



**Title:** Exploring Careers through Product Comparison

**Grade:** 5

**Career Development Model:**

Career Exploration

**Nebraska Career Readiness Standards:**

- Demonstrates innovation & creativity
- Manages personal career development

**Objective:**

- Students will outline multiple careers related to the production of different final products.

**Materials and Supplies Needed:**

- Apple (or picture of an apple)
- Apple iPhone or Smart phone (or picture of iPhone)
- Nebraska Career Model

**Class Instructions:**

1. Begin by asking students to think about everyday objects that are around us, like the pen or pencil we may have in our hands right now. Imagine how many jobs/skills etc. it takes to create and get that pen/pencil into your hands. Take a few minutes and discuss very briefly.
2. Explain that today we are going to look at two very different products that are in our lives. Show students an apple and an Apple iPhone.
3. Explain students will get into groups. Each group will either get the apple or the phone to discuss how many jobs are involved in that product.
4. Have 2 groups with the apple and 2 groups for the phone. Each group separately will brainstorm a list of jobs needed in order to get that product to the consumer.
5. After students have created their list have all the groups with the apple group together and compare lists (students can add new ideas after discussing) and have all of the students with the phone group together and compare lists (students can

add new ideas to their list after discussing).

6. Have one spokesperson for each product present the different jobs listed.
7. After both groups have spoken discuss as a large group what they noticed was similar and different about the jobs. List them on the board.
8. Hand out a copy of the Nebraska Career Model. Review the different career fields and possibly career clusters with the entire class. Explain that each job they listed can be categorized into a cluster/group on this model.
9. Have students return to their original groups and sort which jobs they listed into the correct cluster. After they have had time to