



EMPLOYEE-LED ACTIVITY

Share My Career Session

Oil and Natural Gas Industry

Welcome and thank you for taking the time to contribute to the education of students in your community! Sharing your knowledge and passion for your work can be extremely valuable for students and educators. By doing so, you can inspire students to dream, set goals, focus more on their school work, engage in and explore new subjects, and start students on a path to think about the many options they have for pursuing a career they will enjoy and will help support their communities and families.

EMPLOYEE INTRODUCTORY NOTES

This *Employee-Led Activity: Share My Career Session*, along with the *Employee Guide*, are designed to help you have a positive and meaningful experience sharing your career expertise with a group of students in your community. This session could take place at a school in a regular class period, during an after-school club, or an evening community night or career fair event.

Holding a preplanning conversation with the classroom teacher or adult facilitating the group of students is critical to ensure your session is valuable for the students. Be sure to reference the *Employee Guide* for helpful information to plan your school visit. The end of this document also includes sample questions students may ask of you during your visit.

This *Employee-Led Activity: Share My Career Session* could run as short as 20-30 minutes in length or extend to 45-50 minutes depending on the time frame available to you and your preplanning with the teacher or adult facilitator.

The information below is designed to help guide your discussion with the students. There are two options presented, so you can choose what fits best for you, the students, the setting, and time frame. You do not have to cover every topic noted below but can choose which items make the most sense given your preplanning conversations with the classroom teacher, the age/grade level of the students, and the amount of time you have for the session.

Students will value an authentic and clearly worded presentation that is interesting, engages them and inspires them to ask questions. Think of this document as a guide to help you think about your presentation but be sure to value the preplanning session with the teacher or adult facilitator and be open to adding in other elements to your session. Your company may have brochures, a website to look for jobs, summer internships, or other experiences/events that could be very interesting to students.

OPTION #1

Welcome and Introductions

5-10 Minutes

- Introduce yourself and extend a warm welcome and hearty thanks to the students and teacher for inviting you into their classroom and school.
- Tell students they can raise their hand at any time to ask questions.
- Explain to the students what you do, who you work for (company and division in the company) Dress the part if you can. Wear your work clothes so students see how you look on an average day. (Outdoor gear, safety equipment, etc.)
- Consider asking a question at this stage of your introduction "What do you think I do in my job?" This question can spark comments from students that could reinforce correct information about your work and can give you a chance to correct misconceptions students may have about your work.
- Think about the age level of the students and if you'll need to define any technical vocabulary for them to help them understand your job. Be prepared to define words in simple, relevant, relatable language.

Career and Job Exploration

5-10 Minutes

Use this section of your presentation to dive more deeply into your career and specific job. Be prepared to explain any of the following items:

- What your company does.
- Why your company's work is important and relevant.
- How your company specifically creates a benefit to the local community.
- Why you love your work and what skills from school you use in your job.
- How you got into this area of work and some information about your career path.
- What other jobs and career opportunities exist at your company.
- What you like best about doing your job. (Describe a typical day and what your responsibilities are and who you work with.)
- What education and skills may be required for people in your job.
- What skills you apply on the job every day – writing, communication, reading, etc. What STEM skills – math, science, engineering, technology – do you use in your job.

- Explain how your career may relate to your hobbies or interests.
- Share how you collaborate and communicate with other employees.
- Share how you use elements of art, design, creative thinking, or problem-solving skills in your work.

Engaging Students' Content Knowledge about Your Job

5-10 Minutes

See what students already know or think they know about your industry, career, or specific job. This section should be guided by your expertise and the important knowledge about your career and industry that you can share with students.

Share with students some basic information about the oil and natural gas industry such as:

- Oil and natural gas are fossil fuels that are sources of energy for many things in our daily lives, such as sources of heat, light, air conditioning, or to run any form of transportation.
- Petroleum, often referred to as oil, is a liquid that is found underground. It can be found in its natural state directly under the ground or under the ocean floors.
- Natural gas is mixture of gases you can't see, smell, or taste.
- Natural gas is also found underground like oil.
- Oil and natural gas must be extracted from the earth and then refined or processed in order to turn them into usable sources of energy.
- Oil can be processed into many types of petroleum byproducts to manufacture many goods we use on a daily basis, such as in plastics, nylon, upholstery for furniture, technology devices such as cell phones, athletic equipment, roofing or road materials.
- Both oil and natural gas have a lot of energy in them and can be burned to heat and power things.

