

# Job-Twinning

## Activity Summary

- In this activity, students will:
- ♦ Interview selected Grade 9 or 10 students as potential job-twinning partners
  - ♦ Select student as job-twinning partner
  - ♦ Prepare a job-twinning activity sheet for Grade 9 or 10 student focussing on the **Essential Skills**
  - ♦ Write a final report on the job-twinning experience

## Prior Knowledge

- **Essential Skills**
- Job-twinning requirements

## Teaching Planning Notes

- Review assignment including prior knowledge required and evaluation tools
- Arrange job-twinning with administration and other teachers
- Discuss with other teachers extension activity for their own students
- Provide students with access to telephone and e-mail for arranging interviews and job-twinning day with employers
- Provide facilities for interviews
- Provide an exemplar of interview questions and report.

## Assessment of Student Achievement

Task	Tool / Type
Job-Twinning Activity Sheet	Me and My Shadow Activity Rubric (Summative)
Report	Me and My Shadow Report Rubric (Summative)

## Activities and Assessment Materials

- Assignment Sheet
- Assignment Flowchart
- Job-Twinning Activity Rubric
- Job-Twinning Report Rubric
- Job-Twinning Activity Summary Sheet



## FOCUS ON LEARNING

### Essential Skills:

#### Oral Communication

*Interview*  
*Job Twinning*

#### Thinking Skills

*Interview*  
*Activity Sheet*

#### Computer Use

*Activity Sheet*  
*Report*

#### Writing Skills

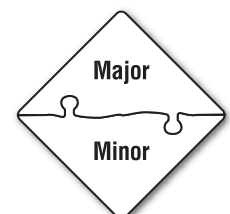
*Interview*  
*Activity Sheet*  
*Report*

#### Working with Others

*Job Twinning*

#### Document Use

*Summary Sheet*



## Curriculum Linkages For Ontario Educators

**Essential Skills** truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- Navigating the Workplace – GLN 4O

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

### Navigating the Workplace – GLN 4O

Coded Overall Expectations	Coded Specific Expectations
ESV.01 – demonstrate an understanding of the workplace <b>Essential Skills</b> necessary for success in life, school and work.	ES1.01 – identify and describe the workplace <b>Essential Skills</b> using a variety of electronic, print and human resources (e.g., Human Resources and Skills Development Canada website, Ontario Skills Passport, employers, Essential Skills brochures) and explain how these skills are used in the workplace.
	ES1.03 – describe the transferability of the workplace <b>Essential Skills</b> (e.g., from home to school, school to work, occupation to occupation) based on their experiences in the community or workplace
ESV.02 – demonstrate effective use of literacy and numeracy strategies to support the application of the workplace Essential Skills (e.g., a pre-reading strategy for reading text; a calculation strategy for managing money) to complete specific tasks in authentic or simulated workplace settings	ES2.03 – demonstrate effective use of strategies for writing text (e.g., generating ideas using rapid writing, developing ideas using mapping, revising using peer editing) for specific tasks, with or without a computer, in authentic or simulated workplace settings
	ES2.04 – demonstrate effective use of strategies to communicate orally (e.g., active listening, paraphrasing, verbal affirmation) in authentic or simulated workplace settings
	ES2.05 – assess the impact of their own non-verbal communication strategies and habits (e.g. body language, dress, facial expression, gestures) on their audiences and, if necessary, determine strategies to clarify their intended message
ESV.03 – demonstrate effective use of learning and thinking strategies in school and in authentic or simulated workplace settings	ES3.01 – demonstrate the ability to use a process to reflect on their home, school or work experiences (i.e. describe their experience, assess their performance, apply the learning to similar or different situations, set goals for future performance, identify strategies for achieving them) and explain how this reflection process contributes to continuous learning
PMV.02 – describe and effectively use self-management and teamwork skills and strategies to work positively and effectively with others in authentic or simulated workplace settings	PM2.04 – identify strategies that contribute to effective teamwork (e.g., presume positive intentions, manage conflict, pay attention to self and others, seek diverse strengths and perspectives) and use them to work collaboratively to accomplish team goals in authentic or simulated workplace settings
PTV.03 – use a variety of job search strategies, tools and resources effectively to find and create work opportunities	PT3.04 – demonstrate their ability to effectively communicate (e.g., by telephone, in person, by e-mail, using authentic job application forms) their interest in a volunteer or work opportunity
	PT3.05 – demonstrate the ability to effectively present their knowledge and skills, including the workplace <b>Essential Skills</b> , in authentic interviews

