

CAREER FAIR

“HOW TO”

PACKET





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Career Fair “How To” Basics

1. Coordinate the Career Fair with your principal and share date, time and location with staff.
2. Choose the location – gym, auditorium, cafeteria, etc. and secure the room for the afternoon before the day of the Career Fair well in advance. You may want access to outside areas to display large equipment like fire engines, tractors, police cars, delivery trucks, various work vehicles, etc.
3. Choose the date – Pay attention to other activities already planned. **Set the date as early as possible.** You may even want to mail a “save the date” postcard to previous participants so they can get it on their calendar.
4. Establish a time for your event.
5. Decide how students will visit exhibitors (by grade, class, building location, etc).
6. Design a form to mail, fax or handout to potential exhibitors. Sample attached.
7. Recruit businesses to participate.
 - Recruit businesses in the state’s 16 clusters of study and majors. Try to have at least one exhibitor from each cluster. See Sample Resource Section.
 - Utilize your speakers guide from MEBA or visit www.mebasc.com to request one.
 - Contact your local Chamber of Commerce and ask for their assistance in letting their members know of your event.
 - Invite parents to participate and discuss their career – always U.
 - Invite postsecondary institutions to discuss financial aid, admissions, etc.
 - If you are an elementary/middle school, consider inviting your high schools Career & Technology programs to display courses offered in high school or at the local Career & Technology Center. (Older students have a great impact on the younger students.)
 - Invite guidance counselors from high schools to participate.
 - Invite business partners or marketing/business teachers to do mock interviews with the students or give “mini-sessions” on job skills techniques and suggestions.

Note: SCOIS has cluster materials you may obtain by calling 1-800-264-9038 or 803-737-2773 or email at scois.sces.org

8. Get several “reliable” volunteers to help recruit participants. You will also need someone to take photos, greet and direct participants and to assist with “traffic patrol” inside the career fair. You may want to have students help with carrying materials in for the business partners as well as out after the event is over.
9. Have refreshments for the participants i.e. coffee, water, juice, etc. If the fair goes through lunch, be sure to build in a time to eat and have lunch for the participants. Have this area staffed by an adult.
10. Keep a list of participants. Fax, mail or email a confirmation to the participants so they will know exactly when and where to go and what to expect. You may also want to call several days in advance of the event as a reminder! See Sample Resource Section.
11. Make a master layout of your area and distribute to folks helping the day of event.
12. Figure out table arrangements. Be sure to keep in mind folks who need electrical outlets, TV’s, VCR’s or other equipment, or those that may have larger than usual props/displays.
13. Set up display area the day prior to event if possible.
14. Make table signs for ALL participants. (This would be a great project for a computer/graphics class.)
15. Write a press release (before and after) to inform the community of the activity. Remember to include contact information for folks to participate. Share with district PR folks.
16. Remind your teachers about the activity at staff meetings.
17. Get on staff meeting agenda to share career day sample activities. Encourage teachers to share ideas with each other about how to make the day more meaningful. The more that is done to discuss careers prior to the event, the more the students will gain from the experience.

Do not have a career fair just to have a career fair! Make it meaningful!! Have a theme i.e. Clusters, etc.

Refer to handouts in index from SCOIS, the SCOIS Career Cluster Game Show Lesson Plan and Your Pathway to Success brochure.

18. Arrange for parking and loading/unloading of materials and/or busses. Include parking instructions with confirmation letter.

19. Have a central check-in spot for participants with all information they may need – map, refreshments, restroom locations, etc.
20. Personally walk around during the activity and thank each business participant. Give some sort of thank you gift, i.e. school pen, mug, hat or certificate of appreciation.
21. Encourage students and teachers to write thank you notes. Proof spelling and grammar before mailing.
22. Write thank you notes to teacher/staff/student helpers.
23. Develop business partner, teacher and student evaluation forms. Distribute at end of career fair to business partners and the next day to faculty and students.
24. Tally evaluations and compile findings/remarks.
25. Get on staff meeting agenda to summarize and thank group for their efforts.
26. Breathe and set your date for next year.

