

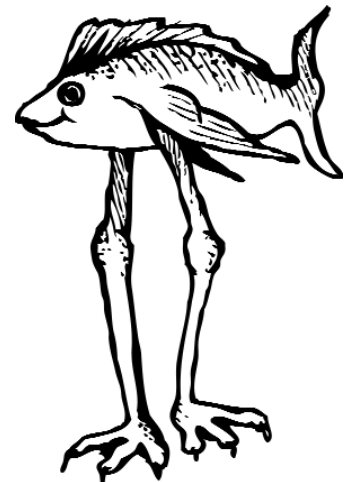


# Career Fair Preparation Activities

for high school

created by the Vermont Student Assistance  
Corporation for participating schools

funded in part by VT State GEAR UP, a federal  
college access program



# tips for teachers and counselors

- Convey to students a spirit of excitement about this event.
- Select all or some of the activities included in this booklet to complete with students. For more ideas, visit Start Where You Are Professional (see link at [www.vsac.org](http://www.vsac.org)).
- Discuss with students the intended outcomes for your career event, including:
  1. knowledge of personal characteristics, interests, aptitudes, and skills
  2. awareness of and respect for the diversity of the world of work
  3. understanding of the relationship between school performance and future choices
  4. understanding of personal goal-setting and decision-making patterns and attitudes
- Encourage students to research careers that interest them.
- If possible, provide students with a list of presenters so students can research presenters' careers prior to event.
- Prepare students to come to the career event prepared with questions for presenters.
- Invite parents to attend.
- Go to [www.vsac.org](http://www.vsac.org) to search for career resources, including the following:
  1. Start Where You Are
  2. VT Guidance Central
  3. VSAC Resource Center Library online collection
  4. Pathfinders
  5. The VSAC Resource Center library online catalog



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## After the event

Follow up with students to deepen their understanding of what they learned.

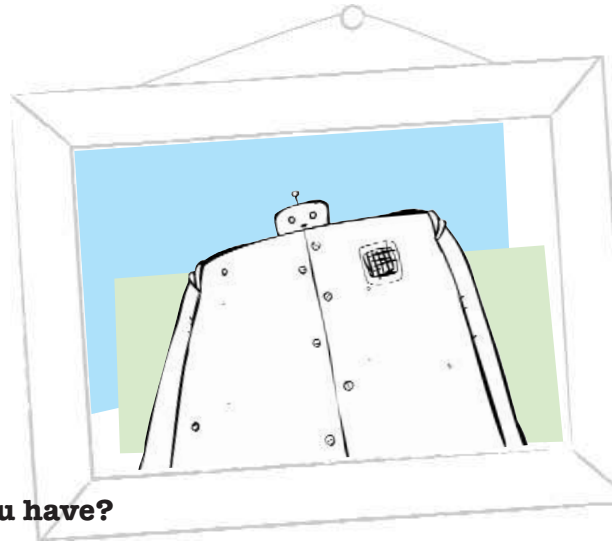
1. Have each student write him/herself a letter (lesson plan included).
2. Have students write thank-you notes to presenters.
3. Arrange job shadows. For tips and ideas, visit [www.uwplatt.edu/careercenter/resources/jobshadow.pdf](http://www.uwplatt.edu/careercenter/resources/jobshadow.pdf).
4. Have your students make collages, posters, or Web pages for younger students, to introduce particular careers that interested them.
5. Have students write a short article about the career fair for the school newspaper or a local newspaper.
6. In a "my story" assignment, ask students to discuss who they are, what inspires them, whom they admire, how they want to influence their communities, etc. Encourage them to present their stories in any format that appeals to them: short essay, film, audio interview, Web page, etc.

# family career questionnaire

**Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

Ask a family member to answer the following questions about his or her career. Write down his/her answers. Be as specific as possible.

- 1.** What is your job title?
- 2.** How did you find your job (newspaper ad, employment agency, personal contact, etc.)?
- 3.** What made you decide to work in this career area (chance, parental influence, personal interest, salary, first available job, etc.)?
- 4.** Is this a traditional job for a person of your gender?
- 5.** What qualifications did you need for this job? How much education or training?
- 6.** What duties do you have during a typical day?
- 7.** What do you like best about your work?
- 8.** What do you like least about your work?
- 9.** When you were in school, what career dreams did you have?
- 10.** Did your dreams come true? Why? Why not?
- 11.** If you could have your dream career today, what would it be?



