

## **JOB FAIR PREPARATION**

Students will learn:

- Tips for effectively engaging employers at job fairs
- Elements of an effective elevator pitch
- Key details to research before engaging with employers
- Appropriate attire for job fairs and other professional settings

### **Opening Class Discussion – Job Fair Overview**

Prompts to gauge current student knowledge and open topic discussion:

- What do you currently know about job fairs?
- What is the primary purpose for attending a job fair?
- Have you ever attended a job fair? Describe that experience.
- What information is helpful to know before approaching an employer?

### **Individual Activity: Employer Research**

Employers take interest when applicants demonstrate knowledge about their organization.

**Activity 1:** Ask students to list 1-3 jobs of interest. If they are unsure, prompt them with examples for the purpose of this activity. A good source for ideas is the Career Pathways section at <https://www.earnup.org>.

**Activity 2:** Using <https://www.indeed.com/>, ask students to search for at least 1 of the jobs from their list above and then list 1-3 companies hiring for that position.

**Activity 3:** Ask students to research at least one of the companies above using the following sources:

Earnup.org

Company Website

Social Media Sites

LinkedIn ([Create a Student-Based LinkedIn Account](#))

Glass Door

Google/Google News

### **Reflection/Journal Prompts:**

What did you learn? What is your initial impression of the company? Does this company seem like a good fit for you? What additional information would be helpful?

### **Individual → Group Activity – Elevator Pitch (60 Second Commercial)**

**Individual Activity:** After explaining the concept of an Elevator Pitch, ask students to use the template below to develop a pitch they may use when approaching employers at job fairs. Encourage them to improvise. To add an element of fun, prompt them to think of this as a commercial, such as one shown during the Superbowl or depicting one of their favorite products.

**Group Activity:** Once scripts are complete, separate students into dyads or triads. If possible, pair them with peers sharing similar interests (e.g., Health and Biomedical, IT & Innovation, Support Services). Each student should be allotted enough time to practice their commercial/pitch and receive feedback from their peers.

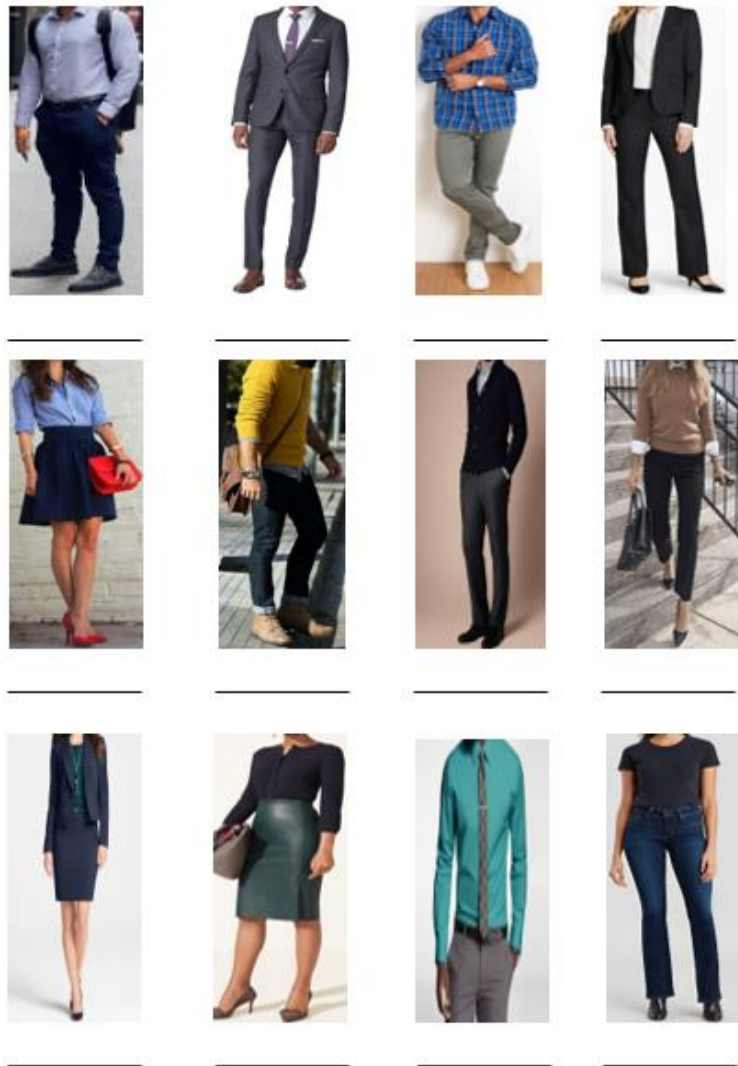
**Script: 60 Second Commercial**

Hi, I'm \_\_\_\_\_, and I appreciate this opportunity to meet you. I am a \_\_\_\_\_  
(e.g., *sophomore, junior*) attending \_\_\_\_\_ High School, and I'm interested in the \_\_\_\_\_  
position you currently have available. Through my experiences in high school, and other activities, I have developed skills  
in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ which relate to your job  
opportunity. Could you share more about the position, your company, and the qualifications you desire in job  
applicants? I would also like to learn more about how to officially apply for this position or any others I may not be  
aware of that you think may be suitable.

**Group Activity – Say Yes to the Correct Style of Dress!**

**Activity 1:** Maintaining the same groups from the last activity, have them label each attire depicted as **BP** (Business, Professional), **BC** (Business Casual), or **C** (Casual). After they make selections, define the different types of attire while discussing in which setting each is appropriate and offering tips on how they may affordably acquire professional attire for job fairs.

**Say Yes to the Correct Style of Dress! \***



**BP – Business Professional ● BC – Business Casual ● C – Casual**

**\*Enlarged graphic available on the next page**

**Activity 2:** Present students with a collection of magazines and miscellaneous photographs with various styles of dress. Have students select different options and discuss pro and cons of each as appropriate for a job fair.

Say Yes to the Correct Style of Dress



**BP – Business Professional, BC – Business Casual, C - Casual**