and the character trait notes.
- Work at pairing the notes until everyone agrees that they are correct.

2. Discuss how some of the traits support the activities, such as how being brave might help someone be a good rock climber, or how confidence might help a person be a better singer.

3. Build a pyramid of traits, arranging the notes by placing the most important or foundational ones on the bottom, and building up rows with more specific or less common traits. The trait on top of the pyramid should be the least common, or most specific.

4. Discuss how someone else's trait might help you or the team. Would you like to work with someone who is responsible? Is it important to you to work with someone who has had experience? Would someone with attention to detail be a good match for you if you had to mail out packages to certain addresses?

THINK ABOUT IT

Each person on a team or group contributes their own character traits, skills, and experiences to the team. Everyone on the team has something unique to contribute.

Company Activity Virtual Activity

JOB SATISFACTION SURVEY

Time estimate: 40–50 minutes

Objective: Discover how things such as secondary education and experience affect job satisfaction by interviewing business employees.

Materials: pencil or pen, colored pencils, graph paper (optional)

DIRECTIONS

The average person holds 12 jobs in their lifetime, some within their career path and some not. Some people train and go to school for years before they get a job, while others work right out of high school. Find out firsthand how people at this company feel about their jobs and how that might relate to their education.

1. Ask employees the questions in bold and use the chart to record their answers. If you are in a remote setting, try to call or have a virtual meeting with a few employees.

- **What is your job title?**
- **What are your favorite tasks to do at your job?**
- **How many years of school did you need to get hired for this job?**
- **How many years have you worked at this job?**
- **Do you enjoy your job?**

  Love it: , Like it: J, Mostly like it: K , Not happy with it: L, Not sure: ?

You may also want to ask:

- **What made you want to apply for this job?**
- **What is the best thing about your job?**
- **How does this job fit in with your family life?**

Job Satisfaction Survey

Use the chart to record your answers for each person.

Job Satisfaction Chart

Person	Job Title	Favorite Tasks	How many years of school after graduation?	How many years on job?	Job Satisfaction
0	*Example: curriculum developer*	*creating hands-on learning activities*	*5*	*8*	
1					
2					
3					
4					
5					

If there is time, use graph paper to create a line graph showing the data you gathered . The *y*-axis (vertical line) can be the number of years trained for the job (or years at the job). The *x*-axis (horizontal line) can show the standard of love it, like it, mostly like it, not happy, not sure. Use a different color for each person you interviewed.

THINK ABOUT IT

Is there a correlation between education and experience and job satisfaction? What can you do now to prepare for a job you will love?

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Individual Activity Virtual Activity

BUILDING CONFIDENCE

Estimated time: 15 minutes

Objective: Discover how your self-confidence improves your chances for success.

DIRECTIONS

Everybody agrees that it is good to be self-confident. But what does this mean exactly? According to the dictionary, self-confidence is "a feeling of trust in one's abilities, qualities, and judgment." With self-confidence, it's easier to take a risk, try something new, and stay true to yourself in the face of peer pressure. Take this quiz to find out how confident you are today.

Read the statements and circle your answer, either 1, 2, or 3.

	Always	Sometimes	Rarely
1. I set positive goals for myself.	1	2	3
2. I am able to accept criticism without getting upset.	1	2	3
3. I let people know what I think and feel, even if I'm angry or in disagreement with someone else.	1	2	3
4. I ask for help when I need it.	1	2	3
5. I don't worry about what other people think of me.	1	2	3
6. I believe I am a valuable friend.	1	2	3
7. If I make a mistake, I admit it and try to learn from it.	1	2	3
8. I like trying new things: a sport, food, game, a new language, etc.	1	2	3
9. In general, I am happy with myself.	1	2	3
10. I am happy when something good happens to a friend.	1	2	3
11. I can make a positive difference in this world in my own way.	1	2	3
12. I tend to see the good in any situation.	1	2	3

Add up all the circled numbers.

TOTAL SCORE: _____

THINK ABOUT IT

If you scored between 12 and 17: You got it! Go out and do great things today. Help boost someone else's confidence too—encourage their dreams or pay them a compliment.

