Middle School Career Day Planning Toolkit

“Preparing young learners for the real world!”

A very special thank you to those who helped put together the Middle School Career Day Planning Toolkit. Muskegon Opportunity is ever grateful for the great knowledge, expertise and direction of Orchard View Middle School, the Tri-Cities CAN of Grand Haven, Spring Lake and Ferrysburg and Junior Achievement of the Michigan Great Lakes. We hope you find the tool useful as we continue our efforts in preparing young learners for the real world!

Pre-Planning Activities:

- Begin Early if at all possible! Arranging for presenter volunteer/experts takes some organization. Allow your school about 4 weeks or more in planning. Small planning groups within the building are helpful to set task needs.
- Use organizations such as Junior Achievement to help you in planning and organizing volunteer experts in the Career Pathways. The Reverse Job Shadow program is an excellent example of what a career day scope could look like. Visit www.westmichigan.ja.org for additional information.
- Know your audience! What is your target grade going to be? 7th grade? 8th grade? Both? When planning the volunteer speaker sessions, this will be imperative to know as you ensure enough experts are on hand.
- Allow students’ time BEFORE your scheduled event for career exploration activities such as exposure to MichiganCAP, Career Cruising or Headed2 in order to determine their interests and career pathway connections.

Career Day Student Interaction/Feedback:

- During the scheduled sessions students are recommended to document their learning on a feedback form. A sample half sheet for student use is included for your review as Attachment A. As a follow up activity, ELA students are recommended to write a thank you letter to one of the selected 4 presentations they have seen. Grades/scores for the assignment in the enrolled ELA course can be given for doing so.

Sample schedule and TIPS for a Smooth Event:

- Career presentation sessions are recommended to be approximately 30 minutes in length.
- Students are recommended to be assigned certain sessions randomly. Ideally the students would be matched to the presenter volunteer/expert that meets their desired Career Pathway, however realistic expectations should exist and exposure to all careers is beneficial as well.
- Depending on how many classrooms your school has needing exposure to presenter volunteer/experts, several may/will be presenting simultaneously.
- Having representation from all six (6) of the career pathways is recommended, however students may not be exposed to ALL due to time constraints. See bullet 7 for additional detail.
- Try to include 1-2 parents from your district as presenter volunteer/experts.
- It is recommended presenters move from class to class, and students stay put in their familiar classroom. Utilizing a homeroom or academic advisory format may be a suggested way in doing so.
- For the sake of time, students are recommended to only see 4 presentations scheduled. Therefore, not all Career Pathways will be observed…unless your sessions are shorter in length than the 30 minutes recommended, or your career day is longer than a 2 hour time frame. It’s important to remember, students’ exposure to careers can...
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help them identify what they like and dislike. Both are useful as they look to plan what lies ahead in their future course plans and professional growth.

- Presenter volunteer/experts are recommended to be given the student feedback forms mentioned above to guide their presentations. If a presenter has been selected as a career pathway expert, an additional document that highlights the pathway is recommended as well to aid in engagement and drive the presentation.
- Alternate presentations are highly recommended to reflect any need due to last minute cancellations or changes.
- A sample schedule is attached as Attachment B for your reference of time and need.

Career Pathway Info: Characteristics, Careers, and Course Study needed:

- Use the attached documents Attachment C x 6 for pathway information for that will help your Presenter volunteer/expert connect themselves to their audience.

Michigan Career Pathway: Arts and Communication

Michigan Career Pathway: Natural Resources and Agri-science

Michigan Career Pathway: Engineering/Manufacturing and Industrial Technology

Michigan Career Pathway: Business, Management, Marketing, and Technology

Michigan Career Pathway: Health Sciences

Michigan Career Pathway: Human Services

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Presenter Elements for all Volunteer Experts:

1. Introduction
   - Who you are
   - Your job title and company
   - How long you have been with the company

2. Your career path from high school to today
   - Tell the students what you thought your career would be in high school.
   - Is it different now? If so, share with them the differences
   - What is the path that brought you to where you are today?
   - What education was needed for the position you hold today and what additional training was/is needed along the way for your position?

3. Job/career info
   - Brief company information (what goods and/or services it provides)
   - Your position (job duties)
   - Typical day:
     a. What type of technology, machines, tools or equipment do you use?
     b. Likes/dislikes with your position
     c. Work setting (indoors/outdoors, noisy etc.)
     d. Do you work mostly with people, things or ideas?
     e. What would you look for in someone you were going to hire?