# work values clarification

## What do I want from a job?

The following list describes a number of work values. Based on the definition provided, rate how important each value would be to you in an ideal job, using to the following scale:



\_\_\_\_\_ **Self-direction:** I will work on my own with minimal supervision, and will have the independence to complete tasks the way I want to.

\_\_\_\_\_ **Prosperity:** One of my main goals will be to earn money and perhaps become quite wealthy.

\_\_\_\_\_ **Respect and recognition:** My work will be respected and recognized by other people.

\_\_\_\_\_ **Creativity:** I will use my imagination and creativity in my job.

\_\_\_\_\_ **Leadership:** In my position, I will be a role model and/or leader.

\_\_\_\_\_ **Risk taking:** I will have many opportunities to take risks and confront challenges in my job.

\_\_\_\_\_ **Expertise:** I will be considered an expert in my field and will be recognized for my knowledge.

\_\_\_\_\_ **Responsibility:** I will have a great deal of responsibility.

\_\_\_\_\_ **Making a difference:** My work will have a visible impact on people's lives and/or on society.

\_\_\_\_\_ **Producing a result:** My work will involve projects with specific, visible results.

\_\_\_\_\_ **Supervision:** I will be responsible for the work of others.

\_\_\_\_\_ **Aesthetics:** I will add physical beauty to the world.

\_\_\_\_\_ **Time freedom:** I will have time outside of work to do the things I want to do.

\_\_\_\_\_ **Self-expression:** I will be able to express myself fully through my work.

\_\_\_\_\_ **Affiliation:** I will be recognized as a member of a particular organization.

\_\_\_\_\_ **Friendship:** I will have an opportunity to make friends with my coworkers.

\_\_\_\_\_ **Structure:** I will have a lot of direction on how to do my job.

\_\_\_\_\_ **Security:** The organization I work for will provide me with steady employment.

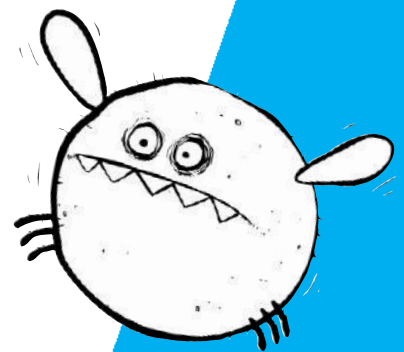
\_\_\_\_\_ **Moral fulfillment:** My work will be consistent with my moral standards and values.



- \_\_\_\_\_ **Location:** I will live in an area or community with many opportunities to do the things I like to do.
- \_\_\_\_\_ **Authority:** I will have authority over others and be able to influence people.
- \_\_\_\_\_ **Recreation:** I will contribute to other's enjoyment of and pleasures in life.
- \_\_\_\_\_ **Social status:** I will enjoy a high degree of social status because of the job I hold.
- \_\_\_\_\_ **Ability utilization:** My work will use my skills and talents to their fullest potential.
- \_\_\_\_\_ **Organizational structure:** The organization I work for will have clearly defined goals, policies, and procedures.
- \_\_\_\_\_ **Working conditions:** I will work in an environment that supports my ability to get my work done.

List the ten values that are most important to you, from most to least important:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# lesson plan: what do you look for in a job?

**Objective:** Students will be able to identify their values and the ways those values relate to career choices.

**Grade level:** grades 7–12

**Expectations of students upon completion of activity**

- Students will determine their values and decide what's important in a future career choice.
- Based on their worksheet results, students will develop three questions to ask presenters/business people at a career fair.

**Teacher prep time:** 10–15 minutes

**Class time:** 30 minutes

**Materials**

- worksheets
- pens and pencils

**Format:** Group setting within the classroom

**Procedure**

- Prior to class, look over the worksheet “*What do you look for in a job?*” (see attached) to become familiar with the activity and what it entails.
- Have students complete the worksheet.
- Have the students discuss what's important and not important to them in a job.