If you scored between 18 and 24: Keep focusing on your positive qualities, trust in yourself, and take time to develop both old and new interests.

If you scored between 25 and 31: Try something new today—bring a friend along for support (and fun). Write down the positive qualities you admire in one of your favorite people and then develop these qualities for yourself.

If you scored between 32 and 36: You could use a confidence boost! Talk to an adult you trust about what is special about you. Do a good deed for someone else and notice how this makes you feel.

BUILD A BETTER TEAM

Estimated time: 45–55 minutes
Objective: Demonstrate collaboration with team members and assess team performance.
Materials: device to view video, activity kits of 25 index cards and 25 paper clips per team (or kit pieces from the company's product line for teams to assemble), measuring tape, timer, rubric

DIRECTIONS

Teamwork is very important. Knowing how you fit in to your team and how all the team members work together can make a big difference in your work experience.

1. Organize into teams of 4–5 participants.

2. Watch the video by Mark Sanborn describing the 4 C's of a great team player: https://www.youtube.com/watch?v=hDKLyW69GcM

3. Discuss with your team the 4 C's of a great team member: commitment (to goals), communication, cooperation, and contribution.

- **Why and how is each of the 4 C's important?**
- **Do you think you have what it takes to be a great team member?**
- **What is your strongest C?**
- **Have you ever been in a group in which you had to do all the work? Or have you been in a group in which one person would not let anyone else do any of the work?**

You will use the 4 C's during a team-building exercise and then evaluate your team on how well you did.

- Make sure you have a team-building kit of paper clips and index cards (or a kit from the company), the rubric, a tape measure and a timer.
- Agree to a judging method . Teams will either self-evaluate, judge other teams, or appoint a judge or panel of judges.
- Create a structure using the provided materials .

4. Understand the challenge. The challenge is to build a structure with the materials provided.

- Not all materials must be used. The only extra materials that may be used must be decorative and not affect height or sturdiness.
- It will be helpful to spend a moment at the beginning of the timed challenge to plan how your team can use the 4C's to succeed at this challenge, and decide which roles people will play in the challenge.
- The structure must be:
  - Freestanding
  - Tall
  - Sturdy
  - Creative
  - Built in the time frame given

5. Begin when the timer starts. You have 15 minutes.

6. When you have completed your structure, score it against the rubric as a team, or have a judge determine the score.

7. When the time is up, add your team's score and, if appropriate, compare it against other teams. If you all used the same materials, a winner may be declared according to which team had the most points.

BUILD A BETTER TEAM

Scoring Rubric

Standard	Measurement	Possible Points	Team's Score
Build Goals			
Freestanding	The structure stands without being supported by a wall, team member, or other support method.	5	
Tall	Structure is taller than 12 inches. Structure is taller than 24 inches. Tallest structure in challenge.	10 +10 +10	
Sturdy	The structure remains standing during the judging process.	5	
Creative	Method is new or original, or structure is most artistic.	10	
Built in time frame given	Team members continue to work on structure after time has been called.	-10	
Teamwork Goals			
Commitment to Goals	Team discusses and carries out goals or plan for the build.	scale of 1 to 10	
Communication	Team communicates well together. No one speaks harshly or disrespectfully.	scale of 1 to 10	
Cooperation	All team members are able to work together, helping one another and compromising when necessary.	scale of 1 to 10	
Contribution	Each team member is allowed a chance to contribute to the challenge.	scale of 1 to 10	
		TOTAL	

THINK ABOUT IT

Few businesses can function with only one person. Teammates who work well together do better work and make their hours on the job easier and more productive. Most jobs require working with others, and companies like the one you are visiting today are looking to hire employees who can be great team members.

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TEAMWORK WORD FINDER

Estimated time: 15–20 minutes

Objective: Compare individual productivity with team productivity.

DIRECTIONS

What do you think of when you think of teamwork? Do you think of people working together to accomplish a goal? Because that is what teamwork is all about. In this case, teamwork is about letters working together to make a word, or words. Teamwork often increases a company's productivity.

