

CREATIVE TEACHING IDEAS

Lesson Plan Template

-----Section I: Basic Information-----

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-----Section II: Lesson/Unit Plan-----

Lesson/Unit Title:

Making Sense of the Career Clusters or Career Field Exploration Project

Overview:

This lesson will give students the opportunity to investigate the career clusters without the pressure of choosing a specific career. By using written and oral communication skills, the students will research and present information about the career clusters.

Time Required to Complete the Lesson/Unit:

At minimum this lesson requires one week. However, it may be adapted for many different time situations.

Grade Level:

Grades 8-12

Course:

Careers, General Business, or Business Principles

Targeted NBEA Standards:

Career Development

II. Career Research

Achievement Standard: Utilize career resources to develop a career information database that includes international career opportunities.

A. Career Resources and Related Information

Level 1 Performance Expectation – Describe and give examples of career clusters.

Communication

I. Foundations of Communication

Achievement Standard: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

A. Oral Communication

B. Informational Reading

C. Written Communication

Objective(s):

Objective 1: The students will be able to identify the 16 career clusters.

Objective 2: The students will be able to describe a minimum of two career pathways contained in each career cluster.

Objective 3: The students will be able to demonstrate knowledge of the career clusters through written and oral communication.

Focus Question:

1. What are the 16 Career Clusters?
2. Briefly describe the 16 Career Clusters.
3. Name two or more career pathways contained in each career cluster.

Steps for the Lesson/Unit:

Step 1

Teacher Does:

Introduce the project to the students by showing them the “16 Clusters” web site.

Student Does:

At this point students are to observe introduction and then be allowed a few minutes to investigate the web site and the clusters individually or with their neighbor.

Step 2

Teacher Does:

Explain the project by distributing the instruction sheet and rubric sheet. (Instruction sheet and rubric sheet are on pages 7-10.)

Student Does:

The student reads the instruction sheet and has the opportunity to ask their initial questions. At this time the students will begin researching a particular career cluster. This may be done individually or in teams depending on the size of the class.

Step 3

Teacher Does:

The teacher moves about the room answering questions as needed and observing the students progress providing suggestions and positive reinforcement.

Student Does:

Students continue career cluster research. After gathering the information, students should create a brochure, a poster, and a presentation to be shared with the class.

Step 4

Teacher Does:

The teacher evaluates the completed projects.

Student Does:

Students share the three promotional items with the class.

Conclusion and Summative Assessment of Objectives:

At the conclusion of this lesson the students will have created a brochure, poster, and presentation about one of the career clusters. By sharing that information with the class, all members will have the opportunity to become aware of the various career clusters and possible career pathways included in each career cluster. Finally students will have had the opportunity to strengthen their written communication, oral communication, and technology skills during the project.

Resources/Materials/Equipment:

Materials

- Paper
- Poster board
- Markers, crayons, etc.
- Magazines (cut out pictures)

Technology

- Computer, printer
- Word processing, presentation, and/or desktop publishing software
- Internet access
- LCD projector for presentations

Extensive internet research is needed for this project. This is a partial list of the various web sites available on the career clusters and careers.

"The 16 Clusters." States' Career Clusters. 2006. National Association of State Directors of Career Technical Education Consortium. 21 Aug 2006
<<http://www.careerclusters.org/16clusters.htm>>.

This web site describes all 16 Career Clusters identified by the National Association of State Directors of Career Technical Education. The 16 Career Clusters are included within Nebraska's 6 Career Fields. This web site has brochures for each cluster.

Nebraska Career Connections. 2006. Nebraska Career Connections. 1 May 2007
<<http://www.nebraskacareerconnections.org/>>.

This web site is available to Nebraskans who are researching careers and creating an electronic portfolio. Partners and sponsors of the web site include NE Department of Labor, NE Department of Education, NE Department of Economic Development, EducationQuest Foundation, Vocational Rehabilitation, Nebraska 4-H, and *FutureForce* Nebraska. There is a possibility that other states have career research sites available to help with career research.

"Occupational Outlook Handbook 2006-07." U. S. Department of Labor. 2006. Bureau of Labor Statistics. 21 Aug 2006 <<http://www.bls.gov/oco/>>.

For hundreds of different types of jobs the *Occupational Outlook Handbook* tells you the training and education needed, earnings, expected job prospects, what workers do on the job, and working conditions.

"O*Net OnLine." Occupational Information Network. 2005. 21 Aug 2006 <<http://online.onetcenter.org/>>.

The O*NET database includes information on skills, abilities, knowledge, work activities, and interests associated with occupations. This information can be used to facilitate career exploration, vocational counseling, and a variety of human resources functions, such as developing job orders and position descriptions and aligning training with current workplace needs.

"Starting & Owning a Business." The Beehive. 2005. One Economy. 21 Aug 2006 <<http://www.thebeehive.org/Templates/Ecenter/Level3NoRight.aspx?PageId=1.4084>>.