**Related Web sites**

- [www.vsac.org](http://www.vsac.org)
- [www.acrnetwork.org/](http://www.acrnetwork.org/)
- [www.cdm.uwaterloo.ca/step1.asp](http://www.cdm.uwaterloo.ca/step1.asp)

**NCDA guidelines for personal social development**

- develop an understanding of yourself to build and maintain a positive self-image
- begin the first steps in career management
- use a process of decision-making as one component of career development
- use accurate, current, and unbiased career information during career planning

**Vermont's Framework of Standards vital results**

Section 3 Personal Development Standards — Making Decisions

3.7 Informed decisions — Students make informed decisions in the workplace.

3.15 Career choices — Students know about various careers.

**VTSCA career standards**

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self, and to make informed career decisions.



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# What do you look for in a job?

**Look through the following list.**

Put a **“J”** next to things you hope to find in a job.

Put a **“T”** next to the things you could tolerate in a job.

Put an **“R”** next to the things you would have to reject in a job.

- |   |   |
|---|---|
| <input type="checkbox"/> Working long, productive hours       | <input type="checkbox"/> Adding beauty to the world                     |
| <input type="checkbox"/> Being your own boss                  | <input type="checkbox"/> Doing many different things                    |
| <input type="checkbox"/> Making a lot of money                | <input type="checkbox"/> Having a good place to work                    |
| <input type="checkbox"/> Working with and around other people | <input type="checkbox"/> Having freedom to choose what you do every day |
| <input type="checkbox"/> Performing similar duties every day  | <input type="checkbox"/> Being allowed to be yourself                   |
| <input type="checkbox"/> Working alone                        | <input type="checkbox"/> Having to think for yourself                   |
| <input type="checkbox"/> Being respected by other people      | <input type="checkbox"/> Working under pressure                         |
| <input type="checkbox"/> Using your imagination               | <input type="checkbox"/> Having your own office                         |
| <input type="checkbox"/> Making important decisions           | <input type="checkbox"/> Being physically active                        |
| <input type="checkbox"/> Selling things                       | <input type="checkbox"/> Working with animals                           |
| <input type="checkbox"/> Traveling                            | <input type="checkbox"/> Living in the city                             |
| <input type="checkbox"/> Being a leader                       | <input type="checkbox"/> Working at a slow pace                         |
| <input type="checkbox"/> Solving mechanical problems          | <input type="checkbox"/> Working at a fast pace                         |
| <input type="checkbox"/> Talking to many people               | <input type="checkbox"/> Getting dressed up for work                    |
| <input type="checkbox"/> Solving challenging issues/problems  | <input type="checkbox"/> Working different shifts                       |
| <input type="checkbox"/> Helping other people                 |   |
| <input type="checkbox"/> Taking risks                         |   |
| <input type="checkbox"/> Doing a lot of writing               |   |
| <input type="checkbox"/> Being inside all day                 |   |
| <input type="checkbox"/> Being outside all day                |   |
| <input type="checkbox"/> Using a lot of math                  |   |
| <input type="checkbox"/> Reading many things                  |   |
| <input type="checkbox"/> Working with your hands              |   |
| <input type="checkbox"/> Having authority over others         |   |
| <input type="checkbox"/> Having friendly colleagues           |   |



**5 things I would look for:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**5 things I would reject:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

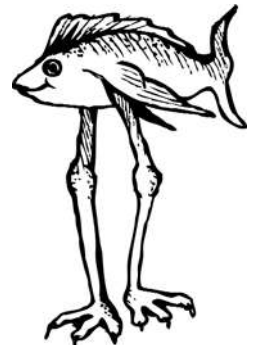
5. \_\_\_\_\_

**Looking at the things you want in a job and the things you don't, think of three related questions to ask a presenter/business person at the career fair.**

1. >>

2. >>

3. >>





# Activity 1:

# coding interests

**Name:** \_\_\_\_\_ **Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Instructions

1. In the table provided, circle any activities that interest you.
2. Count the number of circled activities in each column and write the totals in the spaces provided on page 2.
3. If there are not two main areas that interest you, ask yourself if the non-chosen activities are “interesting” or “very interesting.”
4. Keep going until the top two areas of interest have been identified.
5. Compare your code to the definitions on page 3.