Sample questions to ask during career fair
(customize for age/grade)

1. What is your name and job title? Where do you work?
2. Describe your occupation and duties.
3. What is your educational background? What school subjects do you feel would be most helpful to prepare for this position?
4. What work experience did you need and how do you use those skills to do your job?
5. Describe working conditions associated with your position (i.e. physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
6. What do you find most difficult, stressful, etc. about the position?
7. What kind of clothes do you need to wear for your job? Are uniforms worn? Is protective gear required?
8. Where do you work (inside, outside, at a desk, on an assembly line) and what special tools or equipment are used?
9. What recommendations do you offer to someone who is interested in entering a similar position?
10. What do you enjoy most about this position?
11. In your opinion, what type of attitude and personality traits are important in order to be successful in this career field?
12. What opportunities are there for advancement in this career field?
13. What communication skills do you need for your job? With customers? With other employees?
14. Describe your role in supervision. Do you supervise other people? What is involved in supervision? Who supervises your position?
15. What are the starting salaries and educational requirements for people who hold positions similar to yours?
16. What does this company do to encourage its employees to continue their education?
17. What are some good ways for students to find out more about this career?

Remember to thank the individual for taking the time to come and talk with you about their career. Give them a firm handshake with good eye contact.

FOR IMMEDIATE RELEASE

**SCHOOL OPENS DOORS TO BUSINESSES AND COLLEGES AS STUDENTS
LEARN ABOUT PLANNING EARLY FOR CAREER SUCCESS**

Students at _____ School will find out all about what the future can hold for them on _____ . Businesses and college representatives will be coming to the school to talk with students about their careers. This Career Fair is scheduled from _____ to _____ .

Students will spend time interviewing business representatives about the skills, training, salary and other aspects of their work. There will also be college representatives and students available to meet with the students to discuss postsecondary options.

_____ School is located at _____ .

For more information, contact _____ at _____ .



Sample Public Announcement System

Career Fair Announcement

We have some exciting news. On _____ in the _____ there will be representatives coming to the school to talk with students about career opportunities. The Career Fair will be from _____ to _____. Your teachers will be talking more about the Career Fair with you. Please invite your parents to come.

The Career Fair will be held next week from _____ to _____ in the _____. Don't forget to invite your parents to come. Your teachers will be working with you this week in preparation for the Career Fair.

The Career Fair is tomorrow. Remember to greet our guests with a firm handshake, smile and respectful attitude. Thank them for taking time from their schedule to be with us. Remember to invite your parents!

We'd like to welcome all our visitors and parents to today's Career Fair. Thank you for taking the time to be with us as we plan for our future. We appreciate your working with us to ensure our children a successful career. Enjoy the Career Fair!

Faculty, staff and students, we want to thank you for making the Career Fair a huge success. You showed great respect to our guests and learned a lot about the importance of early planning for your career path. Thanks again, and a special thanks to _____ our Career Fair coordinator for volunteering to plan the event for us. She/he did a great job!



www.mebasc.com

SAMPLE

Career Fair Evaluation Business Partner

Please take a few moments to complete the following questions. Your answers will ensure that our career fair continues to improve and is valued. Thank you for your time and participation!

Please make additional comments at any time.

1. Did you feel the location was convenient?
2. Did you find the time convenient?
3. Did you find the date to be convenient?
4. Did you find the space provided to be adequate?
5. Do you think this activity was a good use of your company's time? Why or why not?
6. What suggestions would you offer to make next year more successful?
7. Will your company or school return next year?

Optional

Name: _____

Company/School: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

SAMPLE

Career Fair Evaluation Educator

Please take a few moments to complete the following questions. Your answers will ensure that our career fair continues to improve and is valued. Thank you for your time and participation!

Please make additional comments at any time.

1. Did you feel the location was convenient?
2. Did you find the time convenient?
3. Did you find the date to be convenient?
4. Did you feel the career fair was a good learning experience for you and your students? Why or why not?
5. What type of activities could we provide to make this a more meaningful educational activity?
6. What suggestions would you offer to make next year more successful?
7. Will you attend this career fair next year?
8. Will you encourage your students to attend next year?
9. How did you encourage students to participate this year? (extra credit, class assignment, homework, etc.)

