

# Career and Academic Connections

A Division of  OKLAHOMA  
CareerTech

## GUIDE FOR Job Shadows

# WORK-BASED LEARNING TOOLKIT

*This Guide is  
Recommended  
for Grades:*





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# INTRODUCTION

## for Job Shadow Development

### **Introduction**

This book is a step-by-step guide to developing job shadows for individuals and groups of students that interest and benefit students, workplace partners and teachers.

### **Job Shadow Overview**

A job shadow experiences allow participants to explore specific careers of interest by observing experienced employees performing their typical work duties in real-world work environments. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. Job shadowing typically includes a partnership between a business and education/training institution and provides relevant career information to assist participants career exploration. A job shadow should include a tour of the workplace and the opportunity for students to ask questions of the worker being shadowed throughout the day.

All job shadows should include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and workplace partner will help ensure success.



# WORKPLACE PARTNERS CHECKLIST

for Job Shadow Development

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

## ***Before the Job Shadow***

- Register on Connect 2 Business to promote all work-based learning opportunities at your workplace. <https://okcg-c2b.kuder.com/>
- Prepare for the student to visit.
- Establish the schedule with the teacher.
- Allow students to shadow for a predetermined period of time.
- Provide students with information about the day including options for lunch.
- Provide any specific safety information they need to be aware of or personal protective equipment they need to wear.

## ***During the Job Shadow***

- Provide students an opportunity to see all aspects of your industry.
- Highlight employability and academic skills used on the job and help connect those skills to student learning at school.
- Adhere to all applicable child labor laws.
- Arrange for hands-on experiences if applicable.

## ***After the Job Shadow***

- Allow time for the student to debrief and ask questions and talk about experience.
- Accommodate special needs.
- Complete a **Job Shadow Program Evaluation**.



# STUDENT CHECKLIST

## for Job Shadow Development

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

### ***Before the Job Shadow***

- Review the **Job Shadow Fact Sheet**.
- Locate placement for the job shadow.
- Research the company or organization that you will visit.
- Find out how to dress and act appropriately at this particular workplace.
- Get **Job Shadow Permission** form signed.
- Turn in signed **Job Shadow Permission** form.
- Develop questions about the work, career opportunities and connections to academics at this workplace.
- Make sure you know when and where the mentoring will take place. With the help of the instructor make arrangements for transportation.

### ***During the Job Shadow***

- Pay close attention to safety issues at the workplace.
- Arrive at workplace appropriately dressed and on time.
- Be observant and ask appropriate questions. Take notes to document experience.
- Comply with all health, safety and environmental standards and regulations.

### ***After the Job Shadow***

- Use your notes for individual and group reflection exercises.
- Write thank-you notes to workplace host. Electronic methods are acceptable.
- Discuss the next step in learning about careers.
- Update your ICAP academic plan based on your experience and upload any documentation to My Documents in OKCG.
- Complete a **Job Shadow Program Evaluation**.



# TEACHER CHECKLIST

## for Job Shadow Development

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

### ***Before the Job Shadow***

- Review the **Job Shadow Fact Sheet**.
- Have students identify career interests.
- Assist students in locating placements.
- Supply the workplace partner with information regarding the participating students.
- Confirm logistics and student transportation.
- Collect signed **Job Shadow Permission** forms.
- Prepare students to maximize their learning.

### ***During the Job Shadow***

- Ensure that students receive instruction in workplace safety.
- Arrange for students to speak to employees with different levels of responsibility.
- Expose students to **all aspects of the industry**.

### ***After the Job Shadow***

- Provide post-job shadow activities to structure student reflection.
- Help students make the connection between academics and the industry.
- Have students write thank-you notes to workplace host.
- Assist students in determining their next steps in learning about careers and updating ICAP.
- Use workplace partner feedback to inform continuous improvement process.
- This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



# BEFORE

## the Job Shadow

### **Review the job shadow fact sheet.**

The job shadow fact sheet is a quick reference guides that outlines this type of work-based learning.

### **Have students identify their career interests.**

Job shadows can be very successful when students are shadowing positions they think they might want to hold in the future. Assure students that shadowing people in positions they are not familiar with can be rewarding, too. Help students think about career options by using career interest surveys on **OKCareerGuide.org** along with the **Connect 2 Business** section to find local businesses.

