

activities

TAKE OUR **daughters**
and **sons** TO WORK® DAY

A c t i v i t y G u i d e I



The Ms. Foundation for Women worked with the Families and Work Institute (FWI) to design activities for the first Take Our Daughters And Sons to WorkSM Day. The program—intended for girls and boys ages 8 to 12—introduces participants to the vast range of potential job opportunities, while asking children to consider how their future work will fit into their overall lives.

The major goal for the activities is to encourage girls and boys to think about how their dreams for the future—both for their work and family lives—can be achieved. 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 are meant to be fun, allow for lots of conversation, and engage girls and boys in thinking about work and home life in ways they may never have before.

AMONG THE ACTIVITIES ARE:

Conversation Café: Children are often asked: “What do you want to be when you grow up?” This activity goes a step further and asks young participants to consider what their future workplace will look like. Will you work indoors or outside? Will your job be fun or boring? The children will also think through what they want their home lives to be like. Do you envision your home in the city, suburbs, or country? Do you plan to have a pet?

What Do You Think?: This activity draws on the findings of an FWI study, *Ask the Children: The Breakthrough Study That Reveals How To Succeed at Work and Parenting*. Girls and boys will answer questions from the survey about their future home and work lives, adding in how young people think about what the roles of women and men should be in each place. At the conclusion of the activity, participants get to compare their answers to the national results.

Imagining the Future: Through a dynamic problem-solving activity, children will build awareness of how they might approach the challenges of managing work and family life. Participants will be asked to find solutions for problems like whether to work late to finish an important project or attend your child’s school play.

Ask the Adults: This activity turns young people into reporters and gives them the opportunity to interview adults about their experiences in managing work and home life. It will be interesting to see how adults’ answers compare to the young participants’ ideas!

These activities were successfully field tested with a group girls and boys 8 to 10 years old. The instructions throughout the curriculum were written to give facilitators as much insight as possible from our field testing.

BACKGROUND FOR THE FACILITATOR

Families and Work Institute is a non-profit center for research that provides data to inform decision-making on the changing workplace, changing family and changing community.

Like the Ms. Foundation, FWI has been deeply involved in issues of young people, especially with its *Ask the Children* studies. Beginning with Ellen Galinsky's 1999 book, *Ask the Children: The Breakthrough Study That Reveals How to Succeed at Work and Parenting*, FWI has been conducting a series of nationally representative studies that investigate children's views of the critical issues that face them as they grow up in today's world.

Two of FWI's *Ask the Children* studies have particular relevance for the new mission for Take Our Daughters And Sons To WorkSM Day: *Ask the Children: The Breakthrough Study That Reveals How to Succeed at Work and Parenting* and *Ask the Children: Youth and Employment*.

In *Youth and Employment*, FWI found that although a large majority of 10th, 11th, and 12th graders (78%) have worked during the past school year or summer, they do different kinds of jobs:

- Girls are more likely to do work involving caring for or teaching others (30%) than are boys (7%).
- On the other hand, boys are more likely to do work involving physical labor (27%) than are girls (4%).
- Furthermore, boys (29%) are more likely than girls (17%) to earn more than \$7 an hour.

FWI also found that girls and boys differ in what they consider as "must haves" in future jobs:

- Boys express more interest in earning a lot of money and quick success while girls are more interested, for example, in jobs with social value, meaning, and job security.

Finally, girls and boys differ in their expectations for how they will care for their children in the future—an experience that most plan to have (90% of students who plan to have a job also plan to have children). For example:

- Girls (81%) are more likely than boys (59%) to say they will reduce their work hours when they have children.
- Boys (73%) are also more likely than girls (28%) to expect their spouses to reduce their work hours when they have children.

It is important to note, however, that while only 28 percent of girls expect their spouses to reduce their work hours, 59 percent of boys say they will do so!

As the children in the study said:

"Work is not the most important thing. Family comes first...I will not select an occupation that takes too much time away from my family." (Boy, 15)

"The most important lesson is to put aside time for your family. The child's childhood only lasts for so long and those moments are priceless." (Girl, no age given)

Clearly, there is a need for engaging young people to think about their roles in managing work and family in the future! That is why we focus on asking young people to think about their futures in the activities that have been created.

NOTES TO HOST COMPANY ORGANIZER AND FACILITATOR

The major goal for the following activities is to encourage girls and boys to become more intentional in their thinking about their futures at home and at work. The activities are meant to be fun, allow for lots of conversation, and engage the girls and boys in thinking about work and home life in ways they may never have done before.

Girls and Boys

This is the first time that most girls and boys will be thinking about how they envision their future home and work lives. For some participants, it will be easier to start these conversations in a group comprising their own gender. After girls and boys have a chance to articulate their ideas, it will be easier to come together and share them in a mixed gender setting.

The Ms. Foundation recommends separating the girls and boys for the “Conversation Café” and “What Do You Think?” activities. This will help generate an open and active dialogue for later in the day. We understand not all workplaces will be able to accommodate this arrangement, and have made additional suggestions for how to organize the groups below.