4. Present the relevance and connections between the classes (curric.) and the world of work.
   - How do you use the class content in your job (math, English, foreign language)?
   - Help answer the age old school student question, “Why do I need to know this?”

Additional Elements for consideration:

Provide a hands-on activity that relates to your work (examples below)
- Marketing in English class – bring ad copy that students need to edit or a marketing piece that has a mistake that students need to find or a case study.
- Engineering in Math class – bring an engineering problem that students need to solve or a problem that you used math to solve
- Global Marketplace in Foreign Language – bring copy that needs to be translated or a problem dealing with cultural differences students discuss or a case study
Junior Achievement of the Michigan Great Lakes, Inc. Partnership:

Find out how using JA can make a difference… www.westmichigan.ja.org

JA Reverse Job Shadow
Junior Achievement (JA) partners with area middle schools and high schools to bring an exceptional learning opportunity to their students! Traditional job shadows bring students to the workplace. The JA Reverse Job Shadow brings the workplace to the students. This is accomplished by placing volunteers from the business world in every classroom in one school on one entire school day. The JA Reverse Job Shadow format follows the students’ daily class schedule, in which they hear from different speakers in every class. This enables students to see the relevance of every class’s learning content and how it applies to the world of work. For example, in English they may hear from a marketing professional, in math, an engineer may facilitate the session and a foreign language class may have a professional whose work is focused on the global marketplace. The JA Reverse Job Shadow program is flexible in nature and will work to meet the needs of all schools pertaining to the elements of time and number of presenter volunteer/experts. Half day, whole day or any part of your normal school day can be accommodated.

Additional Middle School Programming - Junior Achievement USA®

JA America Works®
Provides students with examples of how business and entrepreneurship affected the economic development of the United States during the 19th century. Six volunteer-led sessions required.

**Concepts**—Benefit, Boomtown, Capital resources, Communication, Competition, Cost, Cost-benefit analysis, Demand, Emigration, Entrepreneurship, Human resources, Immigration, Industrialization, Innovation, Invention, Modes of transportation, Natural resources, Opportunity cost, Productive resources, Productivity, Pull factor, Push factor, Risk, Scarcity, Supply, Technology, Telegraphy.

**Skills**—Analyzing information, Critical thinking, Decision making, Decoding messages, Encoding messages, Gathering, interpreting, and organizing information, Math calculations, Oral and written communication, Planning, Reading and interpreting data, Working in groups.
JA Economics for Success®
Explores personal finance and students’ education and career options based on their skills, interests, and values, while demonstrating the economic benefits of staying in school. Six volunteer-led sessions required.


JA Finance Park®
Helps students build a foundation for making intelligent, lifelong, personal financial decisions through hands-on, realistic simulation experiences. The program includes in-school activities and culminates in the JA Finance Park simulation, followed by a post-simulation assessment.


JA Global Marketplace®
Provides practical information about the global economy and its effect on students’ lives. Six volunteer-led sessions required.

Skills-Analyzing points of view, Brainstorming, Critical reading, Critical thinking, Gathering and organizing information, Interpreting maps, charts, and globes, Math calculations, Oral and written communication, Persuasion, compromise and bargaining, Working in groups.

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JA It’s My Business!®
Encourages students to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations. Six volunteer-led sessions required.


**Skills** - Active listening, Analyzing information, Brainstorming, Creative thinking, Critical thinking, Decision making, Deductive reasoning, Estimating, Following directions, Group work, Interpreting information, Measuring, Money management, Oral and written communication, Problem-solving, Self-assessment.
Career Day Presenter

Presenter Name ___________________________ Job Title ___________________________

Pathway/Organization represented ________________________________________________

1. Why did you choose this career?
2. What type of education does your career require?
3. What do you like best about your career?
4. What are some things you don’t like about your career?
5. How much money do people in your type of work generally make?
6. What do you spend the majority of your time doing?
7. Do you think you will always have this career or will you change jobs in the future?
8. Other things to remember to help me write my thank you letter:
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### Teacher Schedule