Optional

Name: _____

School: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Career Fair Assignment

- Have students write a paper on why they would be good for a chosen career. Encourage students to accentuate the positives about themselves when writing this paper. This activity can also be tied into your districts “Character Education” activities. Students can then report to the class their positive characteristics and career selection.
- Have students cut pictures out of magazines about the career of their choice. Take pictures and paste them to construction paper or poster board. Present posters to class. (Alternative – do the above activity with positive characteristics, again, tie into character education.)
- Have students research a career that they are interested in (prior to career fair or after). Have them talk to people in that area at the career fair. Talk about: skills needed, schooling required, salary, benefits, personal traits needed, why they like their job, what challenges do they face, and career opportunities.
- Form teams and assign above project. Have student’s present projects with some type of visual (i.e. poster, photos, handouts, video, etc.). Students should be grouped according to their specific interests or career majors. Refer to the sixteen clusters of study and majors.
- Have students talk with business people and get signatures on sheet provided in Resource Section.



www.mebasc.com

SAMPLE

Lexington/Richland Five Career Fair
February 15, 2000
The Lowman Home Daily Life Center
White Rock, SC

Once you have talked with the businesses, please have the business partner initial on the lines provided.

Business Name	Initial	Brief description of the career
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		
9. _____		
10. _____		

SAMPLE
Career Fair Questions
K-5
“Making It Count”

Answer the following questions according to what you saw at the career fair. (Or what you will see)

1. Where would I work if I like animals?

2. Where would I work if I drive a big red truck that sprays water?

3. Where would I work if I help people – my car has blue lights?

4. Where would I work if I help people with their money?

5. Where would I work if I like to work outside? I also like to use a hammer and nails and I have to wear a hard hat.

6. Where would I work if I like to cook and help make people happy? (several choices)

7. Where would I work if I like to help people who are sick?

8. Where would I work if I drive a big brown truck and deliver packages to people?

9. Where would I work if I help supply people with power?

10. Where would I work if I tell people what the weather is going to be?

SAMPLE
Career Fair Questions
K-5
“Making It Count”

Answer the following questions according to what you saw at the career fair. (Or what you will see)

1. Where would I work if I like animals? **zoo**
2. Where would I work if I drive a big red truck that sprays water? **firehouse**
3. Where would I work if I help people – my car has blue lights? **police dept.**
4. Where would I work if I help people with their money? **bank**
5. Where would I work if I like to work outside? I also like to use a hammer and nails and I have to wear a hard hat. **construction site**
6. Where would I work if I like to cook and help make people happy? (several choices)
restaurant/catering company
7. Where would I work if I like to help people who are sick? **hospital/doctors office**
8. Where would I work if I drive a big brown truck and deliver packages to people? **United Parcel Service - UPS**
9. Where would I work if I help supply people with power? **electric company**
10. Where would I work if I tell people what the weather is going to be? **weather service**

"Career Check-up: Your Prescription for the Future"

Health Medical Career Day

The Central Midlands Career Partnership Health Medical Alliance, The University of South Carolina, The South Carolina Hospital Association, and Midlands Technical College invite you and your business to participate in an area wide Health Medical Career Day. This wonderful opportunity will give you a chance to speak directly to approximately three hundred (300) students, parents and teachers from high schools throughout the Midlands about programs and opportunities in the health medical field. Thank you for your participation in this worthy endeavor!

WHEN: **October 8, 2002**

WHERE: **Midlands Technical College Airport Campus
 Academic Center Commons area**

TIME: **9:00 a.m. to 2:00 p.m.**
 (Set-up begins at 8:00 a.m.- earlier by request only)

_____ YES, I would like to confirm my table at the Career Day.

_____ NO, I am unable to attend at this time.

Please fax back - no later than September 25, 2002, to 803-822-3779

_____ **Company Name**

_____ **Address** **City** **Zip**

_____ **Phone** **Fax**

_____ **Contact Person**

Will you need an electrical outlet?