### **Assist students in locating placements.**

Job shadows are ideal opportunities to connect academic learning to the world of work. Job shadow experiences are more meaningful when they occur in a career area that interests the student and complements the student's learning.

### **Supply the workplace partner with information regarding the participating students.**

Workplace partners (employers and other potential job shadow hosts) are better able to host students when they have advance information about the students and ideal structures for job shadows. Provide workplace partners with a checklist and other support so that they can plan the most learning-rich experiences possible.

### **Confirm logistics.**

Confirm transportation arrangements for students. District policies about automobile and bus transportation along with other options are outlined in the **Transportation for Job Shadow Fact Sheet**. Check with the contact person at the workplace to ensure that logistical details are arranged. Make sure that you have a phone number at the workplace where the student can be reached in an emergency. Confirm dress requirements for the job shadow and

ensure that any special accommodations needed for students and staff are arranged in advance. Let the workplace know how many students and staff they can expect for the job shadow.

### **Collect signed Job Shadow Permission forms.**

Written permission is required for all job shadow experiences. Teachers must also secure permission from the school principal before releasing students to job shadow. See your principal for your school's procedures.

### **Prepare students to maximize learning.**

Helping students develop a context for the job shadow maximizes their learning once the students are at the workplace.

- Discuss student expectations of the experience and what the student may want to learn.
- Discuss what students know about the company and how it affects them.
- Support students in researching the company and the industry so that they can ask meaningful questions during the job shadow.
- Have students prepare questions and learning objectives that they would like to accomplish during the job shadow.
- Introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the OKCG assessments and the **All Aspects of an Industry** tool.
- Instruct students in appropriate dress, language and behavior expected in a place of business.
- Discuss behavioral expectations that will allow students to make the most of the job shadow.



# BEFORE *(continued)*

## the Job Shadow

### **Tools**

- All Aspects of an Industry
- Job Shadow Activities for Students
- Sample Job Shadow Day Schedule
- Student Job Shadow Expectations Sheet
- Job Shadow Permission Form

### **Fact Sheets**

- Job Shadow
- Transportation for Job Shadow





# DURING

## the Job Shadow

### **Ensure that students receive instruction in workplace safety.**

Safety is a critical concern when students visit the workplace. Have the workplace partner include a safety talk in his or her opening remarks. Students should be provided with appropriate safety gear and equipment for the job shadow. When you provide safety instruction prior to a job shadowing experience, you can instruct students to look for potential hazards during the shadow. In addition to being a crucial safety measure, this instruction can raise students' awareness about safety in other environments. A classroom discussion after the job shadow is an important part of this process.

### **Arrange for students to speak to employees with different levels of responsibility.**

The **All Aspects of an Industry** tool provides a handy framework for a job shadow. In addition to helping workplace hosts think about how to design a wide range of exposures for students, the structure provides students who may not be interested in a career in this particular field an opportunity to learn about roles and issues that are common to all industries. A rotational job shadow can be structured so that students spend some time in each division learning about the issues that are important to them. The **All Aspects of an Industry Investigative Interview** tool can be used as part of a job shadow experience.

### **Tools**

- All Aspects of an Industry
- All Aspects Investigative Interview
- B-Safe Safety Checklist
- Job Shadow Activities for Students
- Workplace Safety Curricula

### **Fact Sheets**

- Addressing Sexual Harassment in the Workplace
- Laws Pertaining to Employment of Students
- Occupational Safety and Health Administration



## AFTER

### the Job Shadow

#### **Provide post-job shadow activities to structure student reflection.**

Reflection promotes self-awareness and personal assessment and helps students internalize the learning that has occurred during the job shadow. When you provide for adequate reflection, you ensure that students have the opportunity to examine the experience, form an understanding of what they have observed and extend that understanding to other situations. Reflection helps students to own the knowledge they have acquired.

#### **Help students make the connection between academics and the industry.**

It is important that students have an opportunity to make the connection between their studies and the job shadow experience. You can have students work individually or in groups to develop a matrix that shows the connection between the classes they are enrolled in and the skills required at the workplace.

#### **Write a thank-you letter to the workplace host.**

Thank-you letters from students let your workplace partners know that you value their participation in the learning process. Classroom reflection activities work well as a lead-in to writing thank-you notes to workplace hosts. Corresponding with workplace partners provides important literacy practice for students and promotes partner participation in the future.