This is an entrepreneur's resource. A complete resource for starting and owning your own business.

"Welcome to Career Cruising." Career Cruising. 2006. Anaca Technologies Ltd.. 21 Aug 2006 <<http://careercruising.com/default.asp>>.

This is the Career Cruising login screen. This is a fee based web site that many schools use. Within this web site you may explore careers, colleges and universities.

Modification/Variation Strategies:

There is a lot of flexibility in this project. For advanced students, they could interview local adults in their chosen career cluster. After the investigation process, advanced students could follow-up with a self-assessment to see which career cluster their interests and skills lean toward. Besides the brochure, poster, and presentation, a written report or a video could be created illustrating the career cluster.

Lower-level students could create only one of the three documents (a brochure, a poster or a presentation, instead of all three). Another hands-on activity would be to create a "career box." It is a box that represents the career cluster in some way and then the student fills it with items and/or pictures to demonstrate to others what is involved in the career cluster.

Accommodation:

For students with exceptional needs this lesson has a lot of flexibility. It could be as simple as having them doing one of the documents instead of all three. If research is difficult for a student, the teacher could print the information for the student and allow him/her to review the printouts. Working on this project with a partner may also be another accommodation that would work. A modified evaluation rubric would be helpful for students with special needs. The rubric is probably too detailed for some students, so a checklist of the necessary items would be a way to simplify the assessment for exceptional children.

Careers & Leadership

Career Field Exploration Project

Name: _____

Research Content	100 points
Presentation	50 points
Brochure	25 points
<u>Poster</u>	<u>25 points</u>
Total	200 points

Research content must be illustrated and/or discussed in all three formats to receive complete credit.

Category						
Research Content	0	1-2	3-4	5-6	7-8	9-10
Values	No values shared					Several values shared
Tasks & Responsibilities	No tasks described	Only 1-2 tasks were explained	3-4 tasks were explained	5-6 tasks were explained	7-8 tasks were explained	<ul style="list-style-type: none"> ◆ Specific tasks ◆ Repetitive or variety ◆ Easy pace or high-pressure ◆ Physical or mental (questions on p. 58)
Data, People, Things	No data, people things discussed	Mentioned this, but didn't explain clearly	Slight amount of explanation	1 of the areas was explained well	2 of the areas were explained well	Predominate area shared & explained
Environment	No environmental conditions shared	Mentioned the importance of environment	Slight discussion of the role of environment	A good discussion on the role of environment	Discussed physical or social surroundings, not both	<ul style="list-style-type: none"> ◆ Physical surroundings ◆ Social surroundings
Hours	No typical work hours shared	Mentioned, but didn't go into specifics	Slight reference to work hours/shifts	Good description of work hours	Work hours were explained in detail	◆ Typical work hours described
Aptitudes & Abilities	No aptitudes or abilities shared	Mentioned a few aptitudes or abilities	Some aptitude or abilities were discussed	Good description of many aptitudes or abilities	Aptitudes & abilities were listed and explained	◆ Aptitudes & abilities needed
Education & Training	No education & training shared	Identified 1 way of receiving training	Identified 2 ways a person could receive training for the occupation	Identified 3 ways a person could receive training for the occupation	Identified 4 ways a person could receive training for the occupation	<ul style="list-style-type: none"> ◆ Included required education & training for entry-level, skilled and professional positions ◆ Included helpful high school subjects
Salary & Benefits	No salary & benefit information shared	Explained for only 1 level	Explained for 2 levels	Explained for all 3 levels	Explained for all 3 levels and related to life	◆ Salary & benefits for entry-level, skilled & professional positions
Career Outlook	No career outlook shared	Mentioned, but no really explained well	Some reference to career outlook	Good description of career outlook	Excellent description for either NE or U.S.	<ul style="list-style-type: none"> ◆ Outlook for NE ◆ Outlook for U.S. described

Global Outlook (not required)	No global career outlook shared	Mentioned, but no real explanation	Some reference to global outlook	Good description of global outlook	Excellent description of global outlook	◆Outlook for world described
Presentation	0	1	2	3	4	5
Design Template	No template used; blank background	Poor choice of template-hard to read	Poor choice of template but can see the lettering	Template used distracts viewer from presentation	Choice is okay-but doesn't necessarily enhance the template	Template used sets tone and establishes focus of presentation
Design Color	No color(s) used; black or white only	Poor color choice-too light to see	Poor choice of color-little contrast between text & background	Color(s) used are distractive to viewer and/or not consistent throughout the presentation	Colors used are consistent from slide to slide, but don't necessarily stand out	Color(s) used enhance, illustrate, and/or emphasize data or information appropriately
Transitions & Builds	Uses neither transitions nor builds	Used transition on some slides	Used transition or builds, but not on all slides	Uses transitions or builds but not both or transitions or builds not effectively used	Used transition or builds but not effectively	Uses transitions and builds effectively
Design Clip Art	Clip art selected does not represent data or information appropriately; cluttered or sparse appearance	Clip art is okay on some slides not on others	Clip art is okay, but is too large or too small	Clip art selected represents intended data or information; cluttered or sparse appearance	Clip art selected represents intended data or information	Clip art selected is appropriate; represents data or information appropriately
Design Text	Text does not provide useful information; is not of parallel structure; is wordy and too lengthy per slide; uses abbreviations and acronyms. Contains misspelling(s)	Text provides necessary information, but is difficult to read	Text provides useful information, but the convention problems make it hard to understand	Text provides information or parallel structure; is wordy and too lengthy per slide; uses some abbreviations and acronyms	Text provides information with appropriate structure and length, but still has some design problems on a few slides	Text provides concise information; uses phrases of parallel structure; adheres to "Rule 6 x 6;" avoids abbreviations and acronyms
Presentation Style	Reads directly from speaker's notes and/or slide builds	Some eye contact And voice is sometimes hard to hear	Eye contact or voice is good, but the other needs improvement	Occasionally reads from speaker's notes and/or slide builds	Uses notes & slides only for reference, but slightly hard to hear	Uses slides to supplement oral presentation
Summary Slide	No summary	Summarizes only one point	Summarizes, but only slightly	Ends presentation with an oral summary but no slide	Summarizes most points with slides and orally	Ends presentation with a slide summarizing the main points
Integration	Presenter is awkward at integrating slide show into oral report	Presenter has a strong beginning with the slide and voice	Presenter gets stronger as the slide show continues, but is not consistent	Presenter at times lacks fluidness in integrating slide show into oral report	Presenter shows evidence of planning & practice	Presenter integrates slide show well into oral report and manipulates equipment in nondistractive manner
Time	Significantly below or above time limit	Below time limit by 4 minutes or so	Under time limit by 3 minutes or so	Slightly below or above time limit	Just below the time limit-1 minute or so	Meets time limit

Brochure	0	1	2	3	4	5
Organization & Neatness	No organization, extremely messy	Seems organized, but messy or neat, but not organized	Some organization a few messy spots	Overall organization is good, only a couple of messy spots	Well organized- easy to follow, occasional messy, but not distracting	◆Logical order ◆Neat
Attention Getter/ Focus/Theme	No focus is obvious	There is a theme, but no attention getter	Gets your attention, but doesn't match the theme	Has an attention getter and a focus, but not clearly matched	Attention getter and focus/theme go together, but could be stronger	Outstanding attention getter that really portrays the theme
Appropriate ClipArt, Graphics, Pictures	No graphics	A few graphics, but they do not contribute to the content	Graphics make the content somewhat more meaningful	Graphics attack the reader and match the content but are poorly placed	Graphics fit the brochure and tends to add to the brochure	Graphics contribute to content of brochure and do not detract
Appearance – font easy to read	Font is distracting, extremely different to read and inconsistent	Font is easy to read, but is not consistent or vice versa	Font is consistent throughout the brochure or easy to read	Font is consistent and relatively easy to read	Font is consistent, very easy to read	◆Font easy to read ◆Consistent font & format
Text	The mechanics of writing is so poor that the reader cannot follow the text	Difficult to follow the text due to the sporadic mechanical errors in the writing of the text	Some difficulty in following the text due to the mechanical errors in the writing or the text	Occasional mechanical errors in the text that only distracts from content a little	Mechanical errors in the text are few and far between, don't really distract from the reading of the text	Correct spelling, appropriate punctuation, appropriate grammar, & etc.
Poster	0	1	2	3	4	5
Organization & Neatness	No organization, extremely messy	Seems organized, but messy or neat, but not organized	Some organization, a few messy spots	Overall organization is good, only a couple of messy spots	Well organized-easy to follow, occasional messy, but not distracting	Shows planning
Attention Getter/ Focus/Theme	No focus is obvious	There is theme but no attention getter	Gets your attention, but doesn't match the theme	Has an attention getter and a focus, but not clearly matched	Attention getter and focus/theme together, but could be stronger	Central focus or theme illustrated
Pictures & Graphics	No graphics	A few graphics, but they do not contribute to the content or message	Graphics make the content somewhat more meaningful	Graphics attract the reader and match the content, but are poorly placed	Graphics fit the poster and tend to add to the effectiveness of the poster	Pictures & graphics used contribute to content of poster
Appearance – Readability	Lettering is distracting, extremely difficult to read and inconsistent	Lettering is easy to read, but is not consistent or vice versa	Font is consistent throughout the brochure or easy to read	Font is consistent and relatively easy to read	Font is consistent very easy to read	Easily read from across room
Text	The mechanics of writing is so poor that the reader cannot follow the text	Difficult to follow the text due to the sporadic mechanical errors in the writing	Some difficulty in following the text due to the mechanical errors in the writing or the text	Occasional mechanical errors in the text that only distracts from content a little	Mechanical errors in the text are few between. Don't really distract from the reading of the text	Concise, spelling, grammar, punctuation