



EMPLOYEE-LED ACTIVITY

Share My Career Session

Career Video Exploration

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, and engage in and explore new subjects. You will also guide students as they begin to think about the many options they have for pursuing a career that they will enjoy, that will challenge them, and that will help support their families, communities, and the world.

EMPLOYEE INTRODUCTORY NOTES

This *Employee-Led Activity: Career Profile Exploration* session is designed to take about 30 minutes, and the information below is provided to help guide your time with the students. Based on your preplanning conversations with the classroom teacher, the age/grade level of the students, and the amount of time you have for the session, you may make changes accordingly.

Students will value an authentic and clearly worded presentation that 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 and be open to adding other elements as well. Your company may also have brochures, a job-search website, summer internships, and/or other opportunities that students would find informative and interesting.

MATERIALS

- Sticky notes, one pack
- For Grades K–5: Talking Strips handout, one strip per student
- For Grades 6–12: Name that Video handout, one half-sheet per student
- Career video from stemcareerscoalition.org

PART 1

Welcome & Introductions

5 Minutes

- Introduce yourself and thank the students and teacher for inviting you to their classroom.
- Write the word *Manufacturing* on the board and explain that you work in the manufacturing field. Give a sticky note to each student and ask them to quickly sketch or write what comes to mind when they think of manufacturing. As they finish, invite them to place their sticky notes on the board.
- Quickly review the words and/or sketches that students have added and make note of consistent themes and ideas.
- Before you explain what you specifically do in your own career, tell the class that you are about to show a video that will help students better understand the manufacturing field!

PART 2

Video Viewing & Activity Choices

10 minutes

Select one of the following activities to introduce before the video screening and complete after the viewing. The first activity will be more fitting for younger students, whereas the second activity will work better with middle and high school students.

Option 1: Kindergarten through Grade 5

- Distribute one talking strip to each student. If needed, read the strip aloud as you pass it out.
- As students watch the manufacturing video, encourage them to think about how they could fill in their talking strip.
- When the video is complete, guide students in turning and talking to at least two different partners. They should share their talking strip and the thoughts they developed with each other.

Option 2: Grades 6–12

- Before you play the video, distribute one Name that Video handout to each student. Explain that as students watch the video, they should think about an appropriate title that conveys the video's most important information.
- When the video is complete, challenge each student to create three different versions of a six-word title to see how they can capture the overall concept in a few different ways.
- Then encourage students to discuss their titles with a peer, select one final version, and ultimately share this video title with the rest of the class.

PART 3

● Industry & Career Connections

5–10 Minutes

- Recap by summarizing that manufacturing uses new and innovative technology to create products, materials, and processes *or* improve existing ones. Everything from food and beverages to computers, makeup, and sporting goods are manufactured.
- Explain that the video described a career in the manufacturing field—but within this field, every career is different! Careers may range from engineers and robotics technicians to sales managers and shipping specialists.
- Take a few minutes to succinctly describe:
 - The product(s) that your company manufactures.
 - Your specific job title within your company.
 - How your day-to-day work experiences and responsibilities are similar to and different from those mentioned in the video.
 - The problems you try to solve in your career and how STEM helps you solve these problems.

PART 4

● Clarify Misconceptions

5 Minutes

- Challenge students to think about what they recorded on their sticky notes at the beginning of class. If they were asked the same question again (What comes to mind when you think of *manufacturing?*), would they give the same response?
- Ask students who would answer differently to stand up or raise their hand and encourage students to share how and why they would change their answers.
- Finally, take a moment to clear up any manufacturing misconceptions that may still exist. For instance, be sure students understand:
 - Manufacturing is about much more than dark factories and assembly lines! Manufacturing facilities look more like laboratories, and they rely on advanced technology like 3D printing, artificial intelligence, and augmented reality.
 - The advanced technology used in today's manufacturing allows for extreme customization and a high degree of precision. Manufacturing does not only produce large, simple, or cookie-cutter products.
 - Manufacturing careers are not dangerous. Rather, they offer a wide variety of challenging opportunities for all levels of education.

PART 5

● Wrap Up

5 Minutes

- Allow a couple minutes for Q&A and encourage students to ask any questions they may still have about your education, career path, or the manufacturing field in general.
- Share any resources from your company that may benefit the class as well as the STEM Careers Coalition website (stemcareerscoalition.org) that students or teachers can explore for more information.
- Then conclude by thanking the class again for their time and participation. Encourage students to continue pursuing STEM opportunities and to keep the manufacturing field in mind as they begin to think about their own future!

Instructor note: Cut out each strip in advance, and make sure there are enough copies so each student can have one!

Manufacturing is...

I was surprised to learn...

I'm curious about...

It is important to remember that...

I wonder...

It's interesting that...

Instructor note: Cut copies of this sheet in half before the class session, and make sure there are enough copies so each student can have one.

Six-Word Title

Option 1:

Option 2:

Option 3:

Six-Word Title

Option 1:

Option 2:

Option 3:
