School Talk Preparation

Inspiring Career and Life Development

On-campus sharing sessions are highly prevalent and effective interactive activities. Below are different implementation methods:

- Enterprise advisors conduct sharing at schools (e.g., assemblies, Q&A sessions, guest lectures at career/course events)
- Workplace sharing during student company visits
- Online sessions hosted by Enterprise advisors (e.g., webinars/virtual talks)

Tools—School Talk Planning Template

School Talk Title Based on a question or topic that will spark the students' interest.	
Focus age-range Which age range will you be speaking to? How can you make your content relevant and relatable to this group? (e.g., can you bring a recent school alumnus from your workforce?)	
Inclusivity Think about the demographics and needs of your audience. How can you make your content, business, and sector seem relatable, engaging, and accessible to your audience? Think about any business jargon you might be using and try to use common language at an appropriate level for your audience.	
Participant numbers How many students will be attending? Where will the talk take place? (How much time will you have for questions, and can some of these be collated in advance if the group is large?).	
What do you want the students to know or understand after the talk? Keep this easy and accessible for students to digest.	
How will you structure what you want to say? Be aware of how much time you have and break the session down into manageable chunks. Meanwhile, incorporate VASK (Values\Attitudes\Skills\Knowledge) to ensure both students and parents can gain inspiration from it, enhancing the practicality of CLD planning.	

How can you relate your work to VASK and the curriculum? Collaborate with school teachers to connect the shared content with student curricula and encourage students to use VASK (Values, Attitudes, Skills, Knowledge) to think about the relationship between learning and careers. At the same time, introduce industry development pathways to help students plan for the future.	
What do you need to find out in advance of the talk, and from whom? Ask the main point of contact in school if there is any information that will help you to deliver a more engaging and inclusive experience for students (keep in mind special learning needs that some students may have).	
How will you keep your audience engaged? Ask regular reflection questions to make sure that the students are accessing the content being delivered. You can also try quizzes, paired or group discussions, and mini challenges to help students build on and develop their knowledge and understanding.	
Who will act as a practice audience, and how will you use their feedback to improve the talk? Try and practice the talk in full to at least one other colleague or a practice audience volunteer. Their feedback will help to improve and strengthen your talk for students. Perhaps you have a recent school alumnus in your business who could provide a youth-oriented perspective?	
Will you use handouts, props, or visuals? Consider if additional materials and resources would improve the experience for students.	
Will you provide materials in advance? It is best practice to share with students an invitation to the talk and a breakdown of what to expect. Students might also enjoy preparing questions to ask beforehand when you visit.	
How will you gauge student and teacher feedback? Will you ask for on-the-spot feedback from students and the teacher? Or follow up afterwards with a questionnaire or feedback form? Make sure to cover VASK (Values\Attitudes\Skills\Knowledge) to assess the impact of the sharing on students' career development.	
Will you provide follow-up activities? Will students benefit from a follow-up activity or task? For example, extra related resources, individual, group, or class activities?	
Other considerations Is there anything else that you need to consider in preparation for your talk?	

Tools—School Talk (SME in Marketing) Planning Template

School Talk Title Base on a question or topic which will spark the students' interest.	"How to Plan Your Future?" —— Guide students to contemplate their CLD directions "Can knowledge learned in school really be applied to the future?" —— Connect learning with real-world applications "Besides academic performance, how else can you improve yourself?" —— Guide students to explore the importance of VASK (Values, Attitudes, Skills, Knowledge)
Focus age-range Which age range will you be speaking to? How can you make your content relevant and relatable to this group? (e.g. can you bring a recent school alumni from your workforce?)	Age: 15-16 years old
Inclusivity Think about the demographics and needs of your audience. How can you make your content, business and sector seem relatable, engaging and accessible to your audience? Think about any business jargon you might be using and try to use common language at an appropriate level for your audience.	Understand your audience:Provide practical information tailored to students' age, educational background, and language abilities (instead of only focusing on information regarding the industry) Connecting life with career:When introducing BIM technology, start with "Do you know how Hong Kong buildings ensure safety?" then demonstrate through case studies how BIM improves construction efficiency to help students to have a better understanding Simple and relatable common language: Avoid industry jargon, for example, changing "quantitative analysis of investment risks" to "using data to assist in investment decisions," making it easier for students to understand and increasing participation.

Participant numbers How many students will be attending? Where will the talk take place? (How much time will you have for questions and can some of these be collated in advance if the group is large).	Event Specifications Participants: 120 students Duration: 45 minutes Venue: School auditorium
What do you want the students to know or understand after the talk? Keep this easy and accessible for students to digest.	Theme Objectives Understand the definitions of marketing and brand building Explore the role of color psychology in attracting audience attention
How will you structure what you want to say? Be aware of how much time you have and break the session down into manageable chunks. Meanwhile incorporate VASK (Values\Attitudes\Skills\Knowledge) to ensure both students and parents can gain inspiration from it, enhancing the practicality of CLD planning.	Event Arrangement 1 – Introduction and Objective Statement Open with an explanation of the goals and process of the event. 2 – Sharing Case Stories Share with students the biggest mistake I made while working with clients and the lessons learned from it. 3 – Group Discussion Ask students to discuss the potential definitions of "marketing" in pairs.