#### **Determine the next step in their learning about careers.**

Job shadowing provides students an opportunity to discover the elements of building a career. After a job shadow and reflection activities, students can articulate the next level of questions that this visit has inspired, identify other workplaces they would like to visit and make the ICAPs they need to move toward the careers of their choice.

#### **Use employer and student feedback to inform continuous improvement process.**

Students and job shadow hosts can provide feedback on the experience that will help you support them more effectively in the future. Have students and workplace partners complete the **Job Shadow Program Evaluation** to assist you in continuous improvement.

Job shadows can be low-stress and high-impact when structured carefully to support student learning, workplace partner participation and your own curriculum goals for your class.

#### **Tools**

- *Job Shadow Program Evaluation*



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### **Personalization of Tools Instructions**

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that are separate documents that can be uploaded to other sources to be filled out by students and workplace partners.



# TOOLS

## Workplace Partner Checklist for Job Shadow

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

### ***Before the Job Shadow***

- Register on Connect 2 Business to promote all work-based learning opportunities at your workplace. <https://okcg-c2b.kuder.com/>
- Prepare for the student to visit.
- Establish the schedule with the teacher.
- Allow students to shadow for a predetermined period of time.
- Provide students with information about the day including options for lunch.
- Provide any specific safety they need to be aware of or personal protective equipment they need to wear.

### ***During the Job Shadow***

- Provide students an opportunity to see all aspects of your industry.
- Highlight employability and academic skills used on the job and help connect those skills to student learning at school.
- Adhere to all applicable child labor laws.
- Arrange for hands-on experiences if applicable.

### ***After the Job Shadow***

- Allow a time for the student to debrief and ask questions and talk about experience.
- Accommodate special needs.
- Complete a **Job Shadow Program Evaluation**.



# TOOLS

## Student Checklist for Job Shadow

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

### ***Before the Job Shadow***

- Review the **Job Shadow Fact Sheet**.
- Locate placement for the job shadow.
- Research the company or organization that you will visit.
- Find out how to dress and act appropriately at this particular workplace.
- Get **Job Shadow Permission** form signed.
- Turn in signed **Job Shadow Permission** form.
- Develop questions about the work, career opportunities and connections to academics at this workplace.
- Make sure you know when and where the mentoring will take place. With the help of the instructor make arrangements for transportation.

### ***During the Job Shadow***

- Pay close attention to safety issues at the workplace.
- Arrive at workplace appropriately dressed and on time.
- Be observant and ask appropriate questions. Take notes to document experience.
- Comply with all health, safety and environmental standards and regulations.

### ***After the Job Shadow***

- Use your notes for individual and group reflection exercises.
- Write thank-you notes to workplace host. Electronic methods are acceptable.
- Discuss the next step in learning about careers.
- Update your ICAP academic plan based on your experience and upload any documentation to My Documents in OKCG.
- Complete a **Job Shadow Program Evaluation**.



# TOOLS

## Teacher Checklist for Job Shadow

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

### ***Before the Job Shadow***

- Review the **Job Shadow Fact Sheet**.
- Have students identify career interests.
- Assist students in locating placements.
- Supply the workplace partner with information regarding the participating students.
- Confirm logistics and student transportation.
- Collect signed **Job Shadow Permission** forms.
- Prepare students to maximize their learning.

### ***During the Job Shadow***

- Ensure that students receive instruction in workplace safety.
- Arrange for students to speak to employees with different levels of responsibility.
- Expose students to **all aspects of the industry**.

### ***After the Job Shadow***

- Provide post-job shadow activities to structure student reflection.
- Help students make the connection between academics and the industry.
- Have students write thank-you notes to workplace host.
- Assist students in determining their next steps in learning about careers and updating ICAP.
- Use workplace partner feedback to inform continuous improvement process.
- This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



# TOOLS

## All Aspects of an Industry

This tool identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful.

