

# 18 Plan a Job-Shadow Experience: 4-Day Lesson

## TRANSITION OBJECTIVE

Students will learn about job-shadow programs and plan their first job-shadow experience.

## RELEVANCE TO SUCCESSFUL TRANSITION

Reading or hearing about a job does not provide the hands-on job experience needed to make a career choice. Observing, watching and participating in a career provides the experience needed to make an informed career choice.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

Doing a job teaches me . . .

### ❑ STEP 2: Convene Roundtable

"Watching someone work will help me because \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn about the job-shadow program and then plan your job-shadow experience."

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<b>Learning Experiment Survey</b>	
Discuss and answer the following questions with your partner.	
1. Describe the learning activity: _____	
Group A Learner's name: _____	
What I learned from this activity: _____	
Group B Observer's name: _____	
What I learned from this activity: _____	
Who learned more from activity one, the learner or the observer? Why? _____	
2. Describe the learning activity: _____	
Group B Learner's name: _____	
What I learned from this activity: _____	
Group A Observer's name: _____	
What I learned from this activity: _____	
Who learned more from activity two, the learner or the observer? Why? _____	
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from Group A will learn to sew a button on a piece of fabric. Give each student from Group A the sewing materials they need and then guide them through the process using a hands-on approach. Students from Group B will watch their Group A partner learn this skill. After the activity, all students will complete Section 1 of the **Learning Experiment Survey**.

Now tell the class that students from Group B will learn to build a tower of cards. Give each student from Group B at least half a deck of playing cards and show how to build a tower out of playing cards. Students from Group A will watch their Group B partner. After the activity, all students will complete Section 1 of the **Learning Experiment Survey**.

Ask students what they have learned from this learning experiment. Have them compare the difference between doing the activity and watching the activity. Ask each pair to decide who learned more, the person who experienced the new skill or the person who watched the new skill being learned. Tell students that in deciding on a career, they need to learn the skills for that career either by learning and doing them or by watching someone else do them. Explain that they can find opportunities to learn job skills through working or volunteering in a job. They can watch or observe job tasks by job-shadowing a person who does a job in which they are interested.

### ❑ STEP 4: Activity - First Day

Split the class in two groups: Group A and Group B. Students will form pairs with one from Group A and one from Group B. Start the activity by telling class that each student

### □ STEP 5: Activity - Second Day

Tell students that they will learn about job-shadowing and why it is one of the best ways to get information about a job or career. For 20 minutes, review the **Job-Shadow Program** description with the class using a screen image.

In pairs, have students name three ways the job-shadow program can help them choose a job. Have pairs take turns reporting one answer at a time and record their responses on the board.

Spend 25 minutes completing the following activities. Read aloud or have students work in pairs to read through the **Steps for Successful Job-Shadowing**. Pairs will mark each step with an E or H, showing which steps will be E-easy or H-hard. Go over each step and take a poll, marking the step number and then how many think it is an easy or hard step.

Discuss the steps students found difficult and discuss ways to overcome the barriers. Next, have students practice Steps 3, 4 and 6 with a partner. Each should take turns as the student and the job site sponsor.

### □ STEP 6: Activity - Third Day

Spend 25 minutes to complete the following activities. Review your own sample of the **Job Interview Report** form on a screen image. Demonstrate appropriate ways to ask each question. As a class, students ask you, the teacher, each of the questions as if they are job-shadowing your position. Students write the answers you give on their **Job Interview Report**. For students who have difficulty writing, offer accommodations, such as modeling the answers on a screen image transparency and allowing students to copy, using a tape recorder or providing assistance with dictation.

For 20 minutes, students review and answer questions from the **Student Reflection** form. First, explain the importance of self-evaluation. Tell students this is one of the best ways to improve their skills. Next, go over the form and explain each question. Students then answer the questions based on the **Job Interview Report** they have just completed with you, describing your teaching position.

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### JOB-SHADOW PROGRAM

**Introduction**

WELCOME! You are invited to participate in the Transition Job-Shadow Program. This program gives you the chance to learn about what someone does in a job that is of interest to you.

**What is Job-Shadowing?**  
Job-Shadowing is a way to learn about a job in which you are interested by watching a person do that job. A variety of employers will participate in this program by allowing their employees to be Job Site Sponsors. You will have the opportunity to talk with and watch the Job Site Sponsor while they are working.

To job-shadow, you will spend a minimum of two hours observing a job site sponsor while working. Your goal will be to learn as much as possible by watching and listening, asking good questions and taking good notes. It is your responsibility to prepare for your job shadow experience. You will be required to follow all of the rules and turn in a report.

**How can job-shadowing help you in your transition?**

- You will see what really goes on in the workplace
- You can explore a career in which you might have an interest
- You will meet people who may help you with future jobs
- You will understand what is needed to get different jobs
- You will see how your education relates to the work world
- You will have fun!

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### STEPS FOR SUCCESSFUL JOB-SHADOWING

1. Check the time and place for your job-shadow.
2. Show up on time! Plan to arrive at least ten minutes early.
3. When you arrive, give your name at the front desk and ask for your Job Site Sponsor.
4. When you meet your Job Site Sponsor, introduce yourself, shake hands, and make eye contact.
5. Present your resume.
6. Politely ask for a business card.
7. Dress appropriately, be polite and make a good impression.
8. Listen carefully and watch your Job Site Sponsor do his/her job.
9. At the appropriate time, ask questions from the Job Interview Report form.
10. Before you leave, thank the employee and employer, and give them the Employer Evaluation form.
11. Complete the Student Reflection sheet as a homework assignment.
12. Write a thank you letter and address the envelope as a homework assignment.
13. Turn in your homework to your teacher.