Yes **No**

For more information please contact Lisa Call at 822-3776

Lexington School District Four
 East Fifth Street, Swansea, SC 29160
(803)252-2895
FAX (803)568-1020

Greater Columbia Chamber of Commerce
 930 Richland Street
 PO Box 1360, Columbia, SC 29202
(803)733-1119
FAX (803)733-1149

Midlands Technical College
 PO Box 2408, Columbia, SC 299
(803)822-3776
FAX (803)822-3779



Central Midlands School-to-Work Partnership

Midlands Technical College - Beltline Campus
Post Office Box 2408
Columbia, South Carolina 29202

January 31, 2000

Dear Career Fair Participant:

On behalf of The Central Midlands Tech Prep Consortium/ School-To-Work Partnership and School District Five of Lexington/Richland Counties, we would like to thank you for agreeing to participate in our first ever "District Career Fair" on **Tuesday, February 15, 2000 from 3:00 p.m. to 7:00 p.m.** The site for the Career Fair will be **The Lowman Home Daily Life Center, 2101 Dutch Fork Rd., White Rock, SC.** The phone number is **803-732-8800.** Setup for the fair will begin at 1:00 p.m. You may park in the Lowman Home parking lot or the church parking lot beside the facility. There is a side door that may be most convenient to use as your entrance. Refreshments will be served during the Career Fair. If you have special needs for the setup, please call Lisa Call, at 790-7575.

During the fair, students, parents and teachers will have an opportunity to discuss first hand the many career opportunities in your areas. They will also learn about the educational requirements, salaries, skill requirements, and many other pieces of valuable information.

You may want to bring with you hands on activities, samples, brochures and any other material you see to be of benefit to the group.

We have enclosed a map for your convenience, if you need more information on directions, please call The Lowman Home at **732-8800.**

If you have any other questions regarding this Career Fair, please call **Lisa Call, at 790-7575, or Stacey Westberry, at 252-2895 x1028.**

We look forward to seeing you there!

Thank you for your time and participation!

Sincerely,

Lisa D. Call
Career Coordinator
Central Midlands School-To-Work Partnership



March 16, 2004

Dear Allen University Career Expo 2004 Participant:

On behalf of Midlands Education and Business Alliance (MEBA), formerly Central Midlands Career Partnership, and Allen University we would like to thank you for agreeing to participate in our first ever Allen University Career Expo 2004 on Wednesday, March 24, 2004 from 10:00 – 2:00. Exhibitors will set-up in the Gymnasium at Allen University beginning at 9:00 am. Students will be scheduled to visit with you from 10:00 until 2:00. Refreshments will be available during the event.

During the career day, students and teachers will have an opportunity to discuss first-hand the many career opportunities in your areas. They will also learn about the educational requirements, salaries, skill requirements, and many other pieces of valuable information, as well as have one-on-one interviews with company representatives.

You may want to bring with you hands-on activities, samples, brochures and any other material you feel will be beneficial for participants.

Allen University security will direct you to appropriate parking.

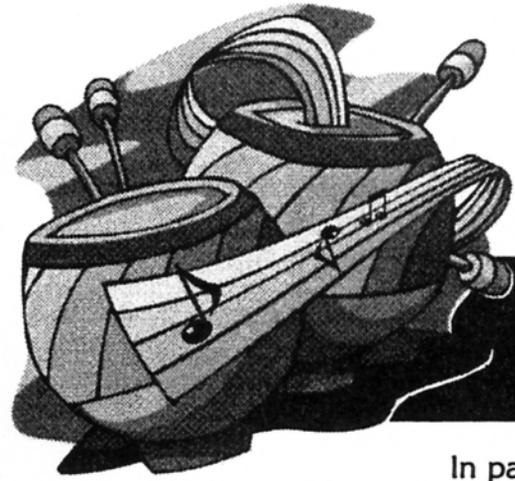
If you have any other questions regarding Career Expo 2004 please contact Lisa Call at 822-3776.

We look forward to seeing you there! Thank you for your time and participation

Sincerely,

Lisa Call
Workforce Development Coordinator/Career Specialist

Allen University Career Expo

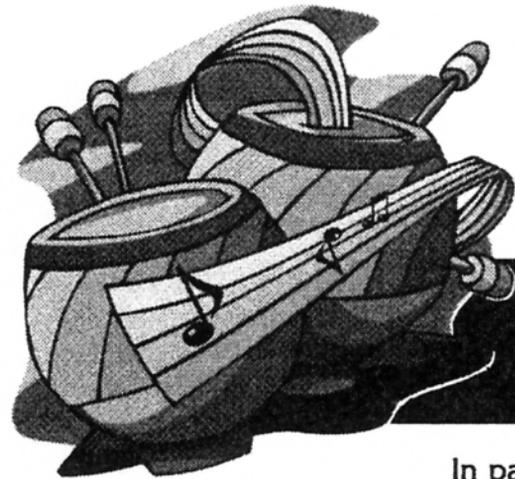


Wednesday, March 24, 2004
10:00 a.m. - 2:00 p.m.
Gymnasium

Calling all students to participate in the Career Expo!
Bring Several Copies of Your Resume
Dress Professionally

