# Careers expos/markets

## Student Expo preparation

<table>
<thead>
<tr>
<th>Questions about the career</th>
<th>Career 1</th>
<th>Career 2</th>
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<tbody>
<tr>
<td>What subjects do I need to study at school?</td>
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<tr>
<td>What qualifications are required?</td>
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<td>What is the best thing about this job?</td>
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<td>What is the worst thing about this job?</td>
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<td>What is the average starting salary for this job?</td>
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<td>What special skills and abilities are needed?</td>
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<tr>
<td>Is there opportunity for promotion?</td>
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<tr>
<td>What related jobs are there in this area?</td>
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<td>My questions:</td>
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Expo to dos

What to do at the Careers expo or market
Maps of the expo or market and information brochures are usually provided. These give details of employers and organisations who are represented, and their location and/or booth number. Use this information to answer the following.

The organisations I need to find are:

<table>
<thead>
<tr>
<th>Career</th>
<th>Organisation to visit</th>
<th>Booth number</th>
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Tip 1 Collect business cards from the people you talk to so you can contact them later if you need to.

Tip 2 Only collect brochures that will have information that you may need later. Too many brochures can be confusing.

Ask the questions you have about the careers you are interested in.

- What subjects do I need to study at school?
- What qualifications are required?
- What is the best thing about this job?
- What is the worst thing about this job?
- What is the average starting salary for this job?
- What special skills and abilities are needed?
- Is there opportunity for promotion?
- What related jobs are there in this area?

My questions:
1
2
3
**Expo follow up**

The person/people that helped me the most at the Expo was/were:

____________________________________________________________________________________

____________________________________________________________________________________

My career choices have been confirmed by the people I spoke to. YES or NO
I have changed my mind about my career choice because:

____________________________________________________________________________________

____________________________________________________________________________________

New jobs I found out about were:

____________________________________________________________________________________

____________________________________________________________________________________

Most employers expect school leavers to have:

____________________________________________________________________________________

____________________________________________________________________________________

The best things about the jobs I investigated were:

____________________________________________________________________________________

____________________________________________________________________________________

The worst things about the jobs I investigated were:

____________________________________________________________________________________

____________________________________________________________________________________

I got the information I needed about the careers I am interested in. YES or NO
(If NO) I need to find out about:

____________________________________________________________________________________

____________________________________________________________________________________

Future Careers Expos should include more careers and training information about:

____________________________________________________________________________________

____________________________________________________________________________________
Tips for accompanying teachers

Those teachers who take groups of student to careers markets or Expos can help students to gain maximum benefits from their attendance by:

- assisting students to develop a list of exhibitors they think they should visit to gain information about the careers they want to research;

- assisting students to ‘interpret’ the map and decide which employers or organisations can provide the information they require; and

- watching for students who lack the confidence to approach adults and ask questions and help them where necessary.

Some students may be too attached to their peer group to separate and get their own individual information. Approaching groups and checking that each person is finding what he/she needs is often useful.