There are several different ways to organize your group of participants:

1. The way the activities have been designed is to separate girls and boys and then bring them together. Specifically, Part I has been designed for girls and the boys to do separately. Part II is designed for girls and boys to do together.
2. Girls and boys of all ages can participate together for all the activities in Part I and Part II.
3. You can separate the groups by age rather than gender, so that you have younger girls and boys (8 to 10 years) and older girls and boys (11 to 12 years) for Part I, and bring them together for Part II.

4. You can separate your groups by age *and* gender for Part I and bring them together for Part II.

The Group Size

The way you group the children will depend on the overall number of children participating. The ideal group size for the Part I activities is up to 25 participants. This group requires at least one facilitator and one adult assistant.

If you have a group much larger than 25, then you can create smaller “breakout” groups within the larger group. It is preferable to have two adults for each of these breakout groups but, if that is not possible, then have several adults who can assist the group facilitator as needed.

The group can become larger for Part II activities. For example, when you combine girls and boys or younger students and older students for Part II, the maximum group size could increase to 50 with two facilitators and additional assistants or adults to help out.

In circumstances where there are very large numbers of participants (100 to 300) and no break-out group possibilities, organizers should choose specific activities that will work best with a large group like “Ask the Adults” in Part II.

The Logistics

These activities require large rooms like a conference room, cafeteria, open space in a fitness center, or classroom. Tables and chairs are ideal, but chairs alone and room to work on the floor are also an option. Organizers should be planning ahead, taking into account how many young people are registered and whether the space is adaptable for these activities. Each activity that follows has a recommendation about logistics and timing.

The Activities

Some young people may not know exactly what their parents do in their jobs. The youngest may say something like, “My Dad is a social worker, but I don’t know what his job is like or what he does.” These activities are meant to encourage young people to **want** to know more about work and what jobs are like. Facilitators can use this opportunity to support participants if they ask what specific job titles (professor, computer person, paleontologist) mean and what these jobs might be like.

The success of these activities depends on getting as much of the group as possible comfortable, talking, and sharing ideas. Therefore, it is best if the facilitator responds to the young people with a positive attitude and an open and welcoming manner. She or he should make the children feel that all answers are good ones and encourage them to reflect and bring their experience and observations to the group.

Returning Materials to the Ms. Foundation

The Ms. Foundation and FWI very much want to collect the children’s workplace drawings and their answers to the “Wrap-Up” question to inform their future work. Please collect the materials and send them to:

Take Our Daughters And Sons To WorkSM Program
Ms. Foundation for Women
120 Wall Street, 33rd Floor
New York, NY 10005

PREPARATION

Weeks Before:

Identify facilitators (and assistants if possible), one for each group of young people. The facilitators can work separately or together depending on how your groups are organized.

Recruit a number of adults (employees of different ages, with different home lives, from different types of jobs) to be interviewed during Part II of the activities. They will participate in the activity called “Ask the Adults.” The number will depend on the number of young people—the more adults, the better.

Reserve rooms for the girls and boys appropriate to the number of young people pre-registered for these activities. The room set-up can be flexible. Either set up chairs in a circle or semi-circle that leaves lots of floor space, or set up small tables like in a café.

Order materials and snacks. (All materials required for Part I and II are listed in the attachments.)

The Day Before:

Set up the registration tables.

Set up the activity rooms by covering the tables with paper tablecloths and small potted plants or flowers. This set-up makes the room look interesting and creates some ambiance for the second activity called “Conversation Café.” Kids can draw or write messages on the paper tablecloths.

Quotes from *Ask the Children* (see attachments) written on large sheets of colored paper should be hung on the walls and flip charts set up.

A sign saying “Conversation Café” should be made.

Make copies of the *Ask the Children* survey question (see attachments) for each child and one large chart of the survey question for each room.

Make copies of the scenarios (see attachments) for “Imagining the Future.”

Sample drawings of a home, a workplace and navigating between work and home can also be prepared ahead of time (optional).

REGISTRATION AND PREPARATION FOR THE BINGO ACTIVITY

When the young people arrive and register for the day, they should be told three things:

1. They will be asked to think about their work and home life in the future and how they might manage them.
2. They need to know the logistics of the day. This will depend on how you have organized the Part I and Part II activities. For example, you can tell them that they will separate into two rooms at first—the girls in one room, the boys in another. They will come back together for the second half of the program. (Or other group configuration as appropriate to space, needs, etc.)
3. As the young people register, they will be asked to answer just **one question** on a master copy of a Bingo board. (An example is pictured below.) They will need to remember what question they answered and what Bingo board “group” (see explanations of groups below) they are in for a later activity (“Icebreaker Activity” at the beginning of Part II).