In partnership with Midlands Education and Business Alliance

Allen University Career Expo

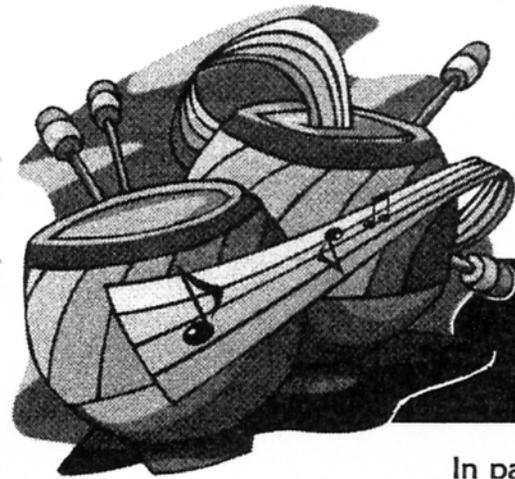


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Bring Several Copies of Your Resume
Dress Professionally

In partnership with Midlands Education and Business Alliance

School-to-Work

CAREER FAIR

Bringing Careers into Focus

You're Invited:

- ◆ *Students*
- ◆ *Teachers*
- ◆ *Parents*
- ◆ *Community Members*

Giveaways

WHEN: February 15, 2000

WHERE: The Lowman Home Daily Life Center
2101 Dutch Fork Road
White Rock, South Carolina

TIME: 3:00 - 7:00 p.m.

Door Prizes

**School District Five of
Lexington/Richland Counties**

FOR MORE INFORMATION, CONTACT:

Jim Bull	District StW Director.....	732-8000 ext 184
LaLone Augustine	Irmo High School, StW Coordinator.....	732-8400 ext 184
Carol Jackson	Dutch Fork High School, StW Coordinator....	732-8050 ext 138
Brenda Shealy	Chapin High School, StW Coordinator.....	345-7109