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### Job Interview Report

Ask the following questions of an employee or employer during a job shadow, volunteer or work experience. Complete as a written and oral report.

Person interviewed: \_\_\_\_\_ Interviewer: \_\_\_\_\_

1. What job tasks do you do each day?
2. What kind of tools, machines or equipment do you use?
3. What do you like most about your job?
4. What do you like least about your job?
5. What kind of special training or education did you have to get this job?
6. What school subjects did you take that helped you with this job?
7. How does your job affect your personal life?
8. What is the starting wage for this job?
9. What kind of jobs did you have before this one?
10. What do you think you will be doing five years from now?

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### ❑ STEP 7: Activity - Fourth Day

Spend 20 minutes on the following activities. Review the **Employer Evaluation** form, reading through each item and giving examples related to school as well as the workplace. Explain that students need to know on what they will be evaluated so that they can prepare. Next, pairs evaluate each other based on their performance in class. Explain that this will help to familiarize them with the type of behavior that will be expected during the job-shadow activity.

Read through the **Job-Shadow Planning Form** while students fill in the information that is needed to set up their job-shadow experience. Have students prepare the paperwork they should take to the job-shadow site. In pairs, students discuss the clothes to wear. Also, have students practice shaking hands and introducing themselves.

Continue the simulation by having them practice the **Job Interview Reports** by asking the questions with their partner.

Summarize by encouraging students to participate in a job-shadow activity. Explain that you will assist with finding a job-shadow assignment on or off campus, depending on logistical issues.

### ❑ STEP 8: Evaluate Outcomes

One thing I will learn from my job-shadow experience is "\_\_\_\_\_."

### ❑ STEP 9: Connecting Activity

Have students arrange and complete their job-shadow experience.

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### Student Reflection Sheet

1. What type of work did you observe during your job-shadow?
2. Describe your job-shadow site:
3. What did you like best about your job-shadow experience?
4. What did you dislike about your job-shadow experience?
5. What is the most important thing you learned from your job-shadow experience?
6. Is this a job you would like to have? Why or why not?

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### Employer Evaluation

Please rate the student's behavior in the following areas. This feedback is important to the student's progress. Thank you for your help.

Was the student on time for the appointment?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Did the student introduce himself/herself?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Did the student shake hands?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Did the student briefly explain the purpose of the visit?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Was the student polite with everyone at the job site?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Did the student ask questions and listen to the employees?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Was the student interested in the activities of this job?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Would you consider this student a good candidate for an entry level position?	<input type="checkbox"/> yes	<input type="checkbox"/> no

Comments: \_\_\_\_\_

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### Planning Form

Please check the items on this form as they are completed to prepare for your job-shadow visit.

- ☐ Choose a business to job-shadow.  
Name of business: \_\_\_\_\_  
Contact person: \_\_\_\_\_  
Phone number: \_\_\_\_\_  
Address: \_\_\_\_\_
- ☐ Call to set up your job-shadow appointment.
- ☐ Write the Job Site Sponsor's name: \_\_\_\_\_
- ☐ Write the date you will job-shadow: \_\_\_\_\_
- ☐ Write the time you will job-shadow: \_\_\_\_\_
- ☐ Choose the right clothes to wear.
- ☐ Make a copy of your resume for your sponsor.
- ☐ Make a copy of the Employer Evaluation for your sponsor.
- ☐ Complete the Job Interview Report.
- ☐ Complete the Student Reflection sheet.

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## KEY WORDS

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**job-shadow****hands on****experience****preparation**


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**MATERIALS AND PREPARATION**

- Student Handouts: **Learning Experiment Survey**, page 92; **Job-Shadow Program Description**, page 93; **Steps for Successful Job-Shadowing**, page 94; **Job Interview Report**, page 95; **Student Reflection**, page 96; **Employer Evaluation**, page 97; **Planning Form**, page 98.
- NOTE: It will be necessary to spend at least four days on this lesson to familiarize students with the process. In addition, it will be important to support the students in arranging a job-shadow experience. If community placements are not available for some students, arrange for job-shadowing on campus or at another nearby school campus. Ask the district School-to-Work specialist for assistance in setting up job-shadow assignments.
- Plan for the two hands-on learning activities, sewing a button and building a house of cards. Have enough materials for each group, including, fabric swatches, buttons, needles and thread and decks of cards. You may choose other activities that will give the same result. Prepare a screen image of the **Learning Experiment Survey**.
- Prepare screens to use in explaining the **Job-Shadow Program Description** and **Steps for Successful Job-Shadowing**.
- Prepare to have students go over the **Job Interview Report**, using you as the job site sponsor. You will need to answer questions as they apply to your teaching job. Prepare to discuss the **Student Reflection** form and activity.
- Prepare a discussion about the **Employer Evaluation** and **Planning Form**. Persuade students to participate in the job-shadow activity.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Listening
- Thinking Skills: Creative Thinking, Problem-Solving, Visualizing, Reasoning
- Personal Qualities: Sociability, Integrity/Honesty.