Hispanic, Native American, and Black students are underrepresented in STEM/STEAM coursework and are more likely to drop out of STEM/STEAM degree programs in comparison to their Asian and White peers. Our findings suggest this perceived lack of participation in STEM/STEAM professions has little to do with intellectual capabilities and everything to do with the students’ attitudes, beliefs, and perceptions of STEM/STEAM careers. Research suggests the two main reasons for students’ apathy towards STEM/STEAM learning and career pathways are a lack of qualified instructors and innovative learning opportunities. In this poster presentation, we introduce the preliminary results of a systematic literature review on the effects of innovative STEM/STEAM activities on career perceptions of underrepresented middle school students. We utilized the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method to conduct this systematic review. Using our inclusion/exclusion criteria we restricted the results to articles published in the English language during or after the year 2000. Only the articles that were published in peer-reviewed journals, appeared in conference proceedings, or were committee approved Masters or Doctoral theses were considered for further review. As a result of further screening, we identified 12 quantitative articles, 1 qualitative article, and no mixed-methods articles. Full text analysis of the 13 articles resulted in the exclusion of 1 quantitative article. The inter-rater discussion resulted in the identification of 12 articles for inclusion in the final analysis. Our initial findings indicate that STEM/STEAM Activities foster a deeper interest and improved attitudes towards STEM/STEAM careers in middle school students.