Employment Related Internet Addresses

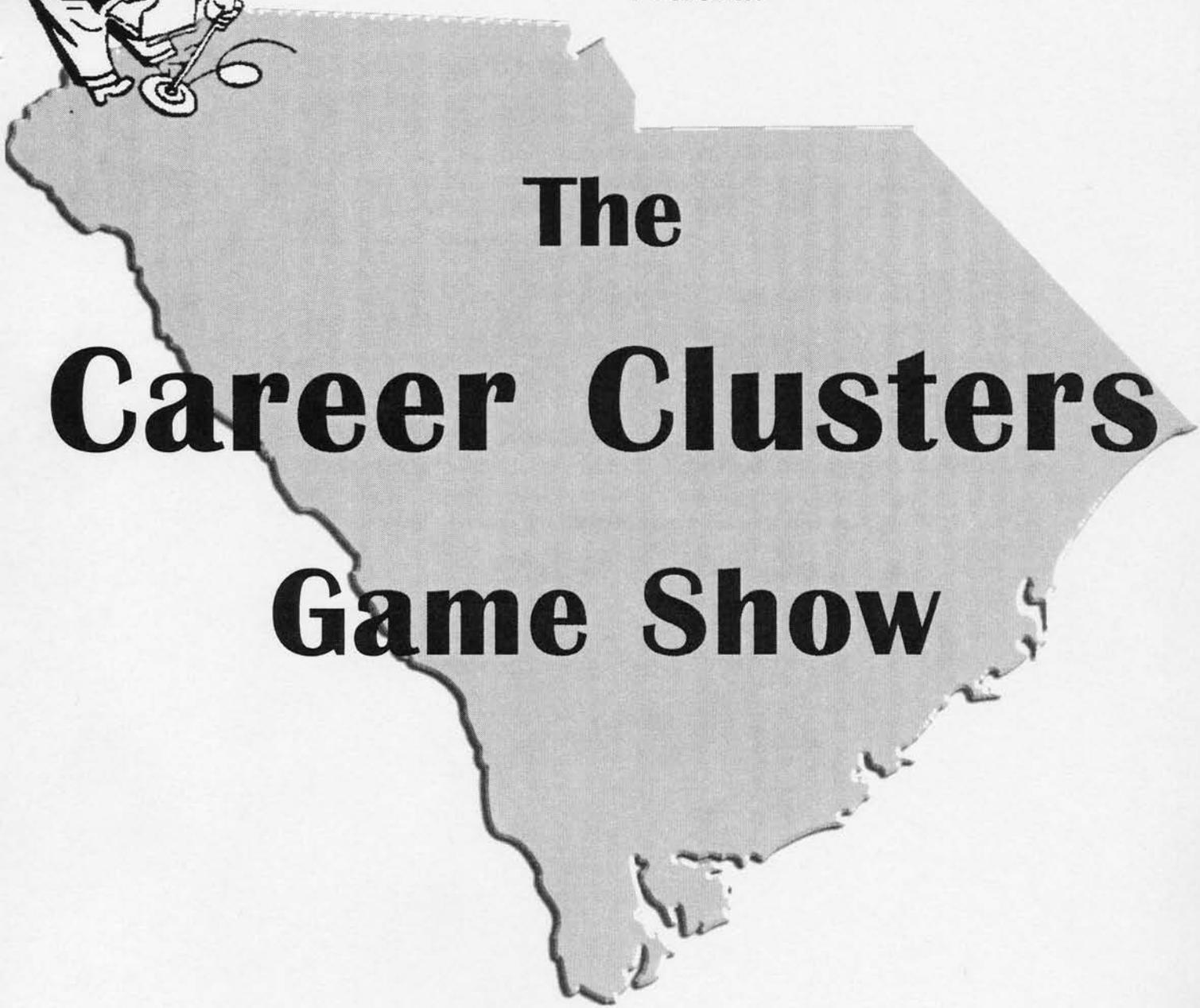
America's Job Bank	www.ajb.dni.us
Best Jobs in USA	www.bestjobsusa.com
Career Shop	www.careershop.com
Career Web	www.cweb.com
Career Path	www.careerpath.com
Career Mart	www.careermart.com
Career Magazine	www.careermag.com
College Board	www.collegeboard.com/csearch
College NET, Inc.	www.collegenet.com
Cool Jobs	www.cooljobs.com
Federal Jobs	www.fedjobs.com
Federal Jobs	www.usajobs.opm.gov
Get a Job	www.getajob.com
H.E.A.R.T.	www.career.com
Help Wanted	www.helpwanted.com
Hot Jobs	www.hotjobs.com
Intellimatch Power Resume	www.intellimatch.com
Job Resources on the Internet	www.jobtrak.com
JobBank USA	www.jobbankusa.com
Military Careers	www.todaysmilitary.com
Nation Job	www.nationjob.com
O*Net Online	online.onetcenter.org
Occupational Outlook Handbook	www.bls.gov/oco
SC Employment Security Commission	www.sces.org
Snag-A-Job	www.snagajob.com
South Carolina's Job Bank	www.sc.jobsearch.org
South Carolina Occupational Information System	www.scois.org
South Carolina State Jobs on the WWW	www.state.sc.us/jobs
The Monster Board	www.monster.com
Yahoo! Education	Education.yahoo.com





The South Carolina Occupational Information System

Presents:

A large, light gray outline of the state of South Carolina, which serves as a background for the main title text.

The Career Clusters Game Show

A lesson plan to introduce your students to Career Clusters.



CAREER CLUSTERS GAME SHOW



LESSON INTRODUCTION

In this lesson, students will participate in a group project to explore each of the 16 career clusters in the SCOIS/COIN Career Community Exploration Center. Each group will research various occupations in one career cluster. Then they will use the knowledge they have acquired to create a game that will assist their classmates with learning about these careers. This lesson will work best with a group of approximately forty students, but it may be modified to use in smaller classrooms.

****Note:** This lesson plan aligns with SC Standards for Career Development, English and Social Studies.

OBJECTIVES

1. Students will be able to identify various occupations within a given career cluster.
2. Students will be able to describe general characteristics of occupations within a given career cluster.
3. Students will be able to design a game show to assist their classmates with learning about a given career cluster.
4. Students will be able to formulate questions for the game show that are relevant to the topic and age-appropriate.

