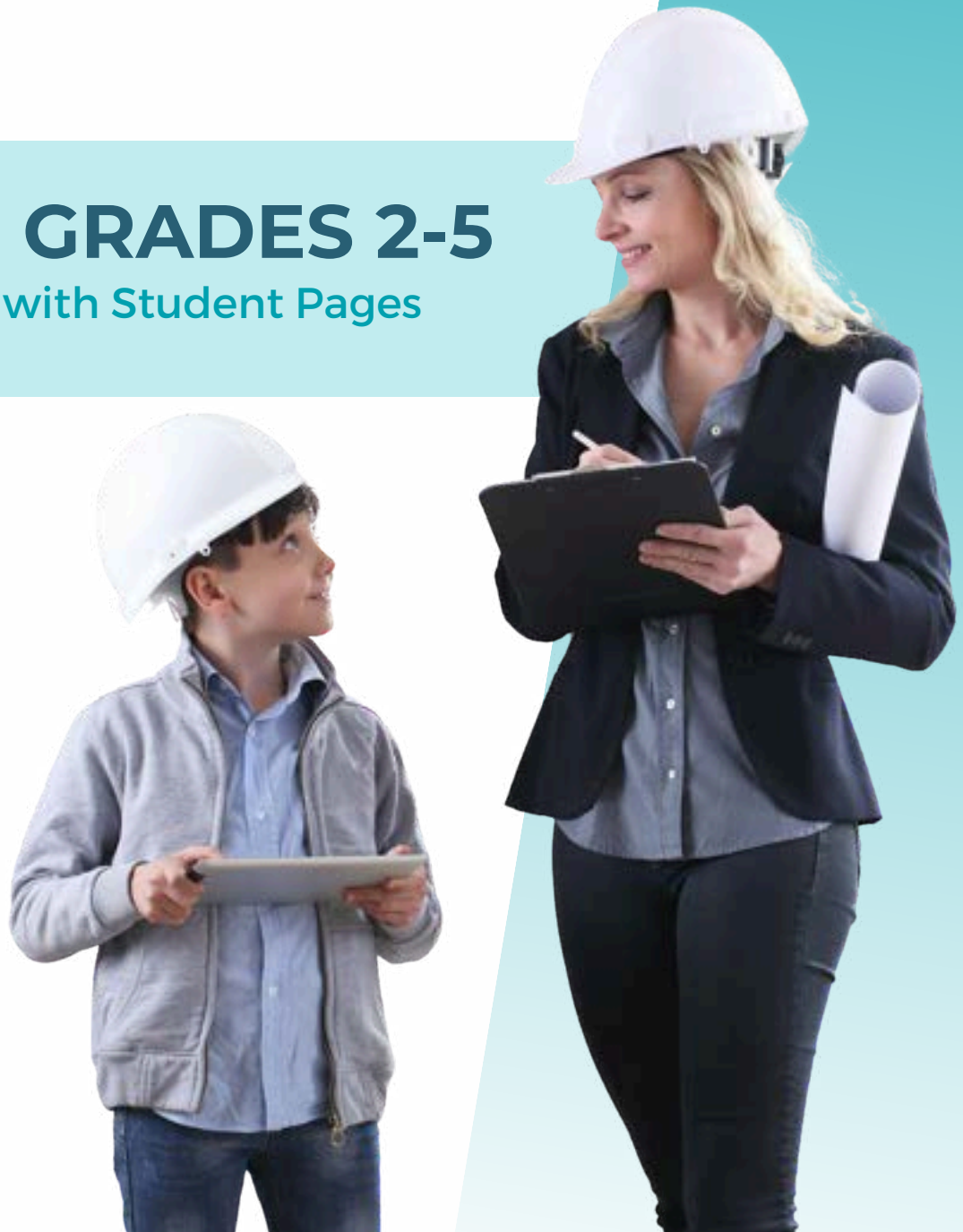
TAKE A CHILD TO WORK DAY AND BEYOND

ACTIVITIES GRADES 2-5

Facilitator Guide with Student Pages



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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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 Take a Child to Work Day and Beyond 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 addition of this year's theme, For A New Generation, provides a scaffold for the different activities. 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.