1. **Planning:** How an organization plans (including goals and objectives); type of ownership (public or private); relationship of the organization to economic, political and social contexts; assessment of needs.
  - a. Strategic planning
  - b. Goals/objectives
  - c. Assessment
2. **Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.
  - a. Organizational structure
  - b. Corporate culture
  - c. Mission statement
3. **Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
  - a. Capital acquisitions
  - b. Financial operations
4. **Technical and Production Skills:** Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.
  - a. Basic academic skills
  - b. Team player skills
  - c. Specific production skills
5. **Underlying Principles of Technology:** Technological systems used in the workplace and their contributions to the product or service of the organization.
  - a. Technology in the workplace
  - b. Continued professional training
  - c. Community activities and issues
  - d. Organization's involvement in the community
  - e. Workplace safety
6. **Labor Issues:** Rights of employees and related issues; wages, benefits and working conditions.
  - a. Job descriptions
  - b. Employees' rights and responsibilities
  - c. Role of labor organizations
7. **Community Issues:** Impact of the company on the community, impact of the community on the organization.
  - a. Community activities and issues
  - b. Organization's involvement in the community
8. **Health, Safety and Environment:** Practices and laws affecting the employee, the surrounding community and the environment.
  - a. Regulatory issues
  - b. Workplace safety
9. **Personal Work Habits:** Nontechnical skills and characteristics expected in the workplace.
  - a. Positive attitude
  - b. Personal fitness and appearance
  - c. Readiness to work

# TOOLS

## B-Safe Safety Checklist

Thank you for providing a work-based learning opportunity for students. The safety of each student is extremely important. Please complete the safety checklist below and review safety procedures with each student.

	Yes	No	N/A
<b>Housekeeping</b> – Are work areas clean? Is trash removed at least daily? Is combustible trash in approved containers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Floors/Aisles</b> – Are floor surfaces smooth? Are aisles clear of tripping hazards? Are minimum-width aisles maintained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stairs/Ramps</b> – Is sufficient lighting provided and functioning? Are handrails provided and properly secured? Are ramps and inclines provided with nonslip surfaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ladders</b> – Are steps and rungs free of cracks or breaks? Are spreaders and hinges working properly? Are safety feet in use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Storage</b> – Is the area sufficiently laid out? Do corners have unobstructed views? Are products piled in an orderly and stable manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Machines/Equipment</b> – Are standard guards provided and used? Are machines and equipment in safe operating condition and maintained per manufacturer’s recommendations? Are warning signs against unauthorized use secured to machines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Material Handling</b> – Is material handling equipment provided and used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hand Tools</b> – Are hand tools in safe condition, free of wear and well-maintained? Are the right tools being used for the job? For hand-held power tools, are hazard warning signs securely fixed to tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Electrical</b> – Are machines and power equipment properly grounded? Is a lockout system being used for maintenance of machines? Are extension cords free of cracks or breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lighting</b> – Is sufficient lighting provided and functioning? Is emergency lighting provided, tested and functional?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Personal Protective Equipment</b> – Is PPE provided and used where needed? Is it maintained in good and sanitary condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>First Aid</b> – Are individuals identified and trained to provide first aid? Are first aid facilities provided? Are first aid supplies properly stocked and clean? Are emergency response procedures posted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fire Extinguishers</b> – Are types of extinguishers clearly marked and accessible? Are extinguishers in working order and with current service tags?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exits</b> – Are exits identified, clearly marked and accessible? Are evacuation routes posted for employees to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Boilers/Pressure Vessels</b> – Are certificates of inspection (if required) current? Are safety devices regularly tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Employee Training</b> – Are all employees trained in proper safety techniques? Are all employees trained in use of safety equipment? Are all employees trained in hazards or hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General</b> – Is a file maintained on inspection reports of outside agencies? Are files documented and confirmed that recommendations of those agencies are completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# TOOLS

## Student Job Shadow Expectation Sheet

A job shadow is a great opportunity to learn about the world of work. You may be wondering what you will discover. Without a doubt, you will be exposed to a wide variety of experiences and information; some information may be more valuable to you than other information.

### **Take action!**

Holding a job requires a lot of independent thought and decision-making. Below is a checklist of what you can expect to learn on your job shadow. Read through the list and check off what interests you and the goals for the day that are most important to you. Your interests do not have to be prioritized. Additional space is provided if you would like to learn something that is not listed.

### **What I can expect on job shadow day?**

- To see how the knowledge I am gaining in school is used on the job.
- To see what people do all day on the job.
- To understand what skills I need to get a good job.
- To learn what employees receive besides a paycheck.
- To find out more about the workplace I am visiting.
- To see how technology is used on the job.
- To explore some new career ideas for myself.
- To learn how much education I will need to get the job that I want.
- To understand how learning and earning are connected.