The size of the Bingo board will vary depending on the number of young people participating in the Take Our Daughters And Sons To WorkSM Day. The one pictured has 25 squares. This is ideal for a group of 25 girls and boys. You will need to develop the Bingo boards differently for different size groups. Below are some scenarios for different size groups as examples:

- If you have more than 25 young people, there can be several master copies of the board, each one with a different label (such as the A, B, and C Group or the Lasers, Comets, and Lightnings, etc). For example, if you have 70 children, you can have three master copies of the board and you can ask adults to fill in the five missing questions.
- If you have fewer than 25 young people, you can adapt the board to make smaller master boards, each labeled. For example, if you have 18 children, you can create two boards, each with nine squares. Or if you have 11 children, you still have two boards, but ask adults to fill in the remaining seven questions.

Choose the questions you think are most interesting and make a master board that matches the number of your pre-registered participants. Keep a copy of the master board(s) so you can check it against your Bingo winners. Ask your Bingo winners to announce the squares they filled in front of the group.

As the facilitator launches Part I of the activities, send another adult to make enough copies of the filled in Bingo board(s) so that each child will have one during Part II.

BINGO

My favorite food is	My favorite singer is	My favorite color is	My favorite TV show is	My favorite book is
My favorite subject in school is	My favorite movie is	When I hang out with my friends I like to	I have a pet whose name is	My favorite sport to play is
My favorite song is	The farthest place away from home I have ever traveled to is	The month I was born in is	I have ____ brothers and sisters.	My favorite dessert is
My favorite commercial is	My nickname is	My favorite video game is	My favorite sport to watch is	I spend my summer doing
My favorite board game is	My favorite sneakers are	My favorite snack is	I think that ____ is really cool.	The person I admire most is

PART I: 60–120 MINUTES TOTAL

ACTIVITY 1:

Icebreaker and Introductions (15–30 minutes)

Materials:

- Large paper rectangles with quotes already written and taped on the walls (see quotes below). Using colorful paper and large print will make the quotes stand out.
- 3x5 cards and pencils
- Flip chart and markers
- Paper tablecloths (optional)
- Markers for each table
- Small potted plants or flowers (optional)

Logistics:

- The room should be set up so that participants can walk around and read the quotes, then find a chair or table and chair to sit down.

How It Works:

As girls and boys walk into their separate rooms, quotes from *Ask the Children* will be displayed on the walls (see examples to the right). Each quote should be numbered so participants can remember which one they chose. Tables and chairs can be set up as described in the Preparation section. Hand each person a 3x5 card and pencil as they walk into the room.

Participants should walk around and read the quotes and be able to ask questions if they don't understand something. Girls and boys should be able to match up one quote with their own ideas and thoughts about working parents.

Participants will write the number of the quote they choose on the 3x5 card and then take a seat. Young people can also write their own quote on the 3x5 card if they choose.

There are additional quotes in attachments.

Facilitator: 5 minutes

“Welcome. Look around at all the quotes we've put up on the walls. Take a few minutes to read them. Do any of them sound close to something you might say or think? These quotes are actually from other kids throughout the United States. The children were asked, ‘What do you want to tell the working parents of America?’ Their answers were printed in a book called *Ask the Children*.

“As you read these quotes, think about what you want to tell the working parents of America. Read them and then pick the one that sounds closest to something you might say or think. When you've selected one, write its number on your 3x5 card and find a seat where you will be comfortable. If you don't find a quote that sounds like you, try writing your own thoughts on the card.”

Examples of Quotes

It is okay to work. The kid is going to turn out the same way if you work, or if you don't work.

I would like to thank the working parents of America for working so hard to earn money. I feel they do this out of love so they will be able to support us.

Encourage your children in whatever they do, and be there for your children when they need you most. Family values should be your #1 priority.

Think about what you say to your children, even if it's a joke. Care about what they do, don't just think everything is a phase that they're going through.

When your child is asking for attention, give it to them. Don't keep working and not talk to your child. Go to games when they are in sports. Don't promise them something you can't keep.

How It Works

During the “Icebreaker and Introduction,” students will introduce themselves by saying their name and where they are from. Next, ask them to tell the group the number of the quote they chose and why they chose it. The facilitator can read some of the quotes out loud and comment on which young people chose the same quote.

Facilitator: 5–15 minutes

“The way we will introduce ourselves today is to have you say your name and where you are from. Tell us the number of the quote you chose and why you chose that one. Great, Carrie, thanks.”

Facilitator: 5–15 minutes

“Now I’d like you to introduce yourself to one person who chose the same quote as you did and share one special or unusual thing about yourself with your partner. For example, Carrie and Kelly chose the same quote so you can share something special about yourself with each other. If you are the only one who chose a certain quote, or wrote your own quote, I can help you find a partner.”

How It Works

Give the children a few minutes to talk with each other. Then ask them to get ready for the next activity, “Conversation Café.”