GRADE(S)

6-12

SUBJECT

Career Development

TIME

¼ to ½ hour of in-class instruction time. (Students will also need 2-5 hours of in-class time to present their game shows. Students will need an additional 2 hours outside of class to create the project.)

MATERIALS

1. SCOIS/COIN Career Community Exploration Center (Occupation Search)
2. Access to computers, Internet, and a printer
3. Construction paper
4. Glue
5. Markers, crayons, and/or colored pencils
6. Notebook paper
7. Pens/pencils
8. Poster board or banner paper
9. Rubric? Scissors? Tape? Other materials will be determined based on the game show selected.

PROCEDURE(S)

1. Divide class into 16 equal groups. Assign each group one of the 16 career clusters in the SCOIS/COIN3 Career Exploration Center. (You may choose not to study all 16 areas if you have a smaller group of students). Ask each group to spend some time researching their career cluster. They will want to browse through all of the occupation descriptions. Ask them to pay special attention to what various occupations within that cluster may have in common. Some of this work can be done outside of class.
2. Inform each group that they will be responsible for helping their classmates better learn about the career cluster. Tell them that they will be making a game to help assess their classmates' knowledge or to help them review what they have learned. The game will actually be based on a popular game show. Arrange it so that no more than two groups use the same game show.
3. Have each group decide on the format of their game show and which group member will carry which responsibilities and/or perform which roles. Remind them to consider what materials they may need to borrow or create for their game show. Some of this work will need to be done outside of class. (Examples of a game show format are Wheel of Fortune, Jeopardy, Family Feud, etc.)
4. Ask them to also begin formulating their questions for the game show. They should come up with enough material to cover approximately around 15 minutes. If possible, have the students show you the content of the game show prior to presenting it. Some of their work will need to be done outside of class. Remind them that the participants will do their research in the SCOIS/COIN3 Exploration Center; therefore, they should not include questions that require outside research to be conducted.
5. Allow all students to spend some time in class or at home studying the various career clusters in order to prepare them for the game shows. They may also want to review any class notes or projects done regarding careers prior to this lesson.
6. Have each group present their game show to the class, allowing a minimum of 10 minutes and a maximum of 20 minutes for each game show. Make sure that they explain the rules and/or procedures to the participants.
7. After students have presented their game show, they should turn in a short written explanation of each individual's contributions to the project. This should be done as a group. They should also write an informal self-evaluation of their contributions to the project. One page is sufficient to explain everything. Look at the following example for clarification:
"Joe was responsible for creating the props for our game show. His main responsibility was to create a game board. He had to paint the cardboard, find all the necessary text and graphics for it, and glue everything on the board. He also had to make the money to give contestants and help find costumes. We were fairly happy with the game board he constructed. It was very sturdy, so it could be used again. He chose relevant pictures and decorations for the board. He could have done a little better job gluing the graphics on the board. Some of them looked a little sloppy. He says he should not have waited until the last minute to put them on."

ASSESSMENT

Teachers can use the attached rubric to assess student performance in this task. Teachers will also be able to informally evaluate students' understanding of various occupational information based on the accuracy of their responses during the games.

ATTACHMENTS

Rubric

SOURCES CITED

"Career Clusters Game Show (Lesson Plan)." Coin Career Community. <http://www.coin3.com> (19 May 2003).

CAREER CLUSTERS GAME SHOW (RUBRIC)

