

ESB Level 2 Certificate in Speech (Grade 4) Speech for Employability – 2.2 –
Teacher Guidance – Mock Career Expo

Learning Objective	To explore different work and career pathways and to develop professional communication skills through presenting and discussing information.
Delivery	<u>Preparation</u> Career Selection: Learners select or are assigned a job role, career path, or industry sector to represent at the Careers Expo. They may draw on their ‘Interview an Adult’ task for inspiration. Working individually or in pairs allows for rotation between presenting and exploring the expo. Research: Learners should gather relevant information about their chosen role, including key responsibilities, required qualifications or training routes, essential skills, work environment, salary expectations, and career progression. They should also explore current industry trends or skills shortages using reputable sources. Stall Creation: Learners design a professional career stand like those found at real job fairs. This may include posters, a digital display, a short handout, or a QR code linking to further information. The stand should present concise, accurate, and engaging information. <u>On the day</u> Stall Setup: Arrange the room so learners can create clear, professional displays. Provide essential materials but encourage digital tools where appropriate. Learners should set up their stand with clarity and organisation. Presentation Format: Each stand should include a headline, a short overview of the role, entry routes, key skills, typical responsibilities, progression opportunities, and at least one real example (e.g., an employer, apprenticeship provider, or sector case study). Optional interactive elements may include a short skills quiz, myth-busting cards, or a simple scenario. Stall Presentation: Learners practise professional communication by greeting visitors, giving a clear summary of the role, explaining how someone enters the career, and answering questions confidently. This acts as preparation for real-world networking or open-day conversations.

	Mock Job Fair: Once all stands are set up, learners circulate the room to explore different careers. They are encouraged to ask questions, compare pathways, and take notes on roles they find interesting or unexpected. Peer Interaction: Learners take turns presenting and exploring. They should listen actively, ask purposeful questions, and consider how different roles align with their strengths, interests, and future plans. Rotation: Depending on group size, rotations can be organised so all learners have time both to present and to visit several stands. Reflection: After the expo, bring the class together to discuss what they learned. Prompt learners to share careers or sectors they found interesting, any new pathways they discovered, and how the activity influenced their understanding of vocational, technical, and academic routes. You may also ask learners to write a short reflection on one career they would like to explore further.
Additional Resources	Poster boards or digital display templates. Research links to careers websites or employer pages. Tables and chairs for stand creation. Optional devices for digital presentations.
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