ACTIVITY 2:

Conversation Café (20–60 minutes total)

Materials:

- Paper tablecloths with plants or flowers (optional)
- Large sample drawings representing a workplace, a home and navigating between work and home on flip chart paper
- Colorful sign that says “CONVERSATION CAFÉ”
- Flip chart and markers
- Glue sticks and scissors
- Magazines such as *Working Mother*, *Parenting*, *BabyTalk*, *Child*, *Fortune*, *People*, *Sports Illustrated*, *Oprah*, *Family Circle*, *Essence*, or *Latina*

Logistics:

The room can be set up like a café with paper tablecloths on the tables, and small potted plants. Groups can gather at tables or in groups of chairs to begin. Groups can move to the floor if there are no tables available. Some students may prefer to work on the floor.

How It Works

The “Conversation Café” is an activity that requires the participants to be organized into groups of four. If the room is already decorated like a café, a sign could be posted and the participants told that this is now the “Conversation Café.”

Young people are used to answering the question, “What do you want to be when you grow up?” The activity the children are about to engage in is different; it is designed to help girls and boys begin to be more thoughtful and intentional about the particular characteristics they want in a job.

Begin by asking them what they know about what adults do, but then focus on what those people's jobs are actually like. Following that question, ask the young people to think about what they want their *own* jobs to be like in the future. Make sure to give them lots of clues.

Using the flip chart and markers, the facilitator will record what participants say as they answer the following question...

Facilitator: 5–10 minutes

“For our next activity, I am going to ask you to think about the work of people you know, like your parents, teachers, neighbors, or relatives. **I want you to first think about what they do (doctor, teacher, store owner). Tell us something about what people do in these jobs.** Examples might be that they take care of sick people, they cook at a restaurant, they teach, they sell things.

“**Now I want you to think about what their jobs are like.** Do they have serious and hard jobs, do they get to learn new things, do they seem to have fun on the job...or does their job seem boring? Who has an idea about this?”

How It Works

The facilitator will record their answers on the flip chart and encourage the young people to express their ideas about what these people's jobs are like. (If necessary, you can get them to relate this question to what the jobs of people at school are like.)

Next, large, simple drawings of a workplace, a home, and navigating between work and home could be drawn on flip chart paper and shown to the students as an example. Participants can choose to copy the sample workplace, or draw something original. The participants can also choose to draw a workplace in their group or draw

individual workplaces. In the field-testing of this activity, many young people chose to draw symbols of their workplaces like a dinosaur that symbolized work as a paleontologist and then wrote words and phrases around the dinosaur.

Alternatively, collages of magazine images can be created on flip chart paper for this activity. Younger (8 to 10 year olds) participants may find this an easier way to visualize what a workplace, a home, and navigating between work and home would look like.

EXAMPLES

Workplace (symbols)



Paleontologist—works in the desert, it's hot and adventurous.



Sports star—get to travel, meet lots of people.

Facilitator: 5–15 minutes

“I would like each group to make a simple picture of a workplace. Where do you imagine yourself to be when you are working? What does it look like? You can draw either one picture for your group, or share the paper and draw your own workplace. Does anyone want her or his own piece of paper?”

“Now I want you to think about a slightly different question: **What do you want your job or your work to be like in the future?** Think about the answers we just recorded on the flip chart. Think about people you admire in imagining your own work in the future.

“As a group, start to write words or phrases that describe your work in the future on your workplace sketch. Some examples might be, my work will be fun or I will work with animals, or I will be the boss, or people will be friendly.”

Alternative: “Take a couple of the magazines and find pictures of people at work that look like what you would want your job to be like. Make a collage of your pictures to show us your job.”

EXAMPLES

HOME (symbols)



Apartment building, house—Safe, room for friends

Relaxing, peaceful, time to play with my kids,
read a book



Facilitator: 5–15 minutes

“Now I would like each group to make a simple picture of a home (an apartment or a house, as appropriate). You may use my sample drawing to help you or draw something original.

“The next question is: **What do you want your home life to be like in the future?**

“As a group, write words or phrases that describe your home in the future on your home sketch. Some examples might be my home will be fun, or there will be lots of room for friends to come over, or we will have lots of pets, or we can take public transportation, or my grandparents can live there too.”

Alternative: “Take a couple of the magazines and find pictures of people at home that look like what you would want your home life to be like. Make a collage of your pictures to show us your home life.”

EXAMPLE



Navigating between work and home (symbol)

Facilitator: 5–15 minutes

“Finally, I would like each group to make a simple picture that connects work life and home life. (It could be a road between two places or a bridge.) You may use my sample drawing to help you or continue your original drawings.

“The next question is: **How do you want to manage your work and your home life in the future?**”

Note to facilitator: If this idea seems more difficult for the young people to grasp, you might opt to have a group discussion about how people manage their work and family lives.

“Think about the adults you admire and how they manage their work life and their family life. Do they just work all the time? Do they go to their kids’ sports events or plays at school? Maybe they stop what they are doing most of the time and listen to what their kids are saying.

“As a group, start to write words or phrases (or discuss them as a group) that describe how you want to manage your work and home life in the future. Some examples might be, I will have the flexibility to see my kids play sports, or my kids can come to work with me sometimes, or I can stay home if my kids are sick.”