Name: _____

	1	2	3	4	Score
Content	Few questions asked were pertinent to topic(s). Class did not gain much additional knowledge of career cluster.	Some questions were pertinent to topic(s); group included questions on all of these topics: education, salary, job duties, and outlook.	Most questions were pertinent to topic(s) and helped class gain a better understanding of career cluster; group included questions on all of these topics: salary, education, job duties, outlook, physical abilities required, and interests.	All questions were pertinent to topic(s) and helped class gain a better understanding of career cluster; group included questions on all of these topics: salary, education, job duties, outlook, specialties, related jobs, physical abilities required, and interests.	
	No questions required students to use information found in the Exploration Center and/or class notes; participants needed to conduct outside research to answer all questions.	Few questions required students to use information found in the Exploration Center and/or class notes; participants needed to conduct extensive outside research to answer most questions.	Most questions required students to use information found in the Exploration Center and/or notes; participants needed to conduct some outside research to answer some questions.	All questions required students to use information found in the Exploration Center and/or class notes; participants did not need to conduct outside research to answer any questions.	
	Group showed no evidence of research topic(s); content was highly inaccurate and/or irrelevant.	Most information presented was inaccurate; group used little or not factual or relevant data to form content.	Most information was accurate; group used factual and relevant data to form content for the most part (only minor errors were noted).	All information was accurate; group used only factual and relevant data to form content.	
Presentation	Group did not explain rules of the game to participants.	Group gave vague explanation of rules of game to participants; rules were not followed.	Group explained rules of the game to participants; rules were followed the majority of the time.	Group thoroughly explained rules of the game to participants; rules were strictly followed.	
Props	No props were created.	Most props were poorly constructed, unattractive, and irrelevant to content and/or format of game; props detracted from game.	Some props were well-created, attractive, and relevant to content and/or format of game; some props enhanced game.	All props were well-constructed, visually attractive, and relevant to content and/or format of game; props greatly enhanced game.	
Group Work	Group did not show evidence that all members contributed to the project.	N/A	N/A	Group showed evidence that all members contributed to the project.	
	Group did not submit self-evaluation of project.	Group submitted self-evaluation of project; evaluation did not demonstrate careful analysis of work or offer suggestions for improvement.	Group submitted self-evaluation of project; evaluation demonstrated careful analysis of work but did not offer suggestions for improvement.	Group submitted self-evaluation of project; evaluation demonstrated careful analysis of work, including suggestions for improvement.	

TOTAL POINTS:

South Carolina's



Processing, production, distribution, financing and development of agricultural commodities and natural resources.



Designing, managing, building and maintaining the built environment.



Providing education and training services, and related learning support services.



Financial and investment banking, insurance, and business financial management.



Managing restaurants and other food services, lodging, attractions, recreation events, travel-related services.



Providing for families and serving human needs.



Processing materials into intermediate or final products. Performing marketing activities to reach organizational objectives.



Career Clusters



Creating, exhibiting, performing and publishing multimedia content.



Organizing, directing, and evaluating functions essential to productive business operations.



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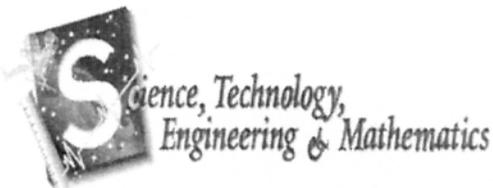
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LISA D. CALL, GCDFI

Chief Operating Officer
Midlands Education and Business Alliance
Midlands Technical College - Harbison Campus
Post Office Box 2408, Columbia, SC 29202
Phone 803-732-5258 Fax 803-732-5358
Email lcall@mebasc.com

KAY H. BARLOW, M.Ed., GCDFI

Community and Parent Education Director
Midlands Education and Business Alliance
Midlands Technical College - Beltline Campus
Post Office Box 2408, Columbia, SC 29202
Phone 803-790-7502 Fax 803-738-7702
Email kbarlow@mebasc.com

SAMANTHA ERICSON TURNER

Workforce Development Coordinator
Midlands Education and Business Alliance
Midlands Technical College - Harbison Campus
Post Office Box 2408, Columbia, SC 29202
Phone 803-732-5359 Fax 803-732-5358
Email sturner@mebasc.com

STACEY WESTBERRY, M.Ed., GCDFI

Professional Development Director/
Regional Career Specialist
Midlands Education and Business Alliance
West Metro Chamber of Commerce
1006 12th Street, Cayce, SC 29033
Phone 803-739-8833 Fax 803-822-3779
Email swestberry@mebasc.com

LINDA WHITAKER

Administrative Assistant
Midlands Education and Business Alliance
Midlands Technical College - Airport Campus
Post Office Box 2408, Columbia, SC 29202
Phone 803-822-3778 Fax 803-822-3779
Email lwhitaker@mebasc.com

**MIDLANDS REGIONAL
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DR. KAYE K. SHAW

Coordinator/MEBA - Executive Director
Midlands Technical College
Airport Campus, Saluda Hall
Post Office Box 2408, Columbia, SC 29202
Phone 803-822-3306 Fax 803-822-3054
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Airport Campus
Academic Center, Room 126
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