

Tour Activities Worksheet

For excellent resources on exploring or discovering your career interests – visit:

<http://www.saitcareerexploration.ca/index.php/students/discover-your-interests>

Pre-Tour Activities

1. Discuss the purpose of the tour and how it relates to the current unit of study.
2. Introduce vocabulary words that will be used during the tour.
3. Show photographs or posters/website of the tour site or related to the specific industry tour.
4. Assign students "specialists" roles in one aspect of the topic that they will be studying during the tour. Students could be grouped in different subject areas related to the tour topics to research (e.g., art, science, environment, specific trades/jobs categories within the tours). Assign students an industry contact and have students create a tour journal. Explore the Website of the location you will be visiting.
5. As a class, brainstorm a set of standards of conduct for the tour and discuss suggested lunch plans and appropriate clothing to wear for the tour.
6. Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit. Record questions on chart paper or in student tour journals.
7. Discuss the overview of the tour schedule with students.
8. Let the tour coordinator (Nelda) know ahead of time what your class is studying and if there are items you hope to see on your visit, every effort will be made to include your requests.

Pre-Tour Worksheet

1. This company fits into (choose as many as applicable) _____ category:
 - TMT: Trades Manufacturing, Transportation
 - NAT: Natural Resources; Agriculture, Environmental Stewardship, Forestry, Primary Resources, Wildlife
 - MDC; Media, Design & Communication, Arts
 - HRH; Health, Recreation & Human Services
 - BIT; Business Administration, Finance, Information Technology
2. When I looked up this company on the website, I found jobs advertised in the following areas: _____

3. Have a group of students email the company to ask about the top 10 careers with the company and to provide a brief description of the job skills, personality attributes, training required.
4. Have a group of students email the company to ask what the tour will include to create a self-touring journal to share with the tour group.
5. Have students research frequently used industry vocabulary - either by asking company or research through the Internet, SAIT, etc.
6. Have students look up salary ranges on the ALIS website.
7. Have students think about the following questions to ask those in jobs featured on the tour.
 - What kind of training do these jobs require or does it require any training?
 - Where can I get this training?
 - How long is the training program?
 - What experience does this job require?
 - What personality attributes does this job/company require?
 - What kind of wages could I expect in this position?
 - Would these wages support the type of lifestyle I want?
 - If I want to move up in the company – where can I go?
 - What is my job and earning potential in this company?
 - What courses/training/leadership skills would I need to get hired for this position?
 - What educational backgrounds do the people in these jobs (during tour) have?
8. Do you have family or friends who would do well in this career/industry?
9. Do you have a family history in this field/business/career?
10. What communication/leadership skills do employers look for when hiring for these positions?
11. How do you know your business idea will make money?
12. Identify systems during tour, i.e. gas, heating, hot water, processes involved in tour preparation?
13. Identify work flows during tour?
14. If I decide I don't want to do this work any more – what related skills can I apply to another job?
15. Are there opportunities to move into different positions within this company?
16. What kinds of questions can I ask the people conducting the tour to find out what they like or hate about their jobs?
17. Have students write a short paragraph – a day in the life of...(occupation) – based on ALIS information and company job descriptions.
18. Have students write a paragraph about the difference between what they wrote before the tour and what the day in a life looks like after the tour.

Ethical Citizen Questions

1. What is the value of the project to yourself and others?
2. What is this company doing to provide value towards being an ethical citizen?
3. If this company were involved in _____ what would this company do?

Activities On Tour

Plan activities that allow students to work alone, in pairs or small groups. Activities might include:

- Adventure game "Journey to the World of..."
- Mystery with clues provided – can you locate – scavenger hunt...during tour (locating equipment, areas where specific trades or positions work etc.).
- Sketch pages with partial drawings of objects found in the exhibits for students to complete the drawings based on their observations.
- Field notebooks for recording answers to prepared questions based on clues.
- Postcard to summarize the tour visit.
- In the future (have pre-recorded tours) for students to listen to with ear buds, while touring the facility.
- Have students take selfies during tour.
- Have students create tweets and post them.

Post-Tour Activities

Just as quality pre-planning is essential to the success of a tour, planning for appropriate follow-up activities will facilitate student learning and multiply the value of hands-on experiences outside the classroom. The following activities provide a general guide when planning for post-tour classroom experiences.

- Provide time for students to share general observations and reactions to tour experiences.
- Share specific assignments students completed while on the tour.
- Create a classroom bulletin board displaying materials developed or collected while on the tour.
- Develop a classroom exhibition that replicates and extends displays students observed on the tour. For example, if the tour involved special effects makeup for film, develop a classroom exhibit that displays some special effects makeup creations using materials available at school.
- Link tour activities to multiple curricular areas. For example, students can develop vocabulary lists based on tour observations; record tour observations in a classroom journal; complete math problems related to actual tour budget planning; etc.

- Share and evaluate student assignments/activities from the tour book.
- Identify the 10 most meaningful selfies/photos from the tour.
- Have the class compose and send thank-you letters to the tour site host, chaperones, school administrators and other persons that supported the tour. Include favourite objects or special information learned during the tour.
- Create a short news report utilizing media available at the school, about what happened on the tour. Publicize the tour via an article in your local newspaper, school bulletin board, tour presentation for parent's night, or class web page.
- Create a class mural about the tour by passing around a large sheet of paper so students can write or sketch their impressions of the tour.
- Have students research any issues or questions that came up during their tour.
- Talk to other educators about the visit, and think about how the tour can be used as a resource to enhance classroom learning.

Evaluating the Tour

Complete a "Teacher/Student Feedback form" regarding the tour (located on the Careers In Calgary site). This will provide a good reference for future tours, as well as providing valuable insight to the tour provider.

- What was of unique educational value in this tour?
- Did the students meet the objectives/expectations?
- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to make this an even better experience in the future?
- What special points should be emphasized next time?
- What special problems should be addressed in the future?
- What would improve a visit to this site in the future?
- Send the evaluations back to nschulte@calgaryeconomicdevelopment.com