GETTING TO KNOW YOUR TEAM

Estimated time: 35–40 minutes

Object of the Activity: Discover more about each other and learn how team members can build on each other's strengths.

Description: Working in small groups, participants learn more about each other by defining their own character traits and revealing some fun fact about themselves few people know. Once they have identified each other's traits, they see which people they could team up with to accomplish a task. Divide participants into small (5–6 people), multi-age groups.

Materials: Each participant needs a few small pieces of note paper or sticky notes and pencils or pens all in the same color ink. You will need a box or bag.

ROUND 1

Ask participants to write down a fun fact that very few people know about them. It might be a hidden talent, a guilty pleasure, or something they have experienced or accomplished, such as rock climbing or having won an award. They should not show anyone. Once done, have participants put their notes in a box or bag.

Pull out and read the notes one at a time. Have participants guess the owner of the fun fact, either by asking each who they think it is, or by calling out a name and asking others to vote on that person. Do not have people reveal their answers.

ROUND 2

In a similar manner, ask participants to write down one or two character traits that they possess. Perhaps they have been told they are a good worker or believe themselves to be confident. To assist younger participants, you can use the following prompts:

- Do you like things tidy?
- Are you persistent?
- Are you usually on time?
- Do you take good care of your things?
- Do you follow directions well?
- Do you always tell the truth?
- Do you have a cheerful outlook?

As in Round 1, read out the different character traits notes and have participants guess to whom the traits belong. Do not have people reveal their answers.

ROUND 3

Using the note papers, have participants match the fun facts to the character traits. Discuss how some 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.

Keep working on matches for 5–10 minutes or until all agree that they have been matched correctly. Participants may reveal their fun facts and traits at this time. Ask participants how someone else's trait might help them. Would they like to work with someone who is responsible? Would it be helpful to have someone on their team that can follow directions? How would someone who is a good communicator help you if you had to write letters or explain details?

SUMMARIZE THE ACTIVITY

Point out or discuss how each team member brings different talents, skills, experiences, and character traits to a team, and successful teams learn how to work with each other's strengths.

Group Activity Virtual Activity

KINDNESS ACTS BINGO

Estimated time: 15–20 minutes

Object of the Activity: Learn more about how kind actions and words can create a better place to live and work.

Description: Participants play a game of bingo, covering acts of kindness they have recently done, as they are called out.

Virtual Option: Students at home can use the bingo page and play along with their peers via Zoom or another platform or play with family members or others around them.

Materials: Each student each needs a copy of the bingo page and something to cover the squares such as game chips, paper clips, or a bingo marker (having them draw an X or smiley face in the square will also do).

DIRECTIONS

Using a copy of the bingo page, read out the different acts of kindness at random, noting which ones you have read.

Students who have committed that random act of kindness will cover the square after it is read. The winner is the first person to complete a row across, up and down, or diagonally through the middle.

SUMMARIZE THE ACTIVITY

Discuss how students feel about the acts of kindness they have done. Do they feel glad, proud, or encouraged? How do people around them act when they receive these acts of kindness? When we all look out for one another, we are all on one big team.

Kindness Acts Bingo Job

Once you complete an action in one of the boxes, draw an X over the box . Once you have completed all actions in a row (up and down, side to side, or diagonally), you've completed your bingo card!