### **What are my personal goals?**



# TOOLS

## Job Shadow Permission Form

I hereby give permission for \_\_\_\_\_ to attend the \_\_\_\_\_ job shadow activity

from \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_ : \_\_\_\_ a.m./p.m. to \_\_\_\_ : \_\_\_\_ a.m./p.m.  
(Dates) (Times)

I understand this job shadow activity is sponsored by \_\_\_\_\_

at \_\_\_\_\_ High School.

Transportation will be (check one):  On a school bus  By private auto  By rented vehicle

Other \_\_\_\_\_

I realize that neither the school nor the faculty members are to be responsible or liable for any accidents that may occur.

Signature of Parent/Guardian: \_\_\_\_\_  
(Date)

Printed Name of Parent/Guardian: \_\_\_\_\_

Emergency Phone Number: ( ) \_\_\_\_\_

# TOOLS

## Job Shadow Program Evaluation



Public Schools appreciates your feedback and reflection on your work-based learning experience. This evaluation is designed for all partners in the work-based learning experience. Please select N/A for any question that is not applicable to you or the type of work-based learning experience you participated in.

I am a:  Student                      This was a:  Job Shadow  
 Teacher/Coordinator                       Other: \_\_\_\_\_  
 Workplace Partner/Supervisor                      (please identify)

<b>Please rate the following:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>
The job shadow materials I received were helpful for preparing and supporting the job shadow experiences.					
The how-to guides were helpful in planning and coordinating this experience.					
I understand what SCANS Skills are.					
I found the SCANS Skills worksheets and activities helpful in guiding my work.					
My <i>Guide for Developing Measurable Learning Objectives</i> was helpful in shaping this Job Shadow experience.					
The learning objectives were refined by the worksite supervisor and student to meet the needs of the student and the workplace.					
I understand how academics connects to activities experienced at the workplace.					
All partners (student, teacher and worksite supervisor) met together in person at least once.					
Program materials in the toolkit were helpful for preparing and supporting worksite supervisors/partners.					
I understood my role in working with the teacher.					
I understood my role in working with the worksite supervisor.					
I understood my role in working with the student.					
I received adequate support from the teacher.					
I received adequate support from the supervisor.					
I was able to meet regularly with student, teacher and/or supervisor.					
I was successful in managing my time in all aspects of this work-based learning experience.					
The classroom was used to support reflection of workplace experiences through activities and supportive lessons.					
Activities at the workplace were interesting and challenging.					
I enjoyed this experience and would like to offer/participate in job shadow again.					

**Please list the tools, guides, activities and/or lessons that were particularly helpful:**

Additional Comments:

Send completed evaluation to:



# TOOLS

## Guide for Developing Measurable Learning Objectives

### Measurable Learning Objectives

#### What are learning objectives?

A measurable learning objective is a statement that clearly and precisely describes what it is that you intend to accomplish during your internship. Each learning objective involves new learning, expanded growth or improvement on the job and benefits both you and the workplace.

#### Why are learning objectives important?

Internships and service learning projects are designed to enhance your education. When learning objectives are carefully crafted and evaluated you get the most out of your experience. They help you connect what you learn in school to the skills you observe and practice at the workplace.

#### How do I write learning objectives?

The first step in preparing for your internship or service learning project is to think about what you would like to learn and be able to do as a result of this experience. The checklist below can help you to organize, prepare and write learning objectives that will work for both you and your workplace.

- Complete the **OKCareerGuide.org Skills Assessment** to measure your skills.
- Learn about **All Aspects of an Industry** to understand more about the workplace.
- Draft your learning objectives using the **Student Learning Objectives Worksheet**.
- Ask questions based on your learning objectives with your worksite supervisor.



# TOOLS

## Student Learning Objectives Worksheet

Student: \_\_\_\_\_ Date Established: \_\_\_\_\_  
 Date Evaluated: \_\_\_\_\_

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the Guides to the Job Shadow Plan attached to this tool for more information on how to write learning objectives.

<b>Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.</b>						
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						<b>Comments</b>
<b>Skill Development Learning Objectives</b>	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	
<b>Instructions: Indicate date each objective is established and met in the appropriate box.</b>						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.						<b>Comments</b>
<b>Academic Enrichment, Career Exploration and Personal Improvement Learning Objectives</b>	Date Established		Date Received			



## TOOLS

### Workplace Safety Curricula

The Labor and Occupational Health Program has tools available to help high school teachers introduce students to health and safety on the job. Its curricula and fact sheets (some available in Spanish) teach teens the basics in an interactive and interesting way. Although this curriculum was developed for California, the lessons can be easily adapted to other areas. All of the job hazards covered in the lessons address federal child labor laws. The following curricula can help you to maximize learning and support safety of your students in job shadow experiences.

