

Lesson Plan Guide

Lesson Description	Approx. Length	Materials Needed	Guest Speakers
<p>Introduction to Career Exploration: <i>Welcome Career Explorers</i> In this lesson students will learn why career exploration is important and fun by planning their personal “career roadmap,” researching careers, and discussing the differences between a job and a career</p>	3 class periods	Poster board Markers Old magazines Copies of handouts Computer applications	Speakers from a variety of career fields
<p>Introduction to Nebraska Career Education Model: <i>Piecing Together the Cluster Model</i> In this lesson students will move around the room to depict the organizational framework of the Nebraska Career Education Model. Students will be guided in discussion to understand the difference between Essential Knowledge and Skills, career fields, and career clusters. Students will also be guided to understand that as they are representing a piece of the model there are people who work in careers found in the different fields and clusters on the model and that those people use Essential Knowledge and Skills in those careers.</p>	2 class periods	Nebraska Career Education Model overhead NCE model cut into sections Essential Knowledge and Skills Career fields Career Clusters	N/A
<p>Career Cluster Word Map—Supplemental Introductory Activity In this lesson students will obtain information about the key descriptions and definitions of a career cluster. Students will study the composition of a career cluster and then draw a picture representing what they know about career cluster composition. This activity can be used with teaching any of the sixteen career clusters.</p>	1 - 2 class period	“Career Cluster World Map” activity sheet	None

<p>EKS Lesson/CALS Assessment In this lesson students will be introduced to Essential Knowledge and Skills and the Career and Life Skills (CALs) Assessment. Students will be assessed separately throughout the career exploration class in the nine Essential Knowledge and Skills sections and will complete their self assessment by the end of the course.</p>	1 class period	NCC website Copies of handouts	N/A
<p>Agriculture, Food, and Natural Resources: <i>Mission APA: Agricultural Pizza Adventure</i> In this lesson students will learn about the diversity of this career cluster by creating a new pizza product, product package, and commercial in the form of a skit. They will discuss the scope of the industry and explore the variety of careers through a series of sketches.</p>	5 class periods	Paper Markers Assorted small boxes pizza boxes Assorted paper to cover boxes High School course catalog	N/A
<p>Arts, Audio/Visual Technology and Communications: <i>Explore the Arts!</i> Students will explore the career cluster of Arts, Audio/Visual Technology, and Communications while learning key concepts of exploring careers through use of community resources such as exploratory interview, job shadowing, internship, apprenticeship, service learning, mentoring and cooperative program.</p>	4 class periods	Copies of handouts Paper Internet access Projector NCE model Note cards Rubric	N/A
<p>Information Technology: <i>“Back to the Future” - Information Technology</i> In this lesson students will investigate the role of technology in society, the information technology career cluster and pathways, and entrance requirements for post secondary options. Students will assess their current skill level in information technology application.</p>	4 class periods	Copies of handouts Internet access PowerPoint or other software	School IT professional Media specialist Students in IT class

<p>Transportation, Distribution, and Logistics: <i>How Do I Want To Travel</i> In this lesson students will explore the Transportation, Distribution, and Logistics Career Cluster by researching different types of transportation and designing their own mode of transportation. Students will use the Universal Systems Model in understanding transportation systems.</p>	4 - 5 class periods	Internet access Paper White board/chalk board Poster paper Systems Model transparency	N/A
<p>Architecture and Construction: <i>Habitat for Humanity House Presentation</i> In this lesson students will get first-hand knowledge from a guest speaker on what it takes to build a structure from design to finish. They will then be given an opportunity to design a home for Habitat for Humanity and build a model of it taking it through the entire process that would be completed by an architecture firm. This will include drawing floor plans and presenting their design to the client (class). It will require them to use both visual and oral communication skills.</p>	5 class periods	Graph paper 2” strips of cardboard X-acto knife Hot glue and glue Poster board Cutting surface “Reflection” activity sheet	Supervisor from the architecture/construction industry or Anyone with a knowledge of the entire industry
<p>Manufacturing: <i>What is the DOT?</i> In this lesson students will discover careers and pathways in the Manufacturing career cluster, identify essential knowledge and skills needed in this cluster, create a list of print resources which would be helpful in researching career information, and practice working with a team member while constructing a file card “car”.</p>	4 class periods	Career Education chart Checklist “What skills”.... Activity sheet with resources A place to take notes NCC website	Nebraska Workforce Development presenter or local group of manufacturing supervisor, dispatcher, design engineer, safety coordinator and library/media specialist
<p>Science, Technology, Engineering and Math: <i>Designing with S.T.E.M.</i> In this lesson students will begin by receiving information on the design process, its components and its relationship to many other problem solving processes. They will then have the opportunity to implement the design process. After completing the design process on their own, students will be taught how it relates to most careers in the STEM cluster. Students will then create a profile on that career by researching it on the internet. Note-taking versus plagiarism will be discussed before the research begins. Students will present their profiles to the class.</p>	4 class periods	15 textbooks (any type) Tape Scissors Papers Internet access Copies of handout	N/A

