

Career Fair Reflection

The **BIG** Idea

- What did I learn from participating in the career fair, and how did my presentation contribute to my classmates' knowledge?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Self-Evaluation (10 minutes)
 - II. Sum It Up! (20 minutes)
 - III. Wrap Up: Career Bingo (15 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 15-16, Career Fair Mini-Reviews, completed during Career Fair
 - Portfolio page 17, Career Fair Self-Evaluation Guide
 - Portfolio page 21, Grade 7 Skills Checklist (Careers Skills only)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 57, Career Bingo Card
- Assorted rewards for game winners (at least 10 per class, and more if you want to give out extras for tie scores, special effort, etc)
- Chart paper and marker
- OPTIONAL: Refreshments

OBJECTIVES

During this lesson, the student(s) will:

- Evaluate performance as a presenter and an audience member.
- Articulate reasons why careers would/would not be a good match for them.
- Demonstrate acquisition of new career information.

OVERVIEW

This lesson follows the career fair, and allows students to reflect on their participation and what they discovered about themselves in this unit, and celebrate what they've learned.

Students evaluate their contributions as presenters and audience members. With partners, they discuss which careers seem most appealing, which they think they're least likely to pursue, and their reasons for each. Students share their partners' choices and reasons. You'll jot students' findings on chart paper and reinforce what students learned for themselves — that finding a good career is about knowing themselves. The unit concludes with a career bingo game in which students identify classmates whose careers match criteria specified on the bingo cards.

Refreshments are optional.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- For **Activity IV**, get small rewards to give bingo winners. Suggestions include: school cafeteria "gift certificates," shiny "state" quarters, funky shoelaces, joke shop items, simple magic tricks, mini "travel" games, deck of cards, bouncy balls, key rings, wiggle pens, temporary tattoos.

BACKGROUND INFORMATION

*"Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance."**

— Carl Rogers

Self-assessment involves students reflecting on their own abilities and performance as it relates to specified content and skills and to their effectiveness as learners. Self-assessments use specific performance criteria, assessment standards, and personal goal setting.** The purpose of self-assessment is less about having students evaluate a specific assignment and more about helping

them to be reflective, which is “essential for their ongoing capacities to do good work and to progressively improve their work over time.”***

Sources:

*Carl Rogers: Freedom to Learn: <http://www.panarchy.org/rogers/learning.html>

** Self-Assessment Pathfinder: <http://www.ischool.utexas.edu/~vlibrary/edres/pathfinders/olson/pathfinder2.html#bib>

***Teaching Self-Assessment: <http://www.evergreen.edu/washcenter/resources/acl/e1.html>

IMPLEMENTATION OPTIONS

You may want to create prize categories for the career fair presentations. Winners in each category could receive a prize, such as small items from a local college or university.

ACTIVITY STEPS

I. Warm Up: Self-Evaluation (10 minutes)

1. [Welcome the class. Tell them that this is the final lesson in their career fair unit, and that the activities and games they'll do today will allow them to reflect on the career fair — what they did and what they learned.]
2. **SAY SOMETHING LIKE:** Over the last few weeks, you've been very busy! You researched a career of interest, you presented information about that career to an audience, and you learned about other careers from your peers. Now is your chance to judge how well you feel you performed each of these important tasks. By thinking back on your work and evaluating your own performance, you'll be more aware of areas in which you excel, and areas that could use improvement. Self-evaluation is a skill that you can use throughout your life — in school, home, work, and in everything you do.
3. [Direct students to **Portfolio page 17, Career Fair Self-Evaluation Guide**. Read the instructions aloud. Then, give students a couple of minutes to complete the evaluation.]

II. Sum It Up! (20 minutes)

1. **SAY SOMETHING LIKE:** The goal of this unit was to investigate different careers and start thinking about which careers really excite each of you. How many found a career you were really excited about? [Students respond.] If you're still not sure what you want to do after high school, you're not alone, and you have plenty of time to figure it out.

Even if you didn't come away with a strong preference for a specific career, I hope all of you came away with a better understanding of yourselves. As you prepared for and participated in the career fair, you gathered a lot of information about different careers, from the day-to-day tasks to required education. As you think about which careers appeal to you, you've probably started to realize which aspects of a job are most important to you. Are you driven by salary? Are you put off or excited by careers that require more education? What do you like or dislike about the actual day to day tasks of the job?

2. **SAY SOMETHING LIKE:** Please turn to **Portfolio pages 15-16, Career Fair Mini-Reviews**, which you completed during the career fair. On this page, you described some of the reasons you liked—or didn't like—certain careers.

I'd like you to take a minute to share these reflections with a partner.

3. [Pair up students by having them turn to the person sitting next to them. The students' mission is to find out what career (of those visited at the career fair) their partner liked most, why they liked it, which career they liked least, and why it didn't appeal to them. Remind students that they should consider information about the career itself rather than use this as an opportunity to critique anyone's skills as a presenter. Use an engagement strategy to decide who goes first, and give them a minute to talk while their partner listens. Call time, and allow a moment for the listener to ask a follow-up question.]
4. [Instruct students to switch roles.]
5. [With permission from their partner, have students share with the class their partner's most and least favorite careers and briefly summarize what they liked or didn't like about each one.]
6. [On a piece of chart paper, write the following table, with plenty of room to list many careers in each box.]

| | Like | Dislike |
|------------------|------|---------|
| Day-to-day tasks | | |
| Education | | |
| Earnings | | |
| Other | | |

As students report their findings, record them on the table. List the career, followed by the reason the student liked or disliked careers. For example, under Like/Day-to-Day Tasks, you might write: "Vet: Working with animals." Under Dislike/Earnings, you might write: "Social worker: Salary too low."]