<table>
<thead>
<tr>
<th>Room #1</th>
<th>10:30-11</th>
<th>11-11:30</th>
<th>11:30-12</th>
<th>12-12:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions - High School Counselors</td>
<td>Natural Resources-Landscaper</td>
<td>Human Services-Lawyer</td>
<td>Transitions – Career Tech Center or LCAN</td>
<td></td>
</tr>
<tr>
<td>Room #2</td>
<td>Arts and Comm. – Journalist</td>
<td>Engineering/Manufact'ing – Plumber</td>
<td>Business/Mgmt/Marketing – Salesperson</td>
<td>Health Sciences – Veterinary Tech</td>
</tr>
<tr>
<td>Room #4</td>
<td>Repeat above as needed and use additional occupations that may qualify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room #5</td>
<td>Repeat above as needed and use additional occupations that may qualify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attachment B
Michigan Career Pathway: Arts and Communication

Characteristics of people working in this pathway:

- Creative thinkers
- Imaginative, Innovative, Original
- Like to communicate with others
- Like making crafts, drawing, painting
- Like playing a musical instrument, taking photos, writing stories

Examples of careers in this pathway:

- Public Relations Executive
- Dancer
- Film Producer
- Fashion Designer
- Journalist
- Radio/TV broadcaster

Examples of courses someone in this pathway may take in college:

- Journalism
- Graphic Arts
- Language Arts
- Architectural Drafting and Design
- Sculpture
- Photography
Michigan Career Pathway: Natural Resources and Agri-science

Characteristics of people working in this pathway:

- Nature lovers
- Practical and curious about the physical world
- Interested in plants and animals
- Enjoy hunting, fishing, camping
- Like to garden or mow the lawn
- Interested in protecting the environment

Examples of careers in this pathway:

- Farmer
- Oceanographer
- Physicist
- Landscaper
- Marine Biologist
- Conservation Agent
- Chemist
- Forester

Examples of courses someone in this pathway may take in college:

- Agriculture
- Animal Science
- Astronomy
- Math
- Chemistry
- Botany
- Biological Sciences
- Geography
Michigan Career Pathway: Engineering/Manufacturing and Industrial Technology

Characteristics of people working in this pathway:

- Mechanically inclined and practical
- Like reading diagrams or blueprints
- Curious about how things work
- Enjoy painting a house, repairing a car, wiring an electrical circuit and woodworking

Examples of careers in this pathway:

- Architect
- Plumber
- Electrician
- Air Traffic Controller
- Auto Mechanic
- Chemical Engineer
- Draftsman
- Surveyor
- Geographer

Examples of courses someone in this pathway may take in college:

- Drafting
- Physics
- Science
- Math
- Robotics
- Electronics
- Machine Tools
- Physical Sciences
Michigan Career Pathway: Business, Management, Marketing, and Technology

Characteristics of people working in this pathway:

• Leader
• Like organizing people, planning activities, talking
• Work with numbers and ideas
• Like carrying an idea from start to finish
• Like balancing a checkbook, following the stock market
• Enjoy surfing the internet

Examples of careers in this pathway:

• Loan Officer
• Economist
• Legal Secretary
• Hotel Manager
• Office Manager
• Computer Programmer
• Salesperson
• Travel Agent

Examples of courses someone in this pathway may take in college:

• Math
• Language Arts
• Computer Science
• Business management

Entrepreneurship
Computer Support
Accounting
Marketing

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Michigan Career Pathway: Health Sciences

Characteristics of people working in this pathway:

- Like to care for people/animals who are sick or help them stay well
- Interested in diseases and how the body works
- Like reading about science and medicine
- Enjoy learning first aid or volunteering at a hospital or vet clinic

Examples of careers in this pathway:

- Dentist
- Dental Hygienist
- Doctor
- Veterinary Technician
- Respiratory Therapist
- Physical Therapist

Examples of courses someone in this pathway may take in college:

- Language Arts
- Biology
- Chemistry
- Health Education
- Animal Care
- Nutrition
- Math
- Physics
Michigan Career Pathway: Human Services

Characteristics of people working in this pathway:

- Friendly, open, understanding, and cooperative
- Like to work with people to solve problems
- Important to do something that makes life better for others
- Like to help friends and family with their problems
- Like reading, storytelling, traveling, and tutoring

Examples of careers in this pathway:

- Chef
- Teacher
- Lawyer
- Police Detective
- Cosmetologist
- Social Worker
- Librarian
- Firefighter

Examples of courses someone in this pathway may take in college:

- History
- Political Science
- Social Studies
- Language Arts
- Cosmetology
- Psychology
- Culinary Arts
- Child Care