

**OSP Job Shadowing Resource – Take Our Kids to Work Day**  
**Teacher’s Notes**  
<http://skills.edu.gov.on.ca>

The OSP Job Shadowing Resource can be used on “Take Our Kids to Work Day” or in other types of job shadowing experiences. It contains the following:

- Ontario Skills Passport Resource Backgrounder
- Key Messages to Consider in Using an Ontario Skills Passport (OSP) Resource
- OSP Job Shadowing Resource – Teachers’ Notes
- Job Shadowing at a Glance – Fig.1
- OSP Job Shadowing – Sample Parent Consent Form
- Job Shadowing Checklist
- OSP Skills and Work Habits Tracker
- Job Shadowing - Visual Report

**Job Shadowing** allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation (*Cooperative Education and Other Forms of Experiential Learning, section 1.2*). Students participating in a job shadowing experience “obtain a broader range of career information through observation in typical workplace environments” (*Cooperative Education and Other Forms of Experiential Learning 2000, p. 6*). Focusing specifically on the Essential Skills in the workplace helps students to understand and value the transferability of their skills from school to work, job to job and sector to sector.

“**Take Our Kids to Work Day**” - For more information, go to <http://www.takeourkidstowork.ca/>.

**Who can participate in a job shadowing experience?**

Teachers of the various disciplines can offer their students this opportunity and link the experience to their specific curriculum expectations. The job shadowing experience, although applicable for any student in any classroom, is especially suited to students participating in “Take Our Kids to Work Day”, enrolled in the Grade 10 “Discovering the Workplace” course or considering a cooperative education program. It may be integrated with a credit course or may be part of a student’s school-work transition program. For more information see the *Cooperative Education and Other Forms of Experiential Learning 2000* document available on the Ministry of Education’s website at <http://www.edu.gov.on.ca>.

**Teachers should consider the:**

- relevance of the placement to a student’s interest; and
- the student’s prior learning and assignment expectations.

**ROLES**

**The role of the classroom teacher is to:**

- discuss the job shadowing experience, procedures, etc. with the student;
- with the help of cooperative education staff, arrange for an appropriate job shadowing opportunity;
- provide the student with information about their roles, responsibilities, and expected workplace behaviour;

- provide the student with information about the assignment expectations (e.g. complete Passport to Safety, OSP Skills and Work Habits Tracker, etc.);
- review the workplace location with the student; and
- verify that the placement assessment requirements are met.

**Note re: forms & safety information**

Please obtain the necessary forms from the cooperative education teacher and refer to your School Board and Secondary School Policy Guidelines. The **one day** experience is treated like a **field trip**, therefore regular field trip forms are used (as per board policy).

Safety Tips information for parents and students can be found at the Passport to Safety website (<http://www.passporttosafety.com>) or the WorkSmartOntario website (<http://www.worksmartontario.gov.on.ca/scripts/default.asp>).

Teachers need to register ahead of time so that students can take the **Passport to Safety online test** for free. Go to [http://www.passporttosafety.com/teacher\\_docs/teacher-info.pdf](http://www.passporttosafety.com/teacher_docs/teacher-info.pdf) for information on how to obtain **passwords/PIN numbers**.

**The role of the student is to:**

- obtain necessary forms needed for the job shadowing experience (see Board policy e.g. the Student Statement of Understanding Agreement and Confidentiality Form);
- return signed and completed forms to teacher;
- comply with the rules of the workplace;
- understand that they are ultimately responsible for their own safety; and
- meet all expectations set out by the teacher and/or cooperative education teacher (e.g. complete **Passport to Safety test\*** on-line and the **OSP Skills and Work Habits Tracker**).

\*Passport to Safety is *optional* but strongly recommended

**The role of the parent is to:**

- ensure that job shadowing experience is appropriate and applicable to the interests of the student;
- sign applicable field trip consent forms;
- review *Safety Tips* information sheet; and
- arrange transportation (to and from workplace location).

The role of the employer is to:

- provide supervision;
- provide a safe workplace; and
- inform student about safety procedures.

**Teacher Planning Notes**

1. With the assistance of the cooperative education teacher, arrange for an appropriate job shadowing opportunity for the student.
2. Provide students with copies of the appropriate forms (consult the policy for your board).
3. Arrange for students to complete the Passport to Safety online test at <http://www.passporttosafety.com> and/or other appropriate materials on workplace health

and safety. NOTE: You will need to register ahead of time so that you can obtain passwords/PIN numbers.

4. Provide students with a copy of the **OSP Skills and Work Habits** or arrange for access the Ontario Skills Passport website at <http://skills.edu.gov.on.ca>. Click on “OSP Skills and Work Habits” located in the navigation bar at the top of the page.
5. Explain that the skills listed in the OSP are what Human Resources and Skills Development Canada (HRSDC) refers to as Essential Skills: skills that are used in virtually all occupations and throughout daily life. Use the list of OSP Work Habits to discuss the work habits that are needed for success in the workplace.
6. Provide each student with a copy of the **OSP Skills and Work Habits Tracker** sheet. Please note that all of the OSP Skills are listed in the OSP Skills and Work Habits Tracker sheet but they are not required to record sample tasks for every skill. You also have the option to ask students to pick only 4 or 5 skills that they really want to focus on during the job shadowing experience.
7. Review vocabulary as required (i.e. **WHMIS** – Workplace Hazardous Materials Information System, **Authentic Workplace Materials** - materials (forms, tables, graphs, brochures, regulations, etc.) that are used in workplaces. Go to [http://srv600.hrdc-drhc.gc.ca/esrp/english/general/Auth\\_Work\\_Mats\\_e.shtml](http://srv600.hrdc-drhc.gc.ca/esrp/english/general/Auth_Work_Mats_e.shtml) to download examples of AWMs.
8. Review assignment as well as the assessment and evaluation tools.
9. After the job shadowing experience, provide students with an opportunity to: discuss the experience, share any Authentic Workplace Materials they have collected and “analyse it in relation to their educational and career planning, and set or review their future goals in the light of what they have learned” (*Cooperative Education and Other Forms of Experiential Learning, section 1.2*).

**The Job Shadowing Process At-A-Glance (Fig. 1)** is a great visual to help explain the job shadowing process.

### Activities

This resource contains activities that the student can complete before, during and after the job shadowing experience.

#### Before the Job Shadowing Experience

- complete the Passport to Safety test online at <http://www.passporttosafety.com>
- review and discuss the list of OSP Skills and Work Habits (go to <http://skills.edu.gov.on.ca> and then click on “OSP Skills and Work Habits” located in the navigation bar at the top of the page).

#### During the Job Shadowing Experience

The student brings handouts the following to the workplace:

- Job Shadowing Checklist
- OSP Skills and Work Habits Tracker

The student can:

- use the “**OSP Skills and Work Habits Tracker**” to record the kinds of tasks performed by the cooperative education student as well as other employees while at the work placement; and
- collect **one example of an authentic workplace material** while at the workplace with the worker and the permission of the employer as needed (i.e. a job application form).

### **After the Job Shadowing Experience**

The student can:

- reflect on their job shadowing experience; and
- complete a summative activity such as the **Visual Report** that is included in this resource.

As a follow-up activity, students may also create an **OSP Work Plan** using the Essential Skills’ information they gathered during the job shadowing experience. Students can refer to their “OSP Skills and Work Habits Tracker” and choose a few skills and tasks that would be applicable to their job shadowing workplace. Go to <http://skills.edu.gov.on.ca> for more information on how to create an OSP Work Plan.

The information gathered by the student may be used:

- as a component of his/her career portfolio;
- for personal research for career interest and goal planning;
- for course selection (e.g. cooperative education program);
- for literacy preparation (write a summary, etc); and
- to research information for an assignment on the specific career.