Said, "Thank you" to someone	**Held open** a door for a person outside your family	**Complimented** someone	**Asked** someone how their day was	**Donated** to a charity
Recycled something	**Texted** something encouraging to a friend	**Bought** an item being sold to raise money for a cause	**Helped** someone complete a task	**Remembered** someone's birthday
Hugged a friend or family member	**Gave credit** to a friend or family member for something they did	**Free Space**	**Did chores** without being asked	**Visited** a sick friend or family member
Donated gently used toys or clothes	**Collected** litter at a park or playground	**Made** a holiday or gift basket for someone	**Returned** a shopping cart	**Read** a book to a child or an older person
Helped prepare a meal for someone who is sick	**Made** a helpful suggestion	**Listened** to someone who needed to talk	**Volunteered** to help someone in need	**Played** with someone older or younger than yourself

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Company Activity Virtual Activity

JOB SATISFACTION SURVEY

Time estimate: 40–50 minutes
Object of the Activity: Discover how things such as education and experience affect job satisfaction.
Description: Working alone or in pairs, students interview adult employees, asking scripted questions. They use a chart to record answers, and then create a graph and analyze the data.
Virtual Option: Have students ask parents, guardians or neighbors in person or business contacts via phone or meeting platform.
Materials: Each group or pair will need a copy of the student page, and colored pencils or markers for the graphing activity.

DIRECTIONS

1. Ask participants to name some of the jobs, tasks, and job titles in this company. Students might know the job of the person who brought them, or adults might volunteer to state their job. You may want to create a list on a board or chart paper.

2. Using the questionnaire and pencils, have students work in pairs or as individuals to interview the employees. The interviews can be done in a group setting or as they tour the facility. The questions in bold are required and on the chart, others are merely for discussion.

- **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: ?

Students may also want to ask:

- **Who are the people that help you at your job?**
- **Do you work mostly by yourself or with a team?**
- **How does your job fit in with your family life?**

3. When the interviews are complete, discuss the results and try to find a comparison between years of education or years on the job and job satisfaction.

4. You may want to have students plot a line graph comparing years of schooling on the y axis and job satisfaction on the x axis.

SUMMARIZE THE ACTIVITY

Ask students what they noticed when asking about job satisfaction.

Job Satisfaction Survey

Ask the following questions of people you meet at the company today. Use the chart to record your answers for each person.

1. What is your job title?

2. What are your favorite tasks to do at your job?

3. How many years of school did you need to get hired for this job?

4. How many years have you worked at this job?

5. Do you enjoy your job?

Record the responses with these emojis: Love it: , Like it: J, Mostly like it: K , Not happy with it: L, Not sure: ?

Job Satisfaction Chart

Person	1. Job Title	2. Favorite Tasks	3. How many years of school?	4. How many years on job?	5. Do you enjoy it?
1					
2					
3					
4					
5					

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INNOVATIONS

Estimated time: 30–40 minutes
Object of the Activity: Discover how teamwork increases productivity through an innovation exercise.
Description: Working in small groups, participants write down as many ideas as they can for a common item in the workplace. They then work with 2 or 3 others to brainstorm more ideas for that same object and compare the answers they made on their own to those made as a team. Next, they create a diagram or description of the innovation.
Materials: For this activity, participants need pencils or pens/markers and paper, as well as a common workplace item, such as a paper clip. You may want to copy and distribute the student page as well.
Optional Warm-Up: Have each person write the word TEAMWORK at the top of their paper and find as many smaller words as they can in 60 seconds using only those letters. Participants cannot use a letter more than once.

Next, have participants read out their words, crossing out any duplicate words from other lists. Compare how many more words were made collectively as were made on average by each person.

DIRECTIONS

1. Select a common workplace object such as a stapler or paper clip, a product made by the company, or an item from an advertisement that all teams can use. You may want to select different items for different groups.
2. Explain what an innovation is and why it is important for a business.
- Innovation: a new way of doing something or an improvement of an existing product or method.
- A business's aim is not always to invent something new but to make a product or service that already exists cheaper, better, or more efficient.
- Give an example of an innovation in your company or a known product, like the telephone.