How will you structure what you want to say? Be aware of how much time you have and break the session down into manageable chunks. Meanwhile incorporate VASK (Values\Attitudes\Skills\Knowledge) to ensure both students and parents can gain inspiration from it, enhancing the practicality of CLD planning.	4 – Feedback and Definition Comparison Collect student opinions and share the company's definition of marketing, comparing it with the definition of brand building. At the same time, introduce the company and its scope of business to the students. 5 – Color Psychology Display the color wheel and ask students to list high-profile marketing campaigns that use specific color combinations, collecting their opinions. Then discuss the influence of some well-known brands, focusing on the role of color, and ask students if they can think of any brands that break this norm. 6 – Simulation Activity Discuss the skills and qualities needed to be an effective marketer. 7 – Employee Video Playback Play a video showcasing current colleagues discussing their experiences entering the company and advice for those considering a career in business consulting. 8 – Reflection Activity Ask students to reflect on whether they possess the skills or qualities needed to be a marketer. 9 – Pair Summary Ask students to explain simple definitions of marketing and brand building to their partners, as well as the best and worst color choices in branding. 10 – Collect Feedback and Conclude the Event

How can you relate your work with VASK and the curriculum? Collaborate with school teachers to connect the sharing content with student curricula and encourage students to use VASK (Values, Attitudes, Skills, Knowledge) to think about the relationship between learning and careers. At the same time, introduce industry development pathways to help students plan for the future	Students are learning persuasive literary techniques in English, the teacher hopes we will use techniques such as "hyperbole," "rhetorical devices," and "imperative sentences" when explaining activities of well-known clients. Through these language strategies, not only will we enhance students' communication and expression skills but also help them develop VASK (Values, Attitudes, Skills, and Knowledge), fostering creative thinking and critical analysis abilities, making them more competitive in the future job market.
What do you need to find out in advance of the talk and who from? Ask the main point of contact in school if there is any information which will help you to deliver a more engaging and inclusive experience for students (keep in mind special learning needs that some students may have)	Prepare a "content summary" to support Students A and B, which the teacher can share with the entire class as appropriate. Provide a standing desk for Student C. Before the activity begins, practice effective listening and collaboration skills, and reinforce students' understanding of the expectations for the activity.
How will you keep your audience engaged? Ask regular reflection questions to make sure that the students are accessing the content being delivered. You can also try quizzes, paired or group discussions and mini challenges to help students build on and develop their knowledge and understanding.	Incorporate the following interactive techniques: • Simulation activities • Pair discussions • Direct questioning • Video explanations • Music • Storytelling • Reflective questions

Who will act as a practice audience and how will you use their feedback to improve the talk? Try and practice the talk in full to at least one other colleague or practice audience volunteer. Their feedback will help to improve and strengthen your talk for students. Perhaps you have a recent school alumni in your business who could provide a youth/ student oriented perspective?	After the activity, actively collect feedback from colleagues to understand the clarity, appeal, and relevance of the content to students. Focus on whether the language expression, interaction methods, and case selections effectively convey the core message. Make necessary modifications and adjustments based on the feedback, optimize the content structure, simplify technical jargon, and ensure that the examples and activities used can engage students' interest.
Will you use handouts, props or visuals? Consider if additional materials and resources would improve the experience for students.	• PowerPoint • Entrance and exit music • Video playback • Display of the color wheel
Will you provide materials in advance? It is best practice to share with students an invitation to the talk and a breakdown of what to expect. Students might also enjoy preparing questions to ask beforehand when you visit.	Send a "content summary" to the teacher for distribution or to be emailed to students. Provide some discussion angles and optional research tasks for students to complete before sharing in class.
How will you gauge student and teacher feedback? Will you ask for on-the-spot feedback from students and the teacher? Or follow up afterwards with a questionnaire or feedback form? Make sure to cover VASK (Values\Attitudes\Skills\Knowledge) ,to assess the impact of the sharing on students' career development	Students will be asked to complete an electronic questionnaire via Google Forms after returning to the classroom. Ask students to write down a short sentence describing the activity as they leave the venue and drop it into the suggestion box. Provide the teacher with a separate Google Forms link to collect their feedback.

Will you provide follow-up activities? Will students benefit from a follow-up activity or task? For example, extra related resources, individual, group or class activities?	• Ask the teacher if they would like us to return to the school to provide the same lecture to students in other grades. • Consider arranging a marketing challenge after the lecture, allowing students to complete it independently or in groups during their free time. For example, design a branding challenge for a fictional product or client, accompanied by a rationale report. This will help build trust and brand loyalty within the community
Other considerations Is there anything else that you need to consider in preparation for your talk?	• Discuss with the teacher about the classroom arrangement to ensure students have the opportunity for pair discussions and group discussions. They may need to consider seating arrangements and support for specific student needs. • Confirm the usage of computers to ensure that the PowerPoint is ready upon arrival. • Consider photography permissions and find out in advance which students have parental consent to appear in photos or on social media. • Create two social media posts to highlight the impact of the event—one thanking the school and reflecting on our experience of the event, and the other including feedback from students or teachers.