1. Take a minute to find as many different words as you can using only the letters in the word "teamwork."

- Use each letter only once.
- When time is up, count the number of words you found on your own.
- Score 1 point each for 2- to 3-letter words, and 2 points each for 4- to 6-letter words.
- Write your score at the top of the paper.

2. Compare your list with the lists of participants at your table or with a group.

- If you are working remotely, contact the team via a meeting platform, text or call in. Find out who had the most points.
- Not counting duplicate words from other's lists, how many more words did the group come up with?

3. Work as a group for one more minute.

- Try to find even more words.
- Compare how many more words were made collectively as were made on average by each person.
- Write down the group number. You may want to write it as ratio or fraction: 2:5, or 2/5.

TEAMWORK

Solo Points: _____

Group Points : _____

THINK ABOUT IT

When teams work well together, they can be much more productive and come up with so many more ideas and ways to do things than when a person works alone.

Group Activity Virtual Activity

COMPANY CULTURE EXPLORATION

Estimated time: 20 minutes

Objective: Discover how company culture contributes to a positive work environment.

Materials: company handbook or brochure, website, video or other literature which explains company policies, drawing materials (optional)

DIRECTIONS

Culture can be defined as a way of life of a group of people: the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them. These beliefs and attitudes are passed along by communication and imitation from one generation to the next.

Culture is often tied to a location, religion or set of beliefs. Smaller groups, like businesses, schools, and clubs can have their own culture, too. It can make a big difference in your job satisfaction if you work at a company that reflects your beliefs and values.

1. Discuss the following questions with people in your group. Having a company handbook, website or brochure will help answer the questions.

What are some of the acceptable behaviors of this company?

- Is there a dress code?
- Are there a set of expectations about work performance, attendance, and general behavior among employees?
- Does the company have a handbook communicating some of its expectations?

What are some of the company's beliefs?

- Is there a mission statement or summary of the company's values?
- Is the company involved in giving back to the community in some way?

How does the company show that it values its customers and employees?

- Is family life an important value of this company?
- Is there paid vacation time or other benefits?

Is the leadership style more top down, where the leaders make key decisions, or are the employees involved in making key decisions?

2. Think about the culture of a company where you would like to work.

- Would there be a lot of employee perks? Would you have a flexible schedule?
- Would there be a set of rules and standards for you to follow?

3. Work as a team to describe your ideal company culture or working environment.

- Include information about leadership style, employee experience, customer experience, values, and anything else that would be important to you and your group.
- Use pictures, a map, detailed drawings, bullet points, or paragraphs. If there is time, you could create your own company brochure.

THINK ABOUT IT

Knowing the culture of the company you might work for can help you decide the best place for you to work and may keep you from changing jobs more often.

Company Activity Virtual Activity

SOMETHING TO TALK ABOUT

Estimated time: Time will vary with implementation .

Objective: Practice interview skills to learn more about careers .

DIRECTIONS

Here are a few "conversation starter" questions you might ask some of the people you meet today.

- What is your job title and responsibilities?
- Why did you choose this job?
- How long did it take you to get on to this career path?
- Were there some stumbling blocks or detours in your journey?
- What qualifications did you need to get this job?
- How long did it take to get the qualifications needed?
- Does the company offer further training?
- What is the best or worst thing about your job?
- Do you think all the time and money you put into your education was worth it?
- What sort of skills and experience do you need for this job?
- How does the company encourage teamwork?
- What kinds of benefits does the company offer?
- Is there anything you would like to change in your job?
- What does your company do to make the world a better place?
- What do you do in your job that makes the world a better place?
- Who makes the important decisions at your workplace?
- Do you have the opportunity to suggest changes or innovations?
- What does your company do to support community volunteerism?
- Does your company offer flexible hours and schedules?
- What advice would you give to someone (like me) who wanted to work here or pursue this career?

THINK ABOUT IT

How can what you learned today prepare you for a job in the future?

YOUR BEST ADVICE

Estimated time: 30–40 minutes

Objective: Evaluate and respond to scenarios concerning a balanced work and home life.

DIRECTIONS

It is often difficult to balance work life and home life. People have time conflicts or priorities to manage. What if you were an advice columnist for a city newspaper? When something gets out of balance in a person's home life, work life, or both, they write to you for advice. Everybody loves reading what you have to say. Your answers are always wise, creative, and often funny too.