#### **Work Safe! A Curriculum for Youth Employment Programs**

Designed to help job training programs and work experience educators teach teens about health and safety on the job in a fun and interesting way, it includes four main units and four alternative units intended for youth with cognitive disabilities. Each unit has learning objectives, teaching instructions, visual aids and student handouts. The curriculum includes a 10-minute videotape, “Teens: The Hazards We Face in the Workplace.”

<https://www.health.state.mn.us/communities/occhealth/documents/worksafeworksmart.pdf>  
<http://youngworkers.org/our-materials/teachers/>

#### **Teens, Work and Safety: A Curriculum for High School Students**

It includes separate lesson plans for use with three academic subjects—English, science and U.S. government—as well as lesson plans for use in any class. Each unit has learning objectives, teaching instructions, visual aids and student handouts. These units provide a way to present health and safety information while building academic skills appropriate to those particular subject areas.

<https://lohp.berkeley.edu/hs-curriculum/>

#### **Teens Working in Agriculture: An ESL Curriculum for High School Students**

It includes six lessons for use in ESL classes. The materials are similar to “Teens, Work and Safety” but present farm health and safety information while building language skills. It covers basic agricultural health and safety concepts and is designed to be incorporated into high school intermediate level ESL classes in rural communities.

Materials include a seven-minute videotape, “Teens Working in Agriculture,” learning objectives, vocabulary lists, teaching instructions, overheads and student handouts.

<https://www.health.state.mn.us/communities/occhealth/documents/worksafeworksmart.pdf>

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The above information on health and safety in the workplace was provided by the Labor Occupational Health Program, a community outreach program at the University of California, Berkeley. The LOHP’s work addresses today’s health and safety needs in nearly every industry, from health care to agriculture to construction.

For more information on these programs, contact the LOHP at (510) 642-5507 or write to Labor Occupational Health Program, University of California, 2223 Fulton Street, 4th Floor, Berkeley, CA 94720-5120. You can also visit [https://www.dir.ca.gov/dosh/dosh\\_publications/FactForEmployers.html](https://www.dir.ca.gov/dosh/dosh_publications/FactForEmployers.html).



# TOOLS

## Job Shadow Activities for Students

### Job shadows are most successful when the following parameters are met:

- Students learn by doing. Be sure your students are engaged in an activity with you. Choose activities that highlight the skills needed to do your job.
- Select activities that show your career in a positive light.
- Be sure that students cannot inadvertently disrupt or damage your work.
- Be ready to adjust the level of difficulty of the task depending on the student's abilities.

### Here are some suggestions for demonstrating workplace skills to students.

#### • Telephone Skills

Demonstrate the correct procedure for answering the phone and instruct the students on what is appropriate. If your job entails a significant amount of phone work, demonstrate communication skills by allowing the students to listen to a few calls on the speakerphone. Before each call, explain to the student what you hope to accomplish. Be sure to introduce your student to the caller and let the caller know that you have a student listening in. Prepare ahead a list of calls that you can make that will help the student understand your job. At the end of each call, review the results you achieved, positive or negative. In addition, you may wish to review the skills you used on the phone.

#### • Computer Skills

- **Word processing:** Dictate a memo or letter to your student. Explain the reason you need to write the memo and ask the student's opinion on how to express some thoughts.
- **Spreadsheets:** Copy a spreadsheet into a new file and have the student input or manipulate data. Have the student change some parameters and notice how the entire spreadsheet changes. Have the student think about how long it used to take to change the rows and columns by hand.
- **Email:** Dictate to the student an email message and have him/her send it.
- **Graphic software:** Copy a file and have the student help you design something for a current project.
- **CAD:** Copy a file, and then discuss your design parameters. Ask your student for input on a design change you are working on and have him/her make the change.

#### • Skills/Equipment

- **Adding machines:** Prepare some calculations for the student to complete.
- **Fax:** Have the student send faxes for you throughout the day.
- **Other:** Have the student experiment with other equipment that is safe for him/her to use, such as the postal meter or copy machine.

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<sup>1</sup>Adapted from Activities and Materials for Employers, [www.jobshadow.org](http://www.jobshadow.org).