	1	2	3	4	5	6
A	Fix mechanical things	Work on a scientific project	Sketch, draw, or paint	Work as a volunteer for a charity	Operate your own business	Operate office machines
B	Take a wood-working class	Study the stars through a telescope	Play in a band or orchestra	Help others with their personal problems	Serve as an officer of a group	Compute business figures
C	Take an auto mechanics class	Solve a mathematical problem	Create photographs	Work as a speech therapist	Supervise the work of others	Take an accounting class
D	Work outdoors	Investigate a crime scene	Take an art class	Work as a nurse	Lead a group to accomplish a goal	Take a commercial math class
E	Operate motorized machines or equipment	Read scientific books or magazines	Act in a play	Teach children	Read business magazines or articles	Work in an office



	1	2	3	4	5	6
F	Build things	Do a lot of thinking	Design fashions	Teach or train others	Meet important people	Write a business letter
G	Work alone	Use a microscope	Design interior spaces	Lead a group discussion	Give a talk or speech	Use a computer
H	Tend/train animals	Do complicated calculations	Read fiction, plays, or poetry	Play a team sport	Sell things	Keep accurate records
I	Pitch a tent	Understand physics laws and theories	Attend concerts, the theater, or an art exhibit	Help others resolve a dispute	Promote or spread an idea	Be responsible for details
J	Solve mechanical puzzles	Interpret formulas	Work on crafts	Participate in a meeting	Win a leadership or sales award	Type or use word processing software
K	Plant a garden	Learn about a new subject	Work according to your own rules	Become good with words and talking to people	Take on a lot of responsibility	Work with numbers
L	Read a blueprint	Use computers	Use your imagination to do something original	Work with young people	Participate in a political campaign	Be very well organized
M	Play a sport	Perform lab experiments	Write stories and poetry	Plan and supervise an activity	Convince people to do things your way	Set up a system for doing something and stick to it
	<b>R</b> _____	<b>I</b> _____	<b>A</b> _____	<b>S</b> _____	<b>E</b> _____	<b>C</b> _____



# coding interest explanations

<b>R</b> _____	<b>I</b> _____	<b>A</b> _____	<b>S</b> _____	<b>E</b> _____	<b>C</b> _____
<b>realistic</b>	<b>investigative</b>	<b>artistic</b>	<b>social</b>	<b>enterprising</b>	<b>conventional</b>

## **R** = realistic

You have mechanical and athletic abilities. You like working outdoors with tools and objects, and you prefer dealing with things rather than people.

Auto mechanics

Farming

Building things

Fixing electrical things

Carpentry

Setting type for a printed piece

Driving a truck

Wildlife biology

## **I** = investigative

You have math and science abilities. You like working alone and solving complex problems. You also like dealing with ideas rather than people or things.

Advanced math

Doing puzzles

Astronomy

Physics

Being in a science fair

Using a chemistry set

Building rocket models

Working in a science lab

## **A** = artistic

You have artistic ability and imagination. You enjoy creating original work, and you prefer to deal with ideas rather than things.

Being in a play

Going to concerts

Creating fashion designs

Learning foreign languages

Creative writing

Playing with musicians

Drawing or painting

Reading about art or music



# coding interest explanations

<b>R</b> _____	<b>I</b> _____	<b>A</b> _____	<b>S</b> _____	<b>E</b> _____	<b>C</b> _____
realistic	investigative	artistic	social	enterprising	conventional

## **S** = social

You have social skills. You're interested in social relationships and helping others solve problems. You like dealing with people rather than things.

- |                         |                             |
|-------------------------|-----------------------------|
| Attending sports events | Making new friends          |
| Belonging to a club     | Studying foreign people     |
| Doing volunteer work    | Teaching children           |
| Helping people          | Working with elderly people |

## **E** = enterprising

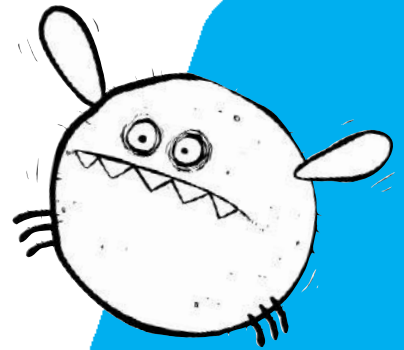
You have leadership and speaking abilities. You like to be influential, and you're interested in politics and business. You also prefer to deal with people and ideas, not things.

