



Inviting a Guest Speaker

Lesson Plan



DESCRIPTION & GOALS

This two-part lesson plan is designed to help middle-school students learn more about a guest speaker's company and how the speaker's career path may inform their own future plans. Accessible PDFs for students to fill out support this plan, along with creative ideas for enhancing collaboration and skill building.

OBJECTIVES

- Research a company and its mission statement.
- Identify 4 facts about the company.
- Prepare 3 questions for the guest speaker.
- Reflect on the guest speaker's presentation and how it may inform their future career plans.

PREPARATION & MATERIALS

Essential Materials:

- Computers and digital devices with internet access
- Guest Speaker Research Worksheet
- Guest Speaker Reflection Worksheet



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PROCEDURES

Part I: Pre-Speaker

- **Warm-up:** *Think-pair-share:* Think of a company you would like to work for. What do they produce, and why do they do it? Why would a mission statement be important for a company?
- **Explain the purpose of the lesson and the objectives.**
- **Explain the value of doing research on a company prior to arrival from a guest speaker.**
- **Present the Guest Speaker Research Worksheet, and ask students to ask questions that would help clarify what to do.**
- **Students can research and complete the Guest Speaker Research Worksheet individually, in pairs, or in small groups.**
- **Pairs/small groups:** Have students rank their potential questions for the guest speaker. Post their questions on the board.
- **Whole class:** Have students compare and contrast their questions and ask them which questions they would want to answer. What do they believe makes an effective question?
- **Whole class:** Ask students to generate rules for how to greet and respect the guest speaker.

Part II: Post-Speaker

- **Warm-up:** *Think-pair-share:* What did you like about the speaker's visit? What did you think the most effective questions were?
- **Distribute the Guest Speaker Reflection Worksheet to students.**
- **Have them ask questions that would help them be more successful in completing it.**
- **Have students meet in pairs or small groups to rank the following two sections on their worksheets in terms of importance:**
 - Facts about the company and its employees
 - Necessary skills to be successful at the company
- **Students can present their findings to the class and discuss how they arrived at their decisions, highlighting areas of consensus and disagreement. This can help students develop reasoning skills, listening skills, and empathy.**

ASSESSMENTS

Basic Assessments:

- Students receive credit for completion.





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RELATED ASCA STANDARDS

American School Counselor Association Standards

Mindset

- M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success.

Learning Strategies

- B-LS7: Long- and short-term academic, career and social/emotional goals
- B-LS9: Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

Self-Management Skills

- B-SMS4: Delayed gratification for long-term rewards
- B-SMS5: Perseverance to achieve long- and short-term goals

Social-Emotional Skills

- B-SS1: Effective oral and written communication skills and listening skills
- B-SS3: Positive relationships with adults to support success

RELATED OARS

Oregon Administrative Rules, Division 22*

- Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (581-022-2000: 6a)
- Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (581-022-2000: 6b,A)
- School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K–12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR 581-022-2030: 2d,e; 581-022-2055; 581-022-2060, 1a)

For the original text of the Oregon Administrative Rules, **follow this link. For your convenience, a simplified version with five statements and references to the corresponding OAR text **can be accessed here**.*