How It Works

At the conclusion of these activities, the facilitator can ask the participants to hang their sketches on the wall. The facilitator can make some observations about what she or he has learned from these activities. For example, many girls/boys want jobs that are fun and want to make sure they have enough time to be with their families.

Everyone can stay in the same seat for the next activity.

Please note: At the end of the activities, please roll up the **drawings of workplaces** and give them to the host company representative. They will be saved and possibly used for another project.

ACTIVITY 3:

What Do You Think? (20 - 30 minutes total)

Materials:

- Surveys copied on 8” x 11” sheets of paper for each student
- Pencil or marker for each student
- The survey written up on an large chart so that everyone can see it
- A calculator

Logistics:

- Participants can go back to their chairs for this activity.

How It Works

The next activity will draw on the findings of *Ask the Children*. The young people will be asked to answer some of the questions posed in this study in a survey form. These questions take the exercise that was just conducted on having young people think about their future work and home lives into greater depth, adding in how young people think about what the roles of women and men should be.

Facilitator: 10–15 minutes

“About three years ago, a nonprofit research group named Families and Work Institute began doing a series of studies they call *Ask the Children* studies. These studies look at how young people think about many of the major issues they face growing up in today’s world—such as violence, learning and values.

“Today, you will fill out a survey to see what you think about working mothers and fathers—and the roles they should take. I’m going to give you a few minutes to fill out this survey. Then we will count up your answers and I will share with you some of the findings from young people all over the United States when they were asked the same questions.”

ASK THE CHILDREN SURVEY QUESTION

1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
A. It is much better for everyone involved if the man earns the money and the woman takes care of the home and the children	1	2	3	4
B. A mother who works outside the home can have just as good a relationship with her children as a mother who does not work outside the home	1	2	3	4
C. Children do just as well if the mother has primary responsibility for earning the money and the father has primary responsibility for caring for the children	1	2	3	4

How It Works

Each child will fill in her/his survey and hand it in, in a way that keeps what she/he wrote anonymous.

A chart of the written survey should be up in the room—large enough so that everyone can see it. The facilitator, along with some of the kids, can count up the answers—both how many kids

answered each question and the numbers of specific answers. Use the calculator to figure the percentages of young people who agree or disagree.

Below is a sample of how you might tally the findings, using the example of having 20 young people in your group.

SAMPLE

A mother who works outside the home can have just as good a relationship with her children as a mother who does not work outside the home.

Total responses=20	Number of children answering each response	Formula to get percentage (number of respondents divided by total)	Percentages
Strongly agree	5	5 divided by 20	5%
Somewhat agree	5	5 divided by 20	25%
Somewhat disagree	7	7 divided by 20	35%
Strongly disagree	3	3 divided by 20	15%

Next

Report the group's findings in the way shown above: of the 20 girls/boys who answered this question, five or 25% of participants strongly agree and another five or 25% somewhat agree. That means that 50% or half of participants agree with these statements.

Facilitator: 10–15 minutes

“When I look at what you think, I can see that half of you agree with this statement and half of you disagree. *(or whatever is true in your group)* What do you see? Who would like to comment on these findings? Why do you think people agree with this idea? Why do you think people disagree?”

“Now we are going to compare your answers with what girls and boys across the country said. These are girls and boys in the 7th through the 12th grades. Here is what you answered and here is what other girls and boys answered.

“Who would like to comment on the findings—what do you see? Why do you think that girls and boys disagree about each of these statements?”

How It Works

The following tables illustrate the answers that were given in the *Ask the Children* survey. Compare your group's answers to the national answers.

ALL KIDS 7TH THROUGH 12TH GRADES BY GENDER

It is much better for everyone involved if the man earns the money and the woman takes care of the home and the children.

	Girls	Boys	Total*
Strongly agree	6%	14%	10%
Somewhat agree	20%	34%	27%
Somewhat disagree	25%	36%	31%
Strongly disagree	49%	16%	32%

A mother who works outside the home can have just as good a relationship with her children as a mother who does not work outside the home.

	Girls	Boys	Total*
Strongly agree	58%	41%	49%
Somewhat agree	31%	34%	33%
Somewhat disagree	8%	17%	13%
Strongly disagree	4%	8%	6%

Children do just as well if the mother has primary responsibility for earning the money and the father has primary responsibility for caring for the children.

	Girls	Boys	Total*
Strongly agree	42%	25%	33%
Somewhat agree	31%	42%	37%
Somewhat disagree	21%	24%	22%
Strongly disagree	7%	10%	8%

*Includes both the girls and the boys

PART II: 60–120 MINUTES TOTAL

How It Works

As the girls and boys come together, this would be a good time for a quick break, possibly with a snack provided during the transition.

The following activities are focused on overcoming stereotypes, encouraging communication, and reminding girls and boys that they are more similar than different.

The facilitator should welcome them, make sure everyone is comfortable, and move on to explain the next activities.