- |                               |                                |
|-------------------------------|--------------------------------|
| Being elected class president | Selling a product              |
| Being with leaders            | Talking to salespeople         |
| Buying materials for a store  | Talking with people at a party |
| Giving speeches               | Working on a sales campaign    |

## **C** = conventional

You have clerical and math abilities. You prefer working indoors and organizing things, and you like dealing with words and numbers rather than people or ideas.

- |                            |                             |
|----------------------------|-----------------------------|
| Filing letters and reports | Using a cash register       |
| Following a budget         | Using business machines     |
| Keeping detailed reports   | Word processing on computer |
| Typing reports             | Working nine-to-five        |

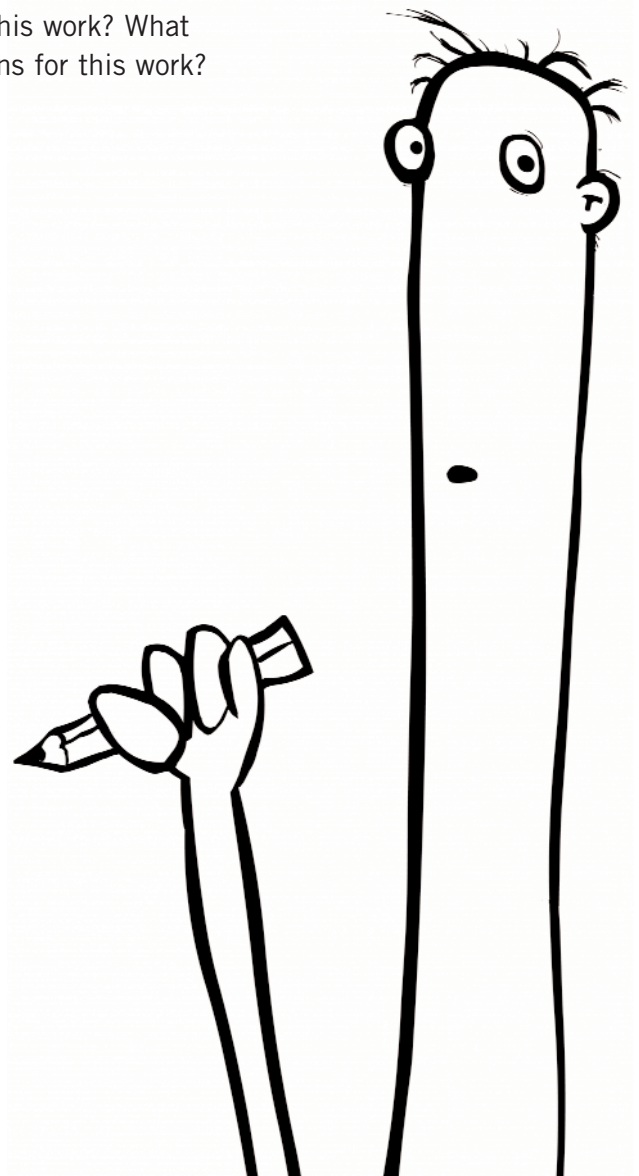


# career fair interview questions

- 1.** Would you please describe a typical day or typical tasks in your job?
- 2.** Do you work primarily alone or with others? What are the best and worst things about your work with other people?
- 3.** What do you like best about your work? What do you like least?
- 4.** What are some typical kinds of decisions you have to make at work?
- 5.** What is the salary range for this type of work? What other benefits (health insurance, vacation time, discounts at local businesses, etc.) come with this job?
- 6.** How does your job affect the rest of your daily life?



- 7.** What kind of training or education does a person need for this job? What are the skills needed for this job?
- 8.** What personal qualities (emotional, physical, and mental) does a person need in order to do well and be happy in your job?
- 9.** What things did you learn in school that help you most in this work? What hobbies or activities outside of school have important lessons for this work?
- 10.** What can I do now to help prepare me for this career?
- 11.** Would you allow me to arrange a job shadow if I wanted to learn more about this career?