# TOOLS *(continued)*

## Job Shadow Activities for Students

### **Client/Customer Contact**

If your job requires client or customer contact, have the student observe the exchange.

### **Attending a Meeting**

Having a student attend a meeting with you is a fine idea. Before the meeting, give the student some background information so he/she better understands the conversation. The meetings should last no longer than an hour.

### **Prepare a Presentation**

Show the student a presentation you are working on. Have the student critique your presentation. Then have the student add ideas of his/her own. Ask the student for suggestions on how to modernize the project or how to market more effectively to people his/her age.





# TOOLS

## Job Shadow Day Schedule – *SAMPLE*

This sample schedule can provide you with ideas of how to structure a job shadow day where several students shadow several employees within a larger organization.

**9:00 – 9:10 a.m.**

### **Orientation Session**

Students arrive and are settled in a comfortable meeting place. Introduce senior leadership personnel to discuss the following:

- Mission of workplace, or what they do.
- Purpose of workplace, or why they do it.
- Personal note, or why my job is important to me.
- Reason they're involved in job shadowing.
- Why I'm glad you've joined us today.

**9:10 – 9:30 a.m.**

### **Workplace Coordinator Introduction**

- Conduct workplace tour
- Pass out organizational chart (simplified, if necessary) to students
- Engage in brief discussion of different departmental functions

**9:30 – 9:45 a.m.**

Match students with hosts

**9:50 – 10:00 a.m.**

Go to work area and give overview of typical day.

**10:00 – 10:20 a.m.**

Tour work area or department; make introductions to peers.

**10:20 – 10:30 a.m.**

Break

**10:30 – 11:30 a.m.**

Hands-on work (appropriate as determined by you) and observation.

**11:30 – 12:15 p.m.**

Lunch/break

**12:15 – 1:00 p.m.**

Interviews

**1:00 – 1:30 p.m.**

Reflections, questions and answers.

**1:30 p.m.**

Departure.



# TOOLS

## Student Job Shadow Expectation Sheet

A job shadow is a great opportunity to learn about the world of work. You may be wondering what you will discover. Without a doubt, you will be exposed to a wide variety of experiences and information; some information may be more valuable to you than other information.

### **Take action!**

Holding a job requires a lot of independent thought and decision-making. Below is a checklist of what you can expect to learn on your job shadow. Read through the list and check off what interests you and the goals for the day that are most important to you. Your interests do not have to be prioritized. Additional space is provided if you would like to learn something that is not listed.

### **What I can expect on job shadow day?**

- To see how the knowledge I am gaining in school is used on the job.
- To see what people do all day on the job.
- To understand what skills I need to get a good job.
- To learn what employees receive besides a paycheck.
- To find out more about the workplace I am visiting.
- To see how technology is used on the job.
- To explore some new career ideas for myself.
- To learn how much education I will need to get the job that I want.
- To understand how learning and earning are connected.

### **What are my personal goals?**



# FACT SHEETS

## Workplace Safety Curricula

### Job Shadow

A job shadow is a career exploration activity in which students observe the workday of a professional, interact with clients or customers and attend meetings and other appointments. Job shadows are designed to help students explore a field of interest while developing research skills and building occupational knowledge. A job shadow is conducted at the workplace and should include a tour of the workplace and the opportunity for students to ask questions of the worker being shadowed throughout the day.

#### **Job shadows are designed to promote the following:**

- Exploration of a field of interest.
- Exposure to careers and jobs.
- Awareness of the academic, technical and personal skills required in particular jobs.

#### **Success Factors**

- Conduct orientations for the student and workplace partners.
- Prior to the job shadow, have the student research the occupation, develop questions and establish learning objectives and goals.
- Arrange for students to have exposure to all aspects of the industry.
- Identify the education or training required and the skills needed for various occupations.
- Provide reflection opportunities after the job shadow.

### Key Legal, Safety & Health Issues

- School-sponsored job shadows are usually considered field trips. School district policies regarding transportation and liability insurance apply. See the **Transportation for Job Shadow Fact Sheet** in this toolkit for specific information.
- Students and teachers participating in workplace tours should receive relevant safety instruction and gear (e.g., eye goggles, hard hat, gloves).
- Students participating in job shadowing activities can participate in mock situations, shadow employees or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the students' actions. (US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act).