7. [After everyone has reported on their partner's career fair experience, draw students' attention to the lists. You may find that some criteria are on both the like and dislike lists. If this occurred, use the "teachable moment" to explain that not everyone has the same requirements for a career.]
8. **SAY SOMETHING LIKE:** Finding a career that is a good fit is a very individual process. As you can see from our list, what's important to one person may not be important to someone else. One advantage of learning about many careers is that it helps you figure out what you care about and what's not so important to you. Maybe you learned that money isn't your biggest motivator. Or that you're willing to sacrifice many years in college to get the career you really want. So, even though you are not ready to decide on a career yet, it helps to recognize what's exciting, what's interesting, what raises a question, and what's a deal-breaker. Knowing yourself will help you determine your career path.

III. Wrap Up: Career Bingo (15 minutes)

1. [Tell students that they're about to play an exciting game of "Career Bingo." Have students open to **Student Handbook page 57, Career Bingo Card**. Point out that each bingo square describes some career characteristic, such as salary range, years of education, etc.]
2. **SAY SOMETHING LIKE:** The goal of "Career Bingo" is to find someone in the room whose career (the one they presented during the career fair) fits the description in a bingo square, and get that person to write the name of their career in that square. For example, if the box says, "I have summers off," what career might be written on the line? [Students respond.] The winner is the first person to get five signed squares in a row.

[Hold up your card to show them that they can get bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]
3. [Emphasize that the key to winning is asking people about their careers. If a person's career fits one of the descriptions, you ask him or her to write the career name in the appropriate square.]

4. **SAY SOMETHING LIKE:** Like all games, there are rules. The “Career Bingo” rules are:
- 1) No shouting or running.
 - 2) You must be honest.
 - 3) If your career fits the description, you must sign if asked.
 - 4) There is no limit to the number of cards you can sign.
 - 5) Only talk to one person at a time, and do not interrupt another conversation.
5. [Ask if there are any questions, and when everyone is ready, say **Go!** Walk around to make sure everyone’s playing by the rules.]
6. [When someone shouts “Bingo!” check his/her card. Then have the student read the career written in each box. If it’s in order, present a prize. If there’s time left, and you want to give out more prizes, let the other students continue playing until you have second and third place winners.]

SKILLS CHECKLIST

Direct students’ attention to **Portfolio page 21, Grade 7 Skills Checklist**. Have students complete the skills checklist question for careers.

Careers

I can ...

| | | | |
|--|--|--------------------------------------|---------------------------------------|
| Identify careers that match my interests and skills. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |
| Use research to figure out whether a career is right for me. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |
| Present information clearly. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |
| Ask questions to get more information about a career. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |
| List reasons to continue my education after high school. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |

Career Bingo Card

Find a classmate whose career fits the description below. Have them write the name of the career on the line in the box. Get five boxes in a row —up, down, or diagonally — to win!

| | | | | |
|---|--|--|---|--|
| I work with animals. _____ | I work with machines. _____ | I can start my own business. _____ | I work more than 40 hours a week. _____ | I have summers off. _____ |
| I need to know a lot about one thing. _____ | I make more than \$60,000 a year. _____ | I graduated from a vocational school or two-year college program. _____ | On-the-job training was required for my job. _____ | My job requires further study after college. _____ |
| I have to be good at following directions. _____ | I do office work for a large part of the day. _____ | FREE | I'm on my feet for most of day. _____ | There are lots of jobs for people with my career. _____ |
| My career is competitive — few jobs, lots of people who want them. _____ | I work outdoors much of the time. _____ | I graduated from college. _____ | My job requires me to travel a lot. _____ | I can earn big bonuses. _____ |
| I spend many hours working at a computer. _____ | My job allows me to be creative. _____ | I need good "people skills" to do this job. _____ | I am sometimes "on call" during the evenings and weekends. _____ | I have to be a good problem-solver to do my job well. _____ |

Evaluate your skills
as a presenter
and listener.



Career Fair Self-Evaluation Guide

For each statement check one score. One is lowest and four is highest.
Then respond to the questions at the bottom.

| Criteria | 1 Not really | 2 Somewhat | 3 Good | 4 Excellent |
|---|-----------------|---------------|-----------|----------------|
| PRESENTER: | | | | |
| I became an expert in my career. | | | | |
| I presented with confidence. | | | | |
| I was comfortable speaking to an audience. | | | | |
| I spoke slowly and clearly during my presentation. | | | | |
| I was able to answer questions from the audience. | | | | |
| My presentation materials were informative and easy to read and understand. | | | | |
| LISTENER: | | | | |
| I gave the presenters my full attention. | | | | |
| I got new information about several careers. | | | | |
| I asked at least one follow-up question. | | | | |

What part of your performance are you most proud of and why?

What is something you would do differently next time? Explain.