ACTIVITY 1:

Opening—The Icebreaker (10 – 20 minutes)

Materials:

- Bingo boards that were copied earlier
- Pencils or markers
- Small prizes such as fancy pencils, gift certificates to a record store, or some keepsake from the host company

Logistics:

At this time, the girls and boys will likely need a short break. Take 5 to 10 minutes to provide a snack and time to stretch and chat with new friends. At this time the group could potentially get much larger. Settle back into the new room in chairs or on the floor. Bingo is played moving around the room, so make sure there is open space.

How It Works

Using the Bingo boards that were filled out and copied earlier, the girls and boys will play an active Bingo game together. Hand a copy of the Bingo board to all of the children. Their job will be to walk around the room trying to find the person who wrote the answers on the Bingo board. As they find the individual who answered each

Bingo square question, they put that participant's initials in the box. The first person who gets five or three or four (depending on the size of the Bingo board) across, down or diagonally, just like in regular bingo, wins. There could be extra "prizes" for the first few people who get "BINGO."

Facilitator: 10–20 minutes

"Okay, while you are having your snack, I am going to pass out the Bingo board that you filled in earlier. Do you remember your answer? What we are going to do is get up and move around the room trying to match up the answers with the real people who gave that answer. So, for example, I would walk up to Kelly and say, 'Hi, did you say that you had a pet named Spot?' If she did, you can put Kelly's initials in that box. The first person to get five (or three or four) answers across, down or diagonally, just like in regular bingo, and yell 'BINGO,' wins."

ACTIVITY 2:

Imagining the Future (20–45 minutes total)

Materials:

- Scenarios for each group

Logistics:

- This activity is done in small groups. There should be tables and chairs or small groups can gather on the floor.

How It Works

The facilitator will break the participants into groups of six participants each. Make sure each group has an even number of girls and boys. Each group should receive one scenario. If you have more than six groups, some groups can do the same scenario/story. This activity is aimed at having girls and boys think about the challenges that working people who care for children, parents or others face every day and at having the children focus on what they might do in the same situation.

There are three ways to do this activity:

1. The simplest way is to have the group talk together and come up with some creative solutions to the problem. This might be the best approach for younger children (8 to 10 year olds).
2. A more interesting way is to have different children take the role of the employee, the boss, the child/parent/friend, or the client so that they can look at the situation from various vantage points.
3. Another interesting twist on this activity would be to write the scenarios so that they have names in them and the gender of the characters are known. Two groups could have the same scenario—the only difference being that one scenario’s employee is named Victor and the other scenario’s employee is Victoria. If the two groups come up with different solutions depending on the gender of the employee, that will be interesting to point out and discuss.

Each group should report briefly on its strategy or resolution. The facilitator can ask the young people how they feel about these solutions.

More scenarios are listed in the attachments.

Examples of Scenarios:

You go to work and at about 11:00 in the morning your phone rings, and it is the nurse from your child’s school. The nurse tells you that your child is sick and that you must come and get your child right away. You have a very important meeting at 12:30 and your boss needs you to be there. You know that your boss has invited your boss’ boss to the meeting too. What would you do?

You are the inventor who created a new product for your company. A big store that has locations all over the country is interested in buying this new invention and wants you to travel far away to show it to them. They are thinking of spending a lot of money on it and they want YOU to show it to them because you invented it. The day that they want you to come is next Monday because they are bringing in people from stores across the country that day. Your child has been rehearsing for a school play for several weeks and the one performance will be on Monday. What would you do?

Your mother lives in a state far away from you. She is getting out of the hospital in two days and the doctor says she shouldn’t go home alone. There is no one else in the family who lives near to her and she often depends on you to help her. You have a lot of work to do in the next week or two and you know that people at work are counting on you to get your share done on time. What would you do?

Facilitator: 20–45 minutes

“I want to split our large group into small groups of about six people each. Make sure your group has an even number of girls and boys. I’m going to give each group a scenario/story that describes a challenging work and family situation. In your groups, first read the scenario, and then (*choose either way*) talk together and figure out a creative solution to the problem, OR decide who wants to be the employee, who wants to be the boss, who will be the child/parent/other and, in some cases, who wants to be the customer. Your group needs to figure out how to resolve the situation. These are not easy situations and the idea is to make sure that if you are the child or the employee you share your thoughts from your perspective with the group. Let the group know what you think should happen from your vantage point.”

ACTIVITY 3:

Ask the Adults (20–45 minutes)

Materials:

- Interview questions copied onto 8" x 11" sheets of paper

Logistics:

This activity depends on the ratio of adults to young people and can be set up a number of ways. If the group of participants is very large and the number of adults is few, this activity should be done as a *panel* of adults with participants in the audience asking questions like a press conference. The facilitator can moderate the panel and call on the students. The other variations would include a small group of young people interviewing a few adults (or just one adult), or one-on-one interviews between young people and adults if there are enough adults to go around.

How It Works

The employer (host company) will recruit a number of adult employees ahead of time who will be willing to be interviewed by the young people at this time. Having more kids interview more adults in smaller groups is preferable. If possible, invite some of the other employees to sit in the audience to listen to these interviews conducted by the children.

The adults who have been recruited ahead of time will come into the room with the young people. The children and adults can be separated into small groups depending on their numbers and how many adults are available to be interviewed.

The young people will be asked to review a series of questions to use in interviewing adult employees about their work lives, their home lives, and their community lives, and how they manage these commitments. Small groups can conduct their interviews using the same rooms used during the day; one-on-one pairs could do the same. If there are few adults, they could act as a panel and the young people can ask questions from the audience, almost like a press conference. Try to arrange it so that as many young people as possible have a chance to be the interviewer. Ten questions and 10 answers will take up about 20 minutes.

More questions are listed in the attachments.

Here are some sample questions to ask the adults:

1. We have been talking about what we want our jobs to be like in the future. Some of the things we have talked about are (*facilitator, add these from the earlier discussions—for example, we want jobs where our work matters, where we can learn new things, where we have fun*).
What matters most to you in the jobs you have?
2. Did you want these things in your job when you started work? How have your ideas changed and why?
3. What advice would you give us about looking for a good place to work?

How It Works

The young people can add their own questions, too. Tell them they are like reporters at a newspaper, radio or TV station. Their job is to find out what the adults think and what they have learned that might be helpful to younger people.

ACTIVITY 4:

Wrap-Up (5 minutes)

Materials:

- Flip chart and markers
- Flip chart paper on the wall with question:
If someone were going to do a study on the roles of girls and boys or women and men at work and at home, what would YOU want the study to find out?

Logistics:

The whole group of young people and adults are gathered together at their tables, in chairs, or on the floor. They can also turn to the facilitator from wherever they ended up doing their interviews.

How It Works

Today's participants can help co-create a new study by answering the final question in the "Wrap-Up."

The facilitator will ask the final question:

If someone were going to do a study on the roles of girls and boys or women and men at work and at home, what would YOU want the study to find out? The facilitator can call on several adults and young people to share their ideas. An alternative (or addition) is to hang a large piece of paper on the wall with the question posted and let participants write their ideas on the paper throughout the session.

Facilitator:

"First I want to thank all of you for doing a great job today. Your energy and enthusiasm for our activities made the time go by very fast. I hope you will think more about work and family life.

"In closing, I want to ask you to help co-create a new study about work and family by answering this final question: **'If someone were going to do a study on the roles of girls and boys or women and men at work and at home, what would YOU want the study to find out?'**

"Raise your hand—both the young people here today and the employees. I will write down your answers on this flip chart or, on your way out, you can write your own answers on the paper I have hung on the wall."

How It Works

Please save the answers to the last question and hand them to the host company representative when you are finished.

LIST OF ATTACHMENTS

Activities-at-a-Glance

All materials required list for Part I and II

Bingo board (25 squares)

Quotes from *Ask the Children: The Breakthrough Study That Reveals How to Succeed at Work and Parenting*

Survey Question from *Ask the Children: The Breakthrough Study That Reveals How to Succeed at Work and Parenting*

Scenarios for “Imagining the Future”

Interview Questions for “Ask the Adults”

ACTIVITIES-AT-A-GLANCE

Part I Activities **1–2 hours total**

Icebreaker and Introductions 15–30 minutes

Conversation Café 20–60 minutes

What Do You Think? 20–30 minutes

Break **5–10 minutes**

Part II Activities **1–2 hours total**

Bingo 10–20 minutes

Imagining the Future 20–45 minutes

Ask the Adults 20–45 minutes

ALL MATERIALS REQUIRED FOR PART I AND PART II

- Large, colorful paper rectangles with quotes written
- 3x5 card for everyone
- Flip charts and markers
- Pencils and markers for everyone
- White paper tablecloths (optional)
- Small potted plants or flowers (optional)
- Large sample drawings of “home,” “workplace,” and “navigating between work and home”
- Colorful sign that says “CONVERSATION CAFÉ”
- Glue sticks and scissors
- Magazines
- A copy of the *Ask the Children* survey question for each participant
- One large chart of the *Ask the Children* survey question for each room
- Calculator
- Snacks

BINGO

My favorite food is	My favorite singer is	My favorite color is	My favorite TV show is	My favorite book is
My favorite subject in school is	My favorite movie is	When I hang out with my friends I like to	I have a pet whose name is	My favorite sport to play is
My favorite song is	The farthest place away from home I have ever traveled to is	The month I was born in is	I have ____ brothers and sisters.	My favorite dessert is
My favorite commercial is	My nickname is	My favorite video game is	My favorite sport to watch is	I spend my summer doing
My favorite board game is	My favorite sneakers are	My favorite snack is	I think that ____ is really cool.	The person I admire most is

**Quotes from Ask the Children:
The Breakthrough Study That Reveals How to
Succeed at Work and Parenting**

It is okay to work. The kid is going to turn out the same way if you work, or if you don't work.

