



## Teachers' notes

*Year level*  
Year 7, 8, 9, 10

*VELS*  
Level 5 & 6



### Time

One hour before the Careers Expo/Market  
Excursion to the Expo  
One hour follow up after the Expo

### Purpose

Students maximise the opportunity offered by a Careers Expo/Market to gather information about career pathways, education and training, and job opportunities.

### Rationale

In order for students to gain value from a careers and training expo or careers market, they need to know:

- what the expo or market is about, and why they are going;
- the information they will be able to access at the expo or market; and
- how and from whom they can get this information.

Ideally, a visit to the expo or market should be part of a comprehensive career education program. If this is not the case, a preparation program for students before the visit to the expo or market is strongly recommended.



### Activities

Accompanying teachers should be briefed about the Expo and given guidelines on what they can do to help students gain the maximum benefits from their visit.

#### Before the Expo

1. Students brainstorm ideas about how to gain information about jobs and work opportunities. They should include:
  - accessing information from the internet e.g. *Youth Central* [www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au) and *myfuture* [www.myfuture.edu.au](http://www.myfuture.edu.au)
  - talking to people - parents, friends, teachers, careers coordinators, student counsellors, employers, people who do the job;
  - reading information on courses and occupations – the *Job guide*, newspaper advertisements and articles, company brochures, tertiary institution handbooks, the OZJAC database;
  - contacting or visiting a Career Information Centre or library;
  - experiencing the job, e.g. work experience, work placement, part-time work.

Teachers may want to distribute the *Gathering careers information* handout from the Researching careers section of this resource.

## Careers expos/markets

2. Students discuss what a Careers Expo is about and the benefits for themselves including:
  - an opportunity to gain occupational and training information that is directly useful for themselves;
  - many different employers, education and training providers and occupations are represented;
  - a broad range of information is in the same place at the same time;
  - information is presented in several ways – via brochures and printed material, videos and visual displays, practical displays and explanations by representatives who can answer questions; and
  - information provided should be accurate and up-to-date.
3. Students generate a list of occupations in which they are interested. Ideally, this list should not be too long, but there should be a few options. Students who have no idea, or are undecided should be encouraged to talk to careers coordinators, teachers, parents or other significant adults before attending the market.
4. Students fill in their chosen career titles on the *Expo worksheet* (they may use more than one if they have more than two jobs to explore). They complete some information for their Expo worksheet before attending. Students who have been able to answer all questions ahead of time could be encouraged to find different information or explore other careers. For example, they could look for more detailed information about employment and training opportunities.

### At the Expo

1. Assist students to develop a list of exhibitors they think they should visit to gain information about the careers they want to research.
2. Assist students to 'interpret' the map and decide which employers or organisations can provide the information they require;
3. Watch for students who lack the confidence to approach adults and ask questions and help them where necessary.
4. Approach groups of students and check that each person is finding what he/she needs.

### Post Expo program

A good program should include some kind of 'debriefing' following the visit to the Expo. Teachers can use the *Expo follow up* sheet or discuss the following questions with the class:

- Who felt that the information they gained confirmed their choice(s) of occupation(s)?
- Who changed their mind about their chosen occupational choice, and why?
- Who found out about new jobs that they had not previously considered? What were they?
- What requirements did most employers expect school leavers to meet?
- Do students prefer employment in some organisations over others? If so, why?
- What were some positive features about the jobs investigated?
- What were some negative features associated with the jobs investigated?
- Who has not yet managed to get all of the information required about their occupational interest? What can they do about this?
- Who still has no ideas about occupations that could be of interest to them? What can they do about this?
- Which occupations or training options would they like to see at the market, but were not represented?



## Further activities

- Students discuss the information gathered at Expo with their parents. If possible they could attend the Expo with their parents as well.
- Remember that employers and training organisations represented at Expos are generally large organisations, and most school leavers find employment in smaller businesses. For each of the careers in which students express an interest, get students to generate a list of specific names of other possible organisations where they might find employment or training. Resources such as telephone books, business directories, the Internet or local newspapers can be used. Students can concentrate on opportunities in their own or preferred location.



## Resources

- Copies of *Student Expo preparation* sheet for each student (one page)
- Copies of *Expo to dos* sheet for each student (one page)
- Copies of *Expo follow up* sheet for each student (one page)
- Copies of *Accompanying teachers* sheet for each teacher taking students to the Expo (one page)
- *Youth Central* website <http://www.youthcentral.vic.gov.au/>
- The Facts section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

## Victorian Essential Learnings (VELS)

### Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	Working in teams
	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition