

## Reflection Activities

During a set period of time during the job shadowing day, the workplace coordinator will facilitate one of the following activities. These activities provide students with the opportunity to reflect on their experience and how it relates to their future education, training and career development.

### I. Skills interviews

1. The workplace mentor conducts a brief "skills interview" with the student. The workplace mentor should ask the following questions and take notes on the student's responses. ( 10 minutes)

If the company hired you today, do you think you would be able to work in the \_\_\_\_\_department?

Which of the skills necessary for that job do you have?

How did you get these skills?

Which skills would you need to learn in order to do the job?

Do you think you can get the necessary skills in high school? If not, where can you get them?

How would you plan the next five years of your life if you wanted to work at the company?

2. In groups, the workplace mentor and student should use the interview notes to make the following three lists--simply brainstorm. (10 minutes)

Job skills taught in school

Job skills that are necessary but not taught in school

Resources other than school for the development of job skills

3. The student and workplace mentor then discuss the three lists. (10-40 minutes)

How might more skills be included in a high school education?

How can students take advantage of skill-learning opportunities outside the regular classroom?

What would make these opportunities more attractive and accessible to students?

What are the connections between schools and these various resources?

How might those connections be strengthened?

### II. Two views of the typical day

1. The workplace mentor and the student describe separately, in writing, a typical day at the workplace mentor's job. This could be quick notes in narrative style, a mock schedule or in any other written form. Stress that this is a free writing exercise and that grammar, style, etc. are not the primary focus for evaluation. No one will see what they write unless they want to share it. (10 minutes)

2. Ask the students and workplace mentors to share their descriptions with each other. It is important that they do this verbally instead of by "trading papers." This will facilitate freer expression in their writing and will encourage a dialogue between the student and workplace mentor. Encourage the students and mentors to ask questions for clarification and follow-up. (5 minutes)

3. Discuss the two versions of the same job ( 10 minutes)

What are some things that might happen on a typical day?

What are the similarities in the descriptions?

What are the differences?

What did the student notice about the job that the workplace mentor did not include?

Are there aspects of the job either typical or less routine that the student did not see today?

4. Use these comparisons as a springboard for further discussion. The following questions might be suggested to table groups:

Are there workplace mentors at the table with the same or similar jobs?

How did they describe these jobs?

How did the different students who shadowed them describe these different jobs?

If a variety of jobs are represented at the table, what makes them different?

What are the similarities among the different jobs?

Variation

Have two students compare their job shadowing experiences using the same format.

### III. Skills brainstorm

1. Give everyone a pad of "Post-it" notes. In table groups of six to eight do a silent brainstorm on skills needed in the workplace of today and in the future. Each person writes down these essential skills on "Post-Its" and puts them on a large sheet of paper in the middle of the table. Participants should remain silent during the writing period, but they are encouraged to read the notes others put on the paper. (5-10 minutes)

2. Identify when and where these skills can be acquired. Divide another large piece of paper into sections that correspond to those categories (i.e., high school, community college, four-year college, apprenticeship and on the job). As a group, transfer the "Post-Its" from one paper to the other, placing them in the section where they can be acquired. If a skill belongs in more than one place, make duplicate "Post-Its" and put them in all the appropriate sections. (10 minutes)

3. Look at the paper and discuss how well the skills are grouped. (10 minutes)

What skills seem to fall in their appropriate categories?

Which placements do not make sense to you?

Is there too much duplication?

Which skills should be available in more places than they currently are?

4. Rearrange the skills into a better model. Feel free to add more skills or resources to the new arrangement.