3. Arrange participants into small groups. Participants should write down as many uses as they can think of for the item or product. Allow about 1 minute. Have them count the number of items and write it at the top of their paper.
4. When time is up, have them compare their list with others in their group, noticing any duplicates or common answers.
5. Using the same object, have groups brainstorm more innovative ideas for using the item. Have one or two persons on the team record the ideas. Allow about the same time as for the first list, adding a little to make up for group dynamics (about 2 minutes).
6. At the end of the allotted time, have groups count the number of ideas created by their team. Have each individual compare their number of innovations to the group number. You may want to have them write it as ratio or fraction: 2:5, or 2/5.
7. To extend the activity, using the best or most popular idea in each group, allow teams 10–15 minutes to draw a prototype of the object, sketching out and labeling the innovation and detailing how the new product would work, or writing a brief description of the item's new purpose. Alternatively, assign this as an individual activity.

SUMMARIZE THE ACTIVITY

Discuss how working as a team increased the number of ideas as people made suggestions based on other's ideas. Talk about the advantages and disadvantages of working as a team.

Innovations

TEAMWORK

Find as many smaller words as you can in 60 seconds using only the letters in TEAMWORK. You cannot use a letter more than once in the same word.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Number of words solo:

_____

Number of words team:

_____

INNOVATION

Write down as many ideas as you can for using the item.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Number of ideas:

solo _____

Number of words:

team _____

Comparison:

My Innovation

Draw an example of your or your team's innovation for the product. Include a brief description or explanation.

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MAKE A MACHINE

Estimated time: 25–30 minutes

Object of the Activity: Create a people-powered machine using teamwork skills and creativity.

Description: Participants work in teams to build a people-powered energy machine.

DIRECTIONS

1. Divide participants in teams of 5–6 players. Challenge the teams to work together to create a people-powered machine.

2. The machine might make something, deliver something, or complete something. Examples: seal and deliver an envelope, pour and deliver a cup of coffee, make an origami figure. A good visual would be the *Sound of Music* "So Long Farewell" scene where the siblings interact to send each one off to bed.

- Participants should "connect" as parts in a machine. Remind them to respect one another and be careful and appropriate when "connecting" with the other parts of the machine. This can be done with no physical contact by handing off an object or pointing to the next part of the "machine". *Note: Be sensitive of students who may not want to participate due to the close personal space.*
- Each step in the machine's process should connect to the next "part" or person.
- You may want to provide props such as paper or office tools or just have students pantomime.
- The machine should have a beginning and an end, but could be a continuous loop.
- Teams should decide together what their machine will do/make.
- After a few minutes to invent, teams should actually get in place to create their machine.
- One person might be the designer and help the parts of the machine connect and work together

3. Allow about 5 minutes for teams to collaborate and another 5–10 minutes for teams to build their machine.

4. Once time is called, have each team show their machine to the other teams. You may want to have groups explain their machine, or have other groups guess what the machine does.

SUMMARIZE THE ACTIVITY

Discuss with participants how well teams worked together using some or all of the following prompts, or discuss and record ideas about good team rules and good team players. For example, good team players communicate their ideas with everyone respectfully, or good team players listen to each other.

- Was there a clear leader?
- Did everyone cooperate?
- Did they communicate well?
- Was there a clear goal or idea that everyone understood?
- Did everyone feel their ideas were heard?

WHO'S ON YOUR TEAM?

Estimated time: 15–20 minutes

Object of the Activity: Discover more about teamwork and how to apply team structure to different areas of life.

Description: Working alone or in pairs, after a brief discussion, participants create a team roster for different areas of their life.

Virtual Option: Students and adults at home can create a roster together.

Materials: Each participant needs a copy of the student page and something to write with.

DIRECTIONS

1. Discuss the structure of teams.

• When you play a team sport, you know the people on your team and the different roles they play . There is a coach, a captain, some referees, and team players . Give, or have participants give, some concrete examples.

• A roster is a list of the team players . You may want to use a well-known, concrete example such as your workplace or a common team, and write it on a board or chart paper.

2. Ask participants to think about their family or other areas of their life and relate them to a team roster.

• Think about your future family . Who would be the coach that teaches everyone and helps them improve? Who would be the team captain that makes decisions and keeps everyone playing together? How do you see your role in your future family?

• People at work and people in the classroom are on your team too.