Read the following letters. Write your responses here or on a separate page. Work alone or in pairs or small groups. If you are working remotely, answer on your own, then use a meeting platform to compare and share your answers. You will need something to write with.

Name your column "Ask _____ [Your name or nickname]"

Dear _____,
I've noticed that you get lots of letters from parents whose kids play sports. I'm a mom and I play sports too. I've been captain of a local volleyball team for 5 years. My 10-year-old daughter, Amy, loves acting and has a part in the school play. Here's the problem: My team has a championship playoff on the opening night of the play! I've told Amy that her dad will come the first night and I will come the next, but she's upset. What do you think I should do? My team needs me and so does my daughter.
Sincerely, Team Player

Dear Team Player,

Dear _____,
I'm a lawyer. My father is very old and lives several hours away. Next week he has to go to the hospital for surgery, and the doctor says he shouldn't go home alone. There aren't any other family members nearby, so dad needs me to stay with him for a few days while he recuperates. Normally, I'd be happy to do this but next week I have to argue an important case in district court. What should I do?
Sincerely, Dutiful Daughter

Dear Dutiful Daughter,

Dear _____,
My wife and I are young architects and just had our first child. We both took 3 months off from work to care for our baby boy. Our family leave is about to end, so it's time to find childcare and head back to work. I'm considering taking a year off to be a stay-at-home dad. My wife thinks it's a good idea, but my brother thinks it will hurt my career. He says future hiring managers won't take me seriously as a committed architect. What should I do? I don't want to lose ground in my career and I don't want to miss a minute of my son's first year.
Sincerely, Dad Committed to Work and Family

Dear Committed Dad,

Dear _____,
I'm an emergency room nurse. I love my work, but it's very stressful. I treat accident victims and very sick people all day long and don't have a minute to sit down. My wife finishes work earlier than me, so she picks up the kids from after school and makes dinner. She'd like me to help the kids with homework and bedtime, but I'm so stressed out and tired after work that I'm not much help. My wife says that my kids deserve better. She's right, but I don't know how to change things. Your advice?
Sincerely, Nurse Needs a Nurse

Dear Nurse,

Dear _____,
I'm a single parent who works two jobs to put food on the table for me and my two kids who are 7 and 9. All my life I've dreamed of owning a catering company. I just got accepted to a competitive two-year college program that will teach me how to start and run my own business. This is the opportunity I've been waiting for! I even received a full scholarship. It all sounds perfect; however, classes meet 4 evenings a week, so I won't get to see my kids on those nights. Their grandmother has agreed to babysit for them, but she's pressuring me to postpone school for 5 years until the kids are older and more independent. I want to do what's best for my kids and what's best for my future. What do you advise? Should I go to school now or wait?
Sincerely, Fork in the Road

Dear Fork in the Road,

 **Group Activity**  **Individual Activity**  **Virtual Activity**

Dear _____,
I'm an administrative assistant at a successful medical research company. I'm committed to my job and work late into the evenings. My company just opened a lab in partnership with the local high school so we can mentor students interested in science careers and give something back to the community. I like this idea! Here's the problem: My boss has asked me to volunteer 5 hours a month to coordinate the mentoring program. I don't have a single extra minute in my day! This would mean coming in earlier or staying even later without any extra pay. Should I say "no"? And if so, how can I say "no" without giving the message that I'm not supportive of the company?
Sincerely, Stretched Thin

Dear Stretched Thin,

THINK ABOUT IT

Everyone, not just adults with families, has to learn to balance their work (or school) life and their home life. Think about the challenges you face and how talking about your experiences may help others with their challenges.

TAKE-HOME ACTIVITIES

Learn more about careers and career paths at JA Here to Career: https://career.ja.org/. Find more fun and educational resources to do with your students at https://sites .google .com/ja .org/ja-k-12-progresources/home.

WHEN YOU WERE MY AGE

Estimated time: 30 minutes

DIRECTIONS

Use this sheet to interview your parent or guardian about their own career choice.