# Me and My Shadow

In this assignment you will interview and select a student from either Grade 9 or 10 who will job shadow you at your co-op placement. This is called job-twinning. Once you have selected a partner, create an activity sheet for them to complete during the job-twinning day. After this job-twinning experience, you will report on the day based on your partner's completed activity sheet.

The flowchart below illustrates the stages of this project and the tasks associated with each stage.

- Step 1 **INTERVIEW POTENTIAL JOB-TWINNING PARTNERS**  
Create an interview questionnaire and interview three (3) potential candidates. You are looking for individuals that are interested in your type of placement.
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- Step 2 **SELECTION OF JOB-TWINNING PARTNER**  
Based on the interviews select one candidate. Make sure you can support your choice in your final report.
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- Step 3 **ARRANGE JOB-TWINNING DAY**  
Make sure you have arranged with your employer, your co-op teacher and the teacher for the Grade 9 or 10 student a suitable day for job-twinning. Parental forms must be completed three (3) days before job-twinning day.
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- Step 4 **PREPARE JOB-TWINNING ACTIVITY SHEET**  
Create a job-twinning activity sheet that focuses on a comparison of the **Essential Skills** demonstrated in your co-op position compared with that of an adult's job that your partner has identified. (parent/guardian, mentor, teacher, coach, etc.)
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- Step 5 **JOB-TWINNING DAY**  
Instruct your partner on how to complete and submit their activity sheet. This day will be their first Co-op experience. Help make it successful!
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- Step 6 **REPORT WRITING**  
Complete your final report and submit it with your completed interview questionnaires and a copy of your partner's completed activity sheet.

# Me and My Shadow Assignment Sheet

## Interview Potential Job-Twinning Partners

Create an interview questionnaire that will help you pick the right candidate. You are looking for an individual that is interested in your type of placement and someone that you believe would benefit from this experience. Interviews are to be conducted with a minimum of three (3) candidates. Only one candidate will be chosen.

**Evaluation:** Formative



## Selection Of Job-Twinning Partner

Based on the completed interviews, select one candidate.

You will be asked to discuss your reasons for your choice in the final report, so make sure you remember the criteria on which you based your selection.

**Evaluation:** N/A

## Arrange Job-Twinning Day

Contact your Co-op Supervisor early in your placement to find out what is a suitable day for your job-twinning activity. Explain what it will involve and the benefits to them. Once you have arranged a suitable day, contact your co-op teacher and the teacher of your job-twinning partner to confirm the date. **Hint:** Use e-mail to confirm the dates with all parties to have a paper trail in case of potential problems. Parental forms must be completed three days before job-twinning day.

**Evaluation:** N/A

## Prepare Job-Twinning Activity Sheet & Summary Sheet

Prepare an activity sheet that will allow your job-twinning partner to record many things about your job through observation and questioning. The focus of your activity should be **Essential Skills** and related tasks, however other general interest questions should be included. Once they have completed this activity sheet they should be instructed to complete the summary sheet that includes interviewing one of their parents/guardian or a mentor. It is your responsibility to answer any questions about this summary sheet and to collect it from your job-twinning partner.

**Evaluation:** Activity Rubric  
Summary Sheet N/A

# Me and My Shadow

## Job-Twinning Day

Contact your job-twinning partner two days before your day together. Confirm the date and time and review the activity sheet with them. Actively participate in their first co-op experience!

**Evaluation:** N/A

## Report Writing

Complete your final report and submit it with your completed interview questionnaires and a copy of your partner's completed activity sheet and summary sheet. Your final report should include your answers to the following questions:

1. How did you choose your job-twinning partner from the three candidates?
2. Was this strategy successful? Was the final candidate well suited to your co-op position? Why or why not?
3. What were the top three (3) **Essential Skills** you used to complete this entire activity? Provide examples for each.
4. Review the job-twinning summary sheet and compare the results between the three sections:
  - Create a bar chart for each **Essential Skill** comparing the three jobs for the summary sheet
  - Analyze results
  - Provide recommendations for your job-twinning partner
5. Attach a copy of your thank you note to your co-op employer.

**Evaluation:** Report Rubric



# Me and My Shadow Activity Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<b>Knowledge and Understanding</b> Demonstrate an understanding of the workplace <b>Essential Skills</b> necessary for success in the workplace	Limited Understanding	Moderate Understanding	Considerable Understanding	High Degree of Understanding
<b>Communication</b> Demonstrate effective use of strategies to communicate orally in authentic workplace setting  Demonstrate the ability to effectively communicate their interest in a work opportunity	Limited Effectiveness  Limited Competence	Moderate Effectiveness  Moderate Competence	Considerable Effectiveness  Considerable Competence	High Degree of Effectiveness  High Degree of Competence
<b>Application</b> Effectively uses self-management and teamwork skills and strategies to work positively with others  Uses a variety of job search strategies, tools and resources to find and create work opportunities	Limited Effectiveness  Limited Effectiveness	Moderate Effectiveness  Moderate Effectiveness	Considerable Effectiveness  Considerable Effectiveness	High Degree of Effectiveness  High Degree of Effectiveness

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

# Me and My Shadow Report Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<b>Knowledge and Understanding</b> Demonstrate an understanding of the workplace <b>Essential Skills</b> necessary for success in the workplace	Limited Understanding	Moderate Understanding	Considerable Understanding	High Degree of Understanding
<b>Communication</b> Demonstrates effective use of strategies for writing text for specific tasks, in authentic workplace setting	Limited Effectiveness	Moderate Effectiveness	Considerable Effectiveness	High Degree of Effectiveness
<b>Application</b> Demonstrate the ability to use a process to reflect on their job-twinning experience and explain how it contributes to their learning	Limited Effectiveness	Moderate Effectiveness	Considerable Effectiveness	High Degree of Effectiveness

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

# Me and My Shadow Job-Twinning Summary Sheet

As a Grade 9 or 10 student, this is your opportunity to experience co-op, consider what an adult's job is like, and compare it to a job that you would like to have (your "preferred job").

**Step 1:** Complete your job-twinning evaluation below based on the results of your Job-Twinning Activity Sheet.

**Step 2:** Interview an adult (parent, guardian, mentor, teacher, coach, etc.) about their job. Ask them to comment on the usage of the **Essential Skills** in their particular job. Have the adult sign below indicating that they participated in the interview.

**Step 3:** Consider what your preferred job might be. Consider the **Essential Skills** for that job and complete the chart below.

**Step 4:** Submit this completed summary to your co-op job-twinning partner.

(1=none or little usage, 2=some usage, 3=moderate usage, 4=high usage, 5=very high usage)

<b>Essential Skills</b>	<b>JOB-TWINNING</b>	<b>ADULT'S JOB</b>	<b>MY PREFERRED JOB</b>
<b>Reading Text</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Document Use</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Writing</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Numeracy</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Oral Communication</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Thinking Skills</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Working with Others</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Computer Use</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Continuous Learning</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Job-Twinning Job Title \_\_\_\_\_

Adult's Job Title \_\_\_\_\_

Preferred Job Title \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE OF ADULT INTERVIEWEE