

# ► Incorporating a Career Fair Into Curriculum

## Overview

- A career fair allows students to interact with employers from a wide range of industries and geographic locations.
- Employers share information about their organization and opportunities at a booth in a common area.
- Career fairs are appropriate for those seeking jobs and internships or information about careers and industries.



## Learning Goals

- To explore qualities gained through academic majors and how employers may utilize those qualities.
- To learn about employers, industries and related careers.
- To broaden knowledge of various types of work conducted in different organizations.
- To understand the format, activities and employer expectations that occur at a career fair.

## Potential Activities

Here are suggested activities that can be adapted to the unique learning goals of individual courses or used as a starting point to develop other relevant activities.

### Learning About Self and Majors

1. Students research a participating employer using LinkedIn, annual reports, the organization/human resources website, or other resources and share how their skillset could be applied to that organization.
2. Faculty can develop checklists based on job descriptions of employers participating in the fair and have students consider whether elements of those job descriptions describe their interests, skills, and abilities.

### Learning About Employers

1. Students review the list of participating employers based on course specific criteria such as geographic location, industry, or types of opportunities.
2. Students will use the career fair list of employer registrations and use that as a means to discuss stereotypes. They will select organizations with which they are unfamiliar and develop an original list of positions for which they believe the employer hires. Further research is conducted to identify actual positions for which they recruit.

## Learning About Career Fairs

1. Students will participate in an in-class mock career fair as an employer and as a student. Working in teams, students will select and research an employer to represent at the mock fair. A student will play the role of the recruiter and then switch roles to play the role of a student in the in-class mock career fair.
2. Students will work in team to attend the fair. Each team takes photographs of their team talking to recruiters and will submit with a description of the conversation in which they were pictured as well as comparing the different approaches of each of the recruiters.
3. Students will make a video of the fair including interviews with student participants. Interview questions could include major, year in school, goals for the fair, observations of the event, etc.

## Learning to Market Oneself to Employers

1. Have students make a list of the most marketable skills for people entering the workforce and compare that to the skills employers request at the career fair.
2. Students will develop an introductory pitch to give to employers at the fair. During class, students will practice this with other students and listen to and provide feedback on their pitches.
3. Students will complete the online Transferrable Skills Survey (or another transferable skills identification activity) at [unl.edu/find-major-or-career](http://unl.edu/find-major-or-career). Using these results, students will describe how they developed those transferable skills through coursework, work experience, and extracurricular activities.
4. Students will review information on resumes, interviews, and networking. Each student can determine how their major and skills can be shared with an employer.