You can also add in details from your own career experience. Ask students to answer the following questions. You can do this as a whole group or students can work in pairs or small groups and confer with one another before sharing their answers with the class or whole group.

- Where do oil and natural gas come from?
- What have you used today that has petroleum or petroleum byproducts in it? Do you see oil or natural gas used in your daily life, where and what for? (Responses may include energy sources, fuels for transportation, plastics, many common items in homes or schools)
- Do you know anyone who works in the oil and natural gas industry? (Opportunity to engage students and make connections to their experiences to your job or industry)
- Do you think petroleum is part of your diet? (It may be! Gum gets its chewy quality from oil byproducts, but it is more likely petroleum helped get your food from farm to table!)

- Is it on your face or body? (Possibly! Some lipsticks, creams, body lotions, lip balms, clothing, and foundations could include petroleum or petroleum byproducts)
- Do you use petroleum products in your school activities? (It's likely! Theatre makeup, art supplies, musical instruments, computer/technology equipment, classroom furniture, and sports equipment are all made in part with petroleum in one form or another.)
- What fuels does your school use to keep the school running? (Examples may be: Electricity created from natural gas, oil, solar, water, wind to run the lights or power our computers, or heat generated directly by oil or natural gas fuel sources)
- Can petroleum-based products make you smell good? (Colognes, perfumes, antiperspirants, and deodorants are commonly use petroleum-based materials.)
- Can you wear petroleum byproducts? (Absolutely! Wrinkle-resistant clothing like polyester or nylon both include petroleum byproducts and many types of clothing such as bathing suits, sneakers, socks, or buttons may contain petroleum-based products)

Closure and Summary Notes

5 Minutes

When you come to the end of your session with the students, be sure to thank the students and teacher again for their time and great questions. Please be sure to share resources from your company and from the STEM Careers Coalition website (stemcareerscoalition.org) that students or teachers can explore for more information. Be prepared to share 2-3 succinct closing points that help pull together the experience for the students.

These 2-3 points could be:

- Words of encouragement to students that cause them to be excited about your industry or specific job
- Specific advice to stay engaged in school and seek many opportunities to learn about lots of diverse topics to find what is most interesting or rewarding for students to consider as a career path
- Additional resources students could access from your company, if available, such as a website, internships, summer camps, or community extension experiences to learn more about the oil and natural gas industry

OPTION #2

This option is designed if you know you only have 20-25 minutes to speak with students and that you are possibly speaking to many groups of students throughout a school day in rotations or in an after school or evening career fair event or community night event.

Of course, you can also draw upon these ideas if you are conducting a longer session in a classroom with one group of students.

● Introduction

5 Minutes

Allow time for the students to get to know who you were when you were their age. Where did you grow up? What did you enjoy doing in high school? What were your favorite subjects in school?

● Career Path

5 Minutes

How did you transition from the middle or high school student you just described to the person you are now? What college/community college/apprenticeship/internship experiences did you learn from? When did you decide what you wanted to be when you grew up? What jobs did you have before the one you have now? Why did you decide on your career?

● Career Role

5 Minutes

What is your current job title? What does this mean? What are your day-to-day responsibilities? What problems does your job help solve? What excites you most about working in the oil and natural gas industry? What did you learn in school that helped you in this career? Is there a subject area you wish you had studied more about in school?

● Future

5 Minutes

What do you aspire to do next? What problems do you still want to solve? What problems could the next generation of oil and natural gas employees try to solve? What does the future look like for your career? If someone wanted to pursue a career in the oil and natural gas industry similar to yours, what advice would you give?

● Question and Answer

5 Minutes

Be sure to thank the students and teacher or adult facilitator at the end of your session and feel free to share resources from your company or from the STEM Careers Coalition website (stemcareerscoalition.org) that students or teachers can explore for more information.

Samples of frequently asked questions by students:

Students may ask you questions, here are some ideas for questions students may ask that you will want to be prepared to answer.

- How long have you worked at your job?
- What does your office or job site look like?
- What type of special training, if any, do you use?
- What special equipment or tools, if any, do you use?
- How many hours do you work each day?
- Do you work outside?
- Is your job ever dangerous?
- How much money do you make? (You may not want to state your actual salary, but can provide a salary range for jobs like yours.)
- What is the most important part of your industry?
- What do you really like about your job? (Have an answer prepared in advance for this question that is age-appropriate for the students with whom you are working. Older students may be very interested in research, technology advancement elements of your work, or innovation and the creative elements of your work, while younger students may be excited to hear about the equipment you use or the places you travel to or what your work space looks like.)