

Lesson Title: Piecing Together the Cluster Model

Cluster: All sixteen clusters are addressed or introduced

Essential Knowledge and Skills: Team Work, Problem Solving, Critical Thinking, Communication

Career Concepts: N/A

Summary: Students will move around the room to depict the framework of the Nebraska Career Education Model. Students should be guided in discussion to understand the composition of career clusters model; including Essential Knowledge & Skills, specialties, pathways, clusters and fields. There are people who work in careers found in the different fields and clusters on the model and those people use Essential Knowledge and Skills in their careers.

Course Objectives:

1.1 Differentiate between career fields, clusters, and pathways, on the Nebraska Career Education Model.

Lesson Objectives:

Students will...

- Identify the organizational structure of the Nebraska Career Education Model.
- Illustrate the placement of career fields, clusters and the Essential knowledge and skills.
- Demonstrate the connection between career fields, clusters and the Essential knowledge and skills.
- Recognize the importance of understanding the organizational structure of the Nebraska Career Education Model.

Time: Two class periods

Required Materials: Nebraska Career Education Model overhead transparency, Essentials Knowledge and Skills, career fields, career clusters, glossary of terms, index cards with career specialties, posters with career pathways

Optional Resources: In the supporting documents section, you will find an alternative lesson plan, "Cluster Word Map" which may be used to record information on each of the sixteen career clusters.

Guest presenters: N/A

Content and Teaching Strategies:

Anticipatory Set

Define Cluster. "Group of things put together because they are alike in some way." Guide students to come up with clusters they are familiar with by giving examples, such as, Broncos, Dolphins, Patriots, etc. =NFL football teams. Ask volunteers to suggest more clusters.

Give students 5 index cards. Instruct them to write the name of a cluster they are familiar with on one side and the parts of the cluster on the reverse side. The objective is to stump the class.

Students will take turns presenting their cluster by giving the components to see if others can guess the name of the cluster.

Now define “Career Clusters”. (See glossary of terms)

Lesson Components

1. Teacher should choose a Career Field. (i.e. Human Services and Resources)
 - a. Write the name of the specialty occupations on note cards/sticky notes.
 - b. Pass a note card/sticky note out to each student.
 - c. Students will group note cards/sticky notes into categories of similarity. These are called “**career specialties**”. (See glossary for definition.)
 - d. Once the categories of similarities have been established, the concept of a “**career pathway**” (See glossary for definition) can be discussed.
 - e. Have students place the groups of specialties cards/sticky notes on the Pathway posters representing the career pathway.
 - f. Hang the posters in the classroom.
 - g. After all specialties have been grouped under a pathway, have students discuss how each of the pathways might be related.
 - h. Have students place the posters under the heading “Cluster” written on the board by the teacher. Discuss the definition of “Career Cluster” (See glossary for definition)
 - i. Emphasize to students that this format-**specialty/pathway/cluster** will carry throughout the course.
 - j. List the specific Essential Knowledge and Skills on the board and engage the students in a dialogue about what Essential, Knowledge and Skills they used to group the specialties, pathways and clusters. Emphasize that all specialties/pathways/clusters depend on a base set of EKS items, which will remain constant throughout the course.



Optional Activity:

To explore other cluster headings, students can log onto the Nebraska Career Connections website and identify each of the sixteen cluster headings. Using technology, allow students to choose a song that represents each cluster. Using teamwork, ethics, etc., students can review the song lyrics and choose a song that captures the cluster concept. A mini-commercial can be created by each group with class time provided to share their end product.

Lesson Closure

Using the overhead transparency show a picture of the Nebraska Career Education Model to the students. Ask them to identify what section they represented in the poster activity. Review over the remaining clusters with the whole group.

Essential Knowledge & Skills Connection

The components of this lesson emphasize **teamwork, problem solving, critical thinking and communication**. Choose one of the following activities to help students connect the activities with their own development of EKS:

- Write a journal entry, reflecting on one of the EKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize the EKS used in this lesson connected to home, school and work.

Have students use the model to identify EKS used during the activity.

Formative Assessment

Have the students draw on a sheet of paper a diagram of the Nebraska Career Education Model and identify the different sections.

Transparencies

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Environmental and
Agricultural Systems

*Business, Marketing,
and Management*

*Communication and
Information Systems*

*Human Services and
Resources*

*Industrial, Manufacturing,
and Engineering Systems*

Health Sciences

Agriculture, Food, and Natural Resources

Marketing

Finance

Business Management and Administration

Hospitality and Tourism

Arts, A/V Technology, and Communications

Information Technology

Law, Public Safety, and Security

Human Services

Government and Public Administration

Education and Training

Manufacturing

Transportation, Distribution, and Logistics

Science, Technology, Engineering, and Mathematics

Architecture and Construction

Health Sciences