<p>Health Science: <i>What's my "role"?</i> In this lesson students will research the health science career cluster, review essential knowledge and skills, investigate career opportunities in the health science cluster, interview school organization sponsors and officers to investigate skills developed within these organizations, prepare and present role play situations to display well developed essential knowledge and skills needed in the health science career cluster.</p>	<p>4 class periods</p>	<p>NCE model NCC website List of school organizations List of career clusters School organization sponsors/officers List of questions</p>	<p>Field trip to local nursing home Panel of healthcare professionals Panel of school organization sponsors or officers</p>
<p>Law, Public Safety & Security: <i>What's right? What's wrong? Getting to Know the Law, Public Safety & Security Career Cluster</i> In this lesson students will think about ethics and legal responsibilities and how the law affects them. They will be introduced to the definition of ethics & legal responsibilities and will participate in discussions about examples of positive & negative behaviors on the job and the impact of those actions on one's job and in other areas of their lives. They will identify an example ethical or legal responsibility problem for an assigned cluster and decide how to respond to a situation with feedback from the class and teacher. Students will evaluate their own skills in the area of ethics and legal responsibilities by completing the CALS assessment. Students will then explore the Law, Public Safety and Security Career Cluster. They will be using phone books to locate individuals/businesses/agencies that practice the Career Specialties of this Cluster. Students will make a visual representation of the cluster for display.</p>	<p>4 class periods</p>	<p>Copies of activity sheets Copies of handouts Internet access Index cards Copies of telephone books Old magazines Poster board or construction paper Glue Markers Paper Tape</p>	<p>Human resource managers Owners of local businesses Lawyers Law enforcement Supervisors Managers Have students pinpoint areas of interest and invite them to class for a panel discussion on careers</p>

<p>Government and Public Administration (G&PA): “There Ought to Be a Law”</p> <p>In this lesson students will be introduced to the Government and Public Administration Cluster and review the Pathways and Essential, Knowledge and Skills associated with the cluster. Students will view the videos, Sample Learning Plan, and school and community extended learning activities that lead to preparation for a career in this Cluster through the use of Nebraska Career Connections (NCC), as well as become familiar with the military as an option for training after high school. A concentration on the Employability and Career Development section will be discussed and evaluated.</p>	4 class periods	<p>List of government officials Internet access Copies of activity sheets</p>	<p>City mayor State senator Economic development director County officials Military recruiter A presentation on the Close-Up program if available</p>
<p>Human Needs: Met Through the Human Services Cluster</p> <p>In this lesson students will explore the Human Services career cluster by looking closer at the pathways and career specialties and identifying the human needs that the pathways meet. They will be using phone books to locate individuals, businesses, and agencies that practice the career specialties of this cluster. Student groups will write public service announcements for the pathways in the Human Services cluster.</p>	3 class periods	<p>Multiple telephone books Copies of all activity sheets Internet access</p>	<p>Have students pinpoint areas of interest and invite them to class for a panel discussion</p>
<p>Education: Looking Beyond the Classroom</p> <p>In this lesson students will learn about the Education and Training career clusters by brainstorming all the different people who work in the various aspects of schools. They will use teamwork and critical thinking to gather information to design a new school.</p>	4 class periods	<p>Copies of activity sheet Access to internet</p>	<p>Education cluster professional(s): Principal, District office staff, teacher, nurse, counselor, etc.</p>
<p>Exploring My “Market”: Marketing, Sales, Service Cluster</p> <p>In this lesson students will utilize the NCE model to identify careers and pathways in the Marketing cluster, discover a variety of extended learning opportunities within the school and their community, and identify the Essential of Knowledge and Skills necessary in the Marketing career cluster.</p>	4 - 5 class periods	<p>List of school organizations List of numerous professional community business resources List of career clusters Interview questions Personal Learning Plan</p>	<p>Store manager Retail sales specialist On-line or print marketing specialist Warehouse manager Market research specialist</p>

<p>Takin' Care of Business: Business, Management, and Administration Cluster In this lesson students will identify the Essential Knowledge and Skills concept of safety, health, and the environment in this cluster through an optional guest speaker and help wanted advertisements.</p>	4 class periods	NCE model printouts Articles on safety, health and environment Journal prompt Advertisement examples Internet access Projector Copies of speaker handouts	Speaker from the community in business, management or administration career
<p>Vacation Time!: Hospital and Tourism Cluster In this lesson students will use their creativity to create a travel brochure for their hometown. They should be able to discuss information on housing, transportation, attractions, dining and temperature. Students will discuss the many careers that would have gone into making the brochure in real life, as well as the careers that are needed for someone to enjoy their vacation.</p>	5 class periods	Art supplies Old magazines Sample travel brochures List of hospitality and tourism businesses and management in the community or surrounding area	Optional: Travel agent Hotel manager Restaurant proprietor Event planner Banquet planner, chef Chamber of Commerce Advertising professionals
<p>Show Me the Money! Finance Cluster In this lesson students will explore the finance career cluster by looking at trends. They will transfer work trends learning to their own career cluster.</p>	4 class periods	Printed resources or Internet access to one of the following: <ul style="list-style-type: none"> • NCC Website • Occupational Outlook Handbook • Career Cruising or NCIS 3 x 5 note cards Copies of activity sheets	Optional: Finance professional Ban loan officer Personal banker Accountant or accounting clerk Auditor Financial analyst Actuary Insurance claims or underwriter
<p>Interest Test In this lesson students will be introduced to the concept of interest testing and how the use of such assessments can help them narrow their career cluster choices. Students will complete the Kuder Career Search with person Match and interpret their results identifying three clusters of high interest and any Person Matches that are of interest to them.</p>	2 class periods	Instructions for complete the Kuder Career Search Instruction sheets for login Computer with internet access	Optional: Guidance Counselor

<p>Personal Learning Plan (PLP) In this lesson students will use various resources to develop a PLP that shows their choice of career field and career clusters, course selections for at least grades 9-12, and activities they wish to participate in.</p>	<p>6 class periods</p>	<p>Personal information High school graduation requirements Plans of study School course catalogs Copies of activity sheets Copies of handouts List of courses for grades 0-12</p>	<p>School counselor(s) Senior students</p>
<p>Where Do I Go From Here In this lesson students will create a small book to demonstrate what they would like to do in their future.</p>	<p>4 class period</p>	<p>Colored paper (8 ½ x 11) Markers Colored pencils</p>	<p>N/A</p>