3. Have participants create a team roster for a group they are part of.

4. If time allows, have students draw a picture of their team and share with others.

SUMMARIZE THE ACTIVITY

Ask students if the activity has changed their ideas about teamwork.

Who's on Your Team?

Your Team Name: _____

List people who are on your team in your life.

Star Player: That's you! _____

Coach: Who helps you improve? _____

Team Captain: Who makes decisions and makes sure everyone gets to play?

_____

Team Manager: Who makes the schedule and keeps everyone organized?

_____

Offensive Line: Who helps you score? _____

Defensive Line: Who has your back? _____

Referee: Who manages conflict? _____

Team Members: Who else is on your team?

_____

Draw a picture of your future team.

My _____ team:

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WOULD YOU RATHER

Estimated time: 15–20 minutes
Object of the Activity: Consider some work opportunities and priorities.
Description: Working alone, participants discover more about their work preferences by reading a series of Would You Rather questions and circling or highlighting their top choice.
Virtual Option: Students need a copy of the student page. A parent or guardian may want to participate and compare answers with their child.
Materials: Each participant needs a copy of the student page, a highlighter or something else to write with, and supplies for drawing a picture.

DIRECTIONS

1. Play a round or two of Would You Rather aloud by posing two opposite possibilities. Ask for volunteers to share which answer they would choose. Example: Would you rather swim with dolphins or swim with sharks? Would you rather take a camping trip, a road trip, or a trip to the city and stay in a fancy hotel?
2. Allow students time to work alone or in pairs.

SUMMARIZE THE ACTIVITY

Invite students to share their answers. You can lead this by asking who chose the answers on each line, or by asking for volunteers to reveal their choices line by line or at random. Discuss how there are many ways to work and many ways to solve problems. Each individual is different, and we all make choices about where and how we will work. The sooner we know the kind of work we want to do, and how we work best, the longer we have to prepare.

Would You Rather

Circle the answer you like best. Would you rather:

- Work with your hands, work with your mind, work with people, work with information.
- Work in a big factory, work for a small company, work on your own, work outdoors.
- Drive to work, walk to work, work from home, work in another country.
- Create your own recipe, follow a recipe, use a box mix, order out.
- Work the same hours each day, work different hours all the time, work when you want to, only work sometimes.
- Research a project, read the instructions for a project, plan the project, just get the project started.
- Find your own answers, look up the answers, have someone else answer, avoid the question.
- Solve a problem, prevent a problem, avoid the problem, let someone else deal with it.

Think about your answers. Draw a picture of a job you would rather do.

PROJECT DISCOVERY

Estimated time: 15–20 minutes

Object of the Activity: Discover more about the company .**Description:** Working alone, in pairs, or in small teams, participants discover more about your company.

Virtual Option: Students can use Internet research to answer the questions or ask a businessperson via phone or meeting platform. You may want to arrange an online interview for all the remote participants.

Materials: You need to provide pamphlets, posters, a brief video about the business, or workers for students to interview. You may want to copy and distribute the student page for each group or pair or post the questions where all can see. Participants also need something to write with.

DIRECTIONS

1. Introduce the business using a video, poster, or pamphlet. Mention important features of the business such as products made, services provided, or procedures followed.

2. Alone, in pairs, or in small groups, have students answer the questions on the student page.

3. As necessary, help participants with answers to the questions.

SUMMARIZE THE ACTIVITY

After about 10 minutes, fill in any missing answers and discuss whether or not participants would like to work for a company like this one.

Project Discovery

Research and answer the following questions about the place you are visiting today:

1. What is the name of the business? _____

2. Who founded the business and when? _____

3. Who is the CEO? _____

4. Where is the business? Is it in more than one place? _____

5. What kind of goods or services does the business provide? _____

_____

6. What departments does the business have? _____

7. What kind of jobs do people do here? _____

8. Have there been any innovations in the product or process?_____

_____

9. What does the business do for the community? _____

_____

10. How does the business make life better for its employees? _____

_____

11. How important are families to the business? _____

12. What job would you like to do here? _____

Write sentences or a paragraph telling something you learned about this company.