When you were my age:

1. What was your favorite school subject? _____

2. What did you like to do best during your free time? _____

3. Was there anything that you did particularly well? _____

4. What career did you have in mind? _____

5. Did you follow that career path? If not, what changed your mind? _____

6. Were there any obstacles to following your career path? _____

7. Did your family have specific ideas about what career you should choose? _____

8. Who helped you make your career decisions? _____

9. Were your choices different from your peers for any reason? _____

10. What class or experience in high school do you think best prepared you for life after school? _____

_____

11. Did you play sports? _____

12. Did you change your mind about career choices? _____

13. Would you like to change your present career? _____

14. Why did you choose the career you are presently in? _____

15. Did you have a high grade-point average? _____

BUSINESS POSSIBILITIES MAP

Estimated time: 45 minutes

DIRECTIONS

Work with a parent or guardian to create a map of businesses in your area.

1. Make a list of the businesses that you know of in your neighborhood or community.

2. Use an app or online resource to discover more businesses and add them to your list.

3. For each business, list the job types that would work there. For example, at the bakery, you would have a manager, a chef, a waitress or cashier, cleaning staff etc.

4. Think through your list, adding a check mark or smile emoji to the businesses that have positions you might be interested in.

5. Over the next few weeks, make a point to visit the establishments that interest you. It may be helpful to use or create a map and add notes or emojis to show how well you liked the place and how it might fit into your future.

JA USA offers a JA Job Shadow learning experience: https://jausa.ja.org. Talk to your teachers or school counselor about adding this experience to your school's course offerings.

PARENTAL AUTHORIZATION FORM

(Parent/Guardian must complete and give to the host adult if it is not the parent. Some school systems require forms to be given to the home room teacher.)
I/We, the undersigned, grant our student,

_____

permission to participate in an out-of-school educational activity as part of the Take Our a Child to Work Day and Beyond. Should a medical emergency arise while my son/daughter is participating in this field trip, the accompanying adult or I will be responsible for initiating medical treatment. I give permission for immediate treatment as required in the judgment of the attending physician.

If there are any changes to the information provided herein, it is the parent's responsibility to provide the updated information.

_____
Signature of Parent or Guardian

_____
Signature of Parent or Guardian

Date _____

Special Note _____

_____

_____

Parents/guardians of students who are participating in the Take a Child to Work Day and Beyond event should fill-in an Excused Absence Form if your school needs it.

TAKE A CHILD TO WORK DAY AND BEYOND ACTIVITY LOG

Name _____

Grade _____

Company Name _____

Time	Activity	Responsible Adult
8:00-8:30	*Tour of Building*	*Mr. Hancock*

* Use if the group leader asks you to.

TAKE A CHILD TO WORK DAY AND BEYOND EVALUATION FORM

Name _____

Date _____

Company Name _____

Fill in this form. Return it to your leader or share your answers at home with your family.

1. This is the most unusual or surprising thing I saw: _____

_____

2. One job I saw was: _____

3. This job helps people because: _____

4. The school work that will help in doing this job is: _____

_____

5. Something I learned about teamwork at the work-site visit is: _____

_____

6. Of all the jobs I saw, I think I would be best at: _____

7. Our leader made the day interesting because: _____

_____

8. My favorite activity was: _____

9. One thing I wished I could have done is: _____

_____

TAKE A CHILD TO WORK DAY AND BEYOND PROGRAM FORM

Let us know what you think about the Take a Child to Work Day and Beyond program and you may appear on our website: https://tacw.ja.org/.

Answer the following questions and email this form to newmedia@ja.org**.**

1. What did you learn on Take a Child to Work Day and Beyond? _____

_____

2. Finish this sentence. I love Take a Child to Work Day and Beyond because: _____

_____

3. What did you learn about your parent/host? _____

_____

4. Finish these sentences.

My future work: _____

My future family: _____

My future community: _____

5. What do you think it would be like to work and take care of a family? _____

_____

6. What company or organization did you attend and what did you learn about it?_____

_____

Full Name: _____

Parent/Host Name: _____

Parent/Host Phone Number: _____

Email Address: _____