# career fair scavenger hunt

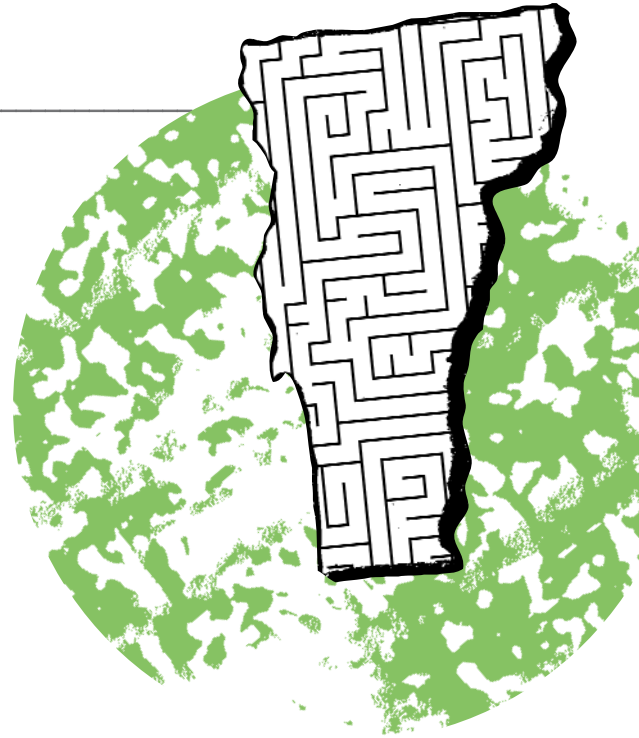
**Name and school**

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## Career Clusters

For three of the eight career clusters listed below, find one job. List each job and the career cluster to which it belongs.

1. Business, office, and sales
2. Engineering, science, and computers
3. Health
4. Social science and education (including counselors, religious workers, teachers)
5. Art, design, and communication (including entertainers and news reporters)
6. Personal and consumer services (including food, personal care, and protective services)
7. Agriculture, forestry, and natural resources
8. Mechanics, construction, industry, and transportation



Job found:

Career cluster it belongs to:

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## Tools of the Trade

Find a job in which a person uses:

a knife \_\_\_\_\_

a microphone \_\_\_\_\_

“scrubs” \_\_\_\_\_

a computer \_\_\_\_\_

a tool box \_\_\_\_\_

## People, Data, Things

Find a job for each of the following three interest categories:

**People** — jobs that involve working with the public \_\_\_\_\_

**Data** — jobs that involve using facts and numbers \_\_\_\_\_

**Things** — jobs that involve working with animals and/or machinery \_\_\_\_\_



## **Skills**

Find three jobs that require computer skills:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Find two jobs in which a worker must be creative:

1. \_\_\_\_\_
2. \_\_\_\_\_

Find two jobs that require math:

1. \_\_\_\_\_
2. \_\_\_\_\_

Find two jobs that involve science:

1. \_\_\_\_\_
2. \_\_\_\_\_

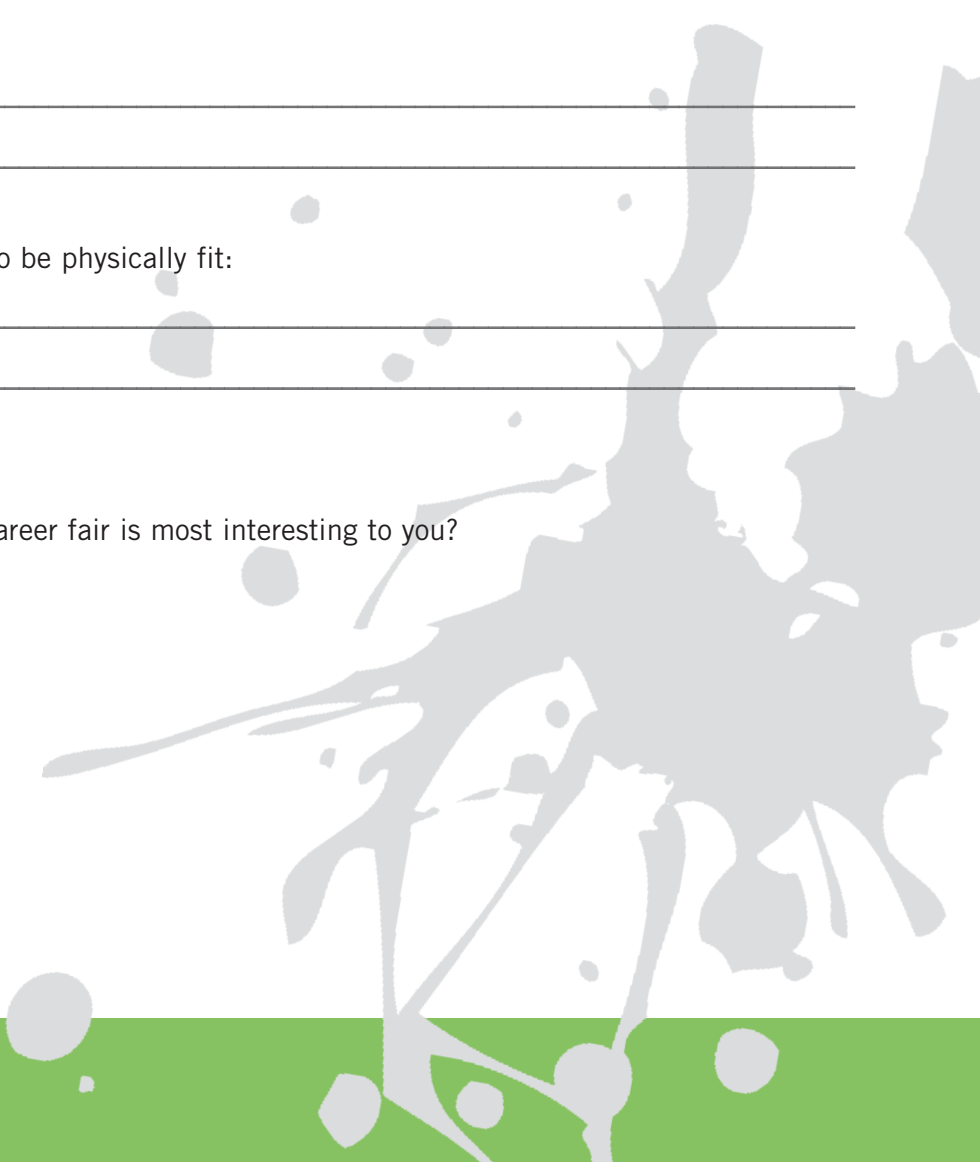
Find two jobs in which it is important to be physically fit:

1. \_\_\_\_\_
2. \_\_\_\_\_

## **Interests**

Which of the jobs represented at this career fair is most interesting to you?

Why?





# lesson plan: write yourself a letter

**Objective:** Students begin to learn to set goals and follow through to achieve them.

**Grade level:** any age

## Materials

- Cards or paper and envelopes
- stamps
- pens or pencils

**Time required:** 15–20 minutes

## Framing the activity

One good way to achieve goals is to write them down and look at them later to check on progress. We all love to get mail, especially letters from people who care about us. What better way to check progress toward our goals *and* to receive mail than to write letters to ourselves!

## Procedure

- Give each student paper, a stamped envelope, and a pen.
- Have each student write a letter that addresses a couple of academic goals that he or she would like to accomplish for the year and that you both determine are reasonable. In the letter, each student should outline his or her goals and ways those goals can be achieved. Encourage each student to:
  - 1) state a goal
  - 2) list specific actions he or she can take to reach that goal
  - 3) consider obstacles that might prevent reaching the goal
  - 4) brainstorm ways to deal with these obstacles
  - 5) think of people who can help him or her reach the goal
  - 6) set a new goal once the original goal has been achieved
- Have each student address an envelope to him/herself and put the letter inside.\*
- Have counselors collect and photocopy the letters. Send out the letters one month later. Encourage students to save the letters and refer back to them as motivation.

*\* Check to make sure students have written the correct address.*

## Follow-up

- Shortly after mailing the letters to students, give each student the photocopy of his/her letter and ask the students to write a reflection on the goals they set for themselves. What do they think of these goals one month later? How far have they progressed? What do they need to do next to meet their goals?
- Repeat this reflection later in the semester.

**Technology modification:** Have students write e-mails rather than letters.



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