# FACT SHEETS

## Addressing Sexual Harassment in the Workplace

Sexual harassment is a barrier to creating meaningful work-based learning opportunities. Successful experiences depend on positive interactions between students and regular employees at the workplace. Both students and employers must be educated about sexual harassment. They must know what constitutes sexual harassment, what to do if it occurs and what recourse is available. Education is the first step to prevention.

### Definition

Sexual harassment is any unwelcome sexual conduct that occurs in the workplace, whether physical or verbal, that unnecessarily interferes with the victim's work environment. The law clearly recognizes two types of sexual harassment: quid pro quo and hostile work environment.

- **Quid Pro Quo Harassment**

Any conduct on behalf of the employer that reasonably causes an employee to feel pressured to enter a sexual or romantic relationship as an employment condition can be quid pro quo harassment.

- **Hostile Environment**

Sexual advances or romantic overtures do not have to occur for a hostile environment to exist. Such an environment arises when management is not attentive to sexual jokes, leering, displays of pornography or sexually suggestive images, sexual banter between employees or unwanted touching. An employee participating in conduct suggested by a superior—whether laughing at a dirty joke or giving into sexual pressure—is not enough to prove conduct was welcome by the employee. A superior should not initiate such conduct, because even if a relationship is consensual at one point, it will be difficult to prove once a subordinate says otherwise.

### What Students Should Do if Sexual Harassment Occurs

1. If a student is harassed, he or she should report it immediately. As an employee, the student is not expected to tell his or her harasser directly, but should tell someone in management and his or her teacher/coordinator without hesitation.
2. If the student participated in the conduct passively, perhaps by not saying anything, it does not make the conduct welcome, and the student should report it. Waiting only increases the chances that it will happen again.
3. If the student feels uncomfortable, but is not sure if the unwanted behavior of a superior constitutes harassment, he or she should not hesitate to ask. One person's standards of what is appropriate may not be considered appropriate by another.

### Regulatory Authority

For federal laws on sexual harassment and information on reporting an incident, visit [https://www.eeoc.gov/laws/types/sexual\\_harassment.cfm](https://www.eeoc.gov/laws/types/sexual_harassment.cfm).



# FACT SHEETS

## Occupational Safety and Health Administration

The mission of the Occupational Safety and Health Administration is to save lives, prevent injuries and protect the health of America's workers. To accomplish this, federal and state governments must work in partnership with the more than 100 million working men and women and the 6.5 million employers who are covered by the Occupational Safety and Health Act of 1970.

### **Services**

OSHA and its state partners have approximately 2,100 inspectors, plus complaint discrimination investigators, engineers, physicians, educator's standards writers and other technical and support personnel spread among more than 200 offices throughout the country. This staff establishes protective standards, enforces those standards and reaches out to employers and employees through technical assistance and consultation programs.

### **The Functions of OSHA**

OSHA adopts and enforces workplace safety and health standards to protect workers from work-related injuries and illnesses. The Compliance Office conducts inspections in response to employee complaints or as part of a targeted inspection program initiated by OSHA to ensure that workers and the public are protected from safety hazards. OSHA also has compliance assistance specialists who can provide general information about OSHA standards and compliance assistance resources. They respond to requests for help from a variety of groups. There is one compliance assistance specialist in each OSHA area office in states under federal jurisdiction. They are available for seminars, workshops and speaking events. They promote cooperative programs, such as consultation programs, the voluntary protection programs, the Strategic Partnerships Program and the Alliance Program. They also promote OSHA's training resources and the tools available on the OSHA website.

### **Employee Rights Under OSHA**

All employees, including student employees, are entitled to receive information and training about the specific hazards on the job, to report hazards without reprisal and to have hazards corrected under OSHA.



# FACT SHEETS

## Transportation for Work-Based Learning

### **District Transportation:**

Check the district policy for using district transportation.

- **Parent Permission:**

Parent permission is required whenever a student leaves campus to be transported to a job shadow experience.

- **Insurance Coverage:**

The district fleet policy covering bodily injury and personal injury protection extends coverage to students, employees and sponsors involved in authorized activity transportation. Will need to check if using transportation other than district vehicles.

### **Teacher Drivers:**

Check district policy.

### **Public Transportation:**

Check district policy.

### **Alternative Transportation Options:**

If your school's budget cannot accommodate district transportation cost, several community partners have offered to assist with the transportation issues regarding job shadow. Check district policy before using.