_____

_____

_____

_____

_____

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INTERVIEW QUESTIONS—DISCOVERING JOBS AND CAREERS

Estimated Time: Time will vary with implementation.
Object of the Activity: Discover more about jobs in this company through interviews.
Description: During the facility tour or at another time, participants interview employees using some of the following prompts. You can invite a few employees at a time to come to the meeting room for this purpose.
Virtual Option: Students can interview their parent, guardian, or sponsor or ask a businessperson via phone or meeting platform. You may want to arrange an online interview for all remote participants.
Materials: Supply each student, student pair, or small group with the student page or a notebook for recording their answers.

DIRECTIONS

1. Talk with the students about the kinds of jobs in this company and the people who work here.
2. Explain that interviews are used to gain information from people. Introduce the following interview questions that participants can use to talk to employees within the company. You may want to establish some ground rules:

- Introduce yourself and explain what you are doing.
- Be polite and respect the person's time.
- Only spend a few minutes per employee.
- Ask only the questions that seem important to you.
- Thank the employee when you are done.

SUMMARIZE THE ACTIVITY

Discuss and summarize some of things the participants learned about the employees and their careers.

Interview Questions—Discovering Jobs and Careers

Interview employees by asking the following questions:

1. What is your job title? _____

2. Why did you choose this job? _____

3. How does this job fit into your career? _____

4. What kind of skills do you need to do your job? _____

5. How much education did you need to get this job? _____

6. What is the best thing about your job? _____

7. What is the worst thing? _____

8. What do other team members do to help you in your job? _____

9. What does the company do to make team work easier and better? _____

_____

10. What things does the company give you? _____

11. Is there anything you would like to change in your job? _____

12. What does your company do to make the world a better place? _____

13. What do you do in your job that makes the world a better place? _____

14. Who makes the important decisions at your workplace? _____

15. What does your company do to support the community? _____

16. What does your company do to support families?_____

17. What advice would you give to someone (like me) who wanted to work here?

_____

Think About It: Write something you learned about working for this company.

_____

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STEPPING STONES

Estimated time: 20 minutes

Parent or Guardian: The skills we have and the things we like to do can often set the course for our jobs and careers. Share with your student the path you took to your current job or career.

Did you start your interest at a young age? Did you have a firm goal in high school? How did you get from there to here? With your student, create a timeline of the stepping stones in your career path. Perhaps you began with spelling bees in grade school, then took an interest in literature in high school. Maybe you won a poetry contest or had a teacher who was influential in helping you decide what you wanted to do. Did you go to college? Attend a trade school? Get a scholarship or a grant? Include, if you can, information on how you financed your education.



This is an example of a stepping stone timeline. Now, create your own timeline!

- 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-prog-resources/home.

WHEN YOU WERE MY AGE

Estimated time: 30 minutes

Parents and Guardians: Here are a few questions your Take a Child to Work Day and Beyond by Junior Achievement participant might like to ask you.

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 anyone 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? _____

10. What did you learn in high school that you feel has helped you the most? _____

_____

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

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

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

14. Were you a good student? _____

15. Did you participate in sports? _____

- 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-prog-resources/home.

BUSINESS POSSIBILITIES MAP

Estimated time: 30–45 minutes

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 or visit in your neighborhood or community.

2. Use an app or online resource to discover more local 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, and cleaning staff.

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

5. Create or download and print a map of your local area. Use stickers or icons to point out the businesses.

6. Over the next few weeks, make a point to visit the businesses that interest you. Add notes or emojis to show how well you liked the place and how it might fit into your future.

JA USA offers many grade level learning experiences that discuss work readiness and career development. Talk to your teachers or school counselor about adding a JA Learning Experience to your school's course offerings. Or visit https://jausa.ja.org to get started.

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 turned into home room teacher.)
I/We, the undersigned, grant our son/daughter

_____

permission to participate in an out-of-school educational activity as part of the Take 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.

Answer the following questions and email this form to email.

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: _____