I would like to thank the working parents of America for working so hard to earn money. I feel they do this out of love so they will be able to support us.

You don't always have to work so hard (especially dads).

Encourage your children in whatever they do, and be there for your children when they need you most. Family values should be your #1 priority.

Think about what you say to your children, even if it's a joke. Care about what they do, don't just think everything is a phase that they're going through.

When your child is asking for attention, give it to them. Don't keep working and not talk to your child. Go to games when they are in sports. Don't promise them something you can't keep.

You need to relax more and get more sleep.

You should spend just enough time with your children to make us feel loved and be excited to see you, but don't spend SO much time with us. We want to get away from you.

Thanks for working and giving your kids the things they need.

I know making money is important because it pays the bills, but sometimes you must sacrifice work for love.

The more time you spend with your kids, the stronger the bond between you.

If you can't find time, make time.

You people should have more time off.

Work when you need to work, but put your family first. Work to live, don't live to work.

As long as children come first and remain a top priority in your life, then go ahead and make the most out of yourself.

Parents, take care of your children. You are going to need them someday.

Leave your work at work, and put on your parenting suit at home.

Don't be afraid to talk to your kids. They may act like they don't want you talking to them, but actually it is very important you do.

You have to work and teach your children how to work. Also, let them know how to do something they'll enjoy. You have to work at having to get what you want in life.

ASK THE CHILDREN SURVEY QUESTION

1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
A. It is much better for everyone involved if the man earns the money and the woman takes care of the home and the children	1	2	3	4
B. A mother who works outside the home can have just as good a relationship with her children as a mother who does not work outside the home	1	2	3	4
C. Children do just as well if the mother has primary responsibility for earning the money and the father has primary responsibility for caring for the children	1	2	3	4

SCENARIOS FOR "IMAGINING THE FUTURE"

You go to work and at about 11:00 in the morning your phone rings, and it is the nurse from your child's school. The nurse tells you that your child is sick and that you must come and get your child right away. You have a very important meeting at 12:30 and your boss needs you to be there. You know that your boss has invited your boss' boss to the meeting too. What would you do?

You are the inventor who created a new product for your company. A big store that has locations all over the country is interested in buying this new invention and wants you to travel far away to show it to them. They are thinking of spending a lot of money on it and they want YOU to show it to them because you invented it. The day that they want you to come is next Monday because they are bringing in people from stores across the country that day. Your child has been rehearsing for a school play for several weeks and the one performance will be on Monday. What would you do?

Your mother lives in a state far away from you. She is getting out of the hospital in two days and the doctor says she shouldn't go home alone. There is no one else in the family who lives near to her and she often depends on you to help her. You have a lot of work to do in the next week or two and you know that people at work are counting on you to get your share done on time. What would you do?

Your 6-year-old child just started a new school and it turns out the school bus doesn't come until 8:00 in the morning. You need to leave for work at 7:30 in order to get to work on time. Your boss is very strict about people being on time. You don't want to leave your child alone for 30 minutes. What would you do?

Your child turned 12 years old this summer and really wants to stay home alone after school every day even though no one will be home until about 5:30 PM and sometimes later. Last year your child went to a very good after-school program and could go there again. What would you do?

Your mother lives a few blocks away from you and your family. She hasn't been feeling well for a few days and has asked you to take her to the doctor first thing Monday morning. You are in charge of running a meeting at 9:00 in the morning. What would you do?

You have had to stay late at work for many nights lately because you have a project that's due soon. Your family has usually finished dinner, and sometimes your children have even finished their homework and are already in bed when you get home. Your boss keeps pressuring you to get the job done because your project is behind schedule. You know that *your* boss is feeling pressure from the *boss' boss* on the project. Your family keeps asking when you can be home earlier. What would you do?

Your best friend broke a leg yesterday. As you were talking on the phone, you could tell that your friend really needed you to come and help out in the morning until your friend's mother and father arrive to take over this care. Your boss is strict about arriving on time. What would you do?

INTERVIEW QUESTIONS— ASK THE ADULTS

1. We have been talking about what we want our jobs to be like in the future. Some of the things we have talked about are (*facilitator, add these from the earlier discussions—for example, we want jobs where our work matters, where we can learn new things, where we have fun*).
What matters most to you in the jobs you have?
2. Did you want these things in your job when you started work? How have your ideas changed and why?
3. What advice would you give us about looking for a good place to work?
4. We have also talked about what we want our home life to be. We talked about (*facilitator, add from earlier discussion*). What is most important for you to have in your home life?
5. Is this what you wanted your home life to be when you first started to work? How have your ideas changed and why?
6. What advice would you give us about having a good home life?
7. We also talked about managing work and home life. What is most important to you about managing work and home life?
8. Are your ideas different than they were when you first thought about this issue? How have your ideas changed and why?
9. What advice would you give us about managing our work and home lives?
10. What do you think should be done to help people manage their work and family lives in a better way?