

Sample Career Workshop Details

[Event name, location, date, timing]

Presenter Guide: Activity Planning for [event name]

We're thrilled you're considering joining us at [event name]!

[Event description. E.g. This is a multi-school event that will offer 8th grade students a chance to think about the future, explore new avenues, and engage in hands-on activities related to dozens of careers. This document will help you bring your career to life for students.]

Logistics

Presenters will be with us on **[event date and timing]**. You'll host [workshop details, e.g. two workshops for two different groups, each with approximately 20-25 8th grade students, all from local schools. Each session will last about 50 minutes.]

Register at [\[registration link\]](#)

To help us plan appropriately for your workshop, please register using the link above.

At this moment you may be thinking, "What should I do with these kids?"

Middle grades students learn by *doing*. We recommend limiting the lecture portion of your presentation to no more than five minutes. Consider starting your presentation by briefly answering the following questions:

- Your name, job title, and place of employment
- A brief (1-2 sentence) description of what you do for work ("I'm a ____, which means I ____")
- A bit of your personal story and background (e.g. what did you study, what was your first job, how did you end up doing what you do now?)
- What are the top three skills or values someone would need to succeed in your line of work?
- What kind of education does someone need to succeed in your line of work?
- What does a typical career pathway look like in your line of work?
- What's your favorite thing about your job, and what's the most challenging part?

Make it hands-on!

[Event name] lends itself to engaging, real-world learning. Ideally, students will come to understand your career by trying a small bit of what your job entails. Here are a few simple ways to make your presentation hands-on:

1. Consider bringing props or tangible work tools.

- A carpenter might bring a plumb line, a standard level, and a laser-level.
- A lab scientist might bring a microscope and a few slides.
- A choreographer might bring a video of a routine.
- A meteorologist might bring a barometer or a link to real-time weather data.

2. Consider having kids “do what you do.”

There’s no better way for students to understand what your job entails than to put them in your shoes. A case study or a real-world challenge is a great way to do that.

- A radiologist could ask students to interpret and diagnose x-rays.
- A cake decorator might have students practice piping a rosette
- An athletic trainer could have kids practice a basic knee-wrap.

We’re hoping that kids leave this event with a better idea of what people in different careers actually *do*. Therefore, it’s best when students actually try for themselves an element of your work that you plan to share with them. Using the example above of the athletic trainer, please consider the following activities

Best: Presenter facilitates an activity in which each student can try the wrap

Better Yet: Presenter has a student try out the wrap in front of the group.

Better: Presenter demonstrates how to wrap a knee.

Good: Presenter talks concretely about treating injuries.

Passable: Presenter talks abstractly about what an athletic trainer does.

Certainly, some kinds of work are more amenable to hands-on learning than others. For example, acupuncture is definitely better as a demo — on a teacher! Still, nearly all job roles have at least one element that kids can experience first-hand. Think about one aspect of your job kids might try.

3. Consider having kids tackle a “real-world” problem.

This may be a good approach if your work is less “hands-on” and if there are few appropriate props.

- A mediator could bring an example of a real dispute (names changed, of course), and have students debate or role-play different sides in the conflict.
- An organizer for the Mardi Gras parade could show kids the parade route and have them analyze it for potential hazards.
- An architect could bring in images of several possible sites for a particular new development; kids could then review each one based on basic criteria and determine the best site.

As you begin to think about what you might do with students, please don't hesitate to contact [name] at [email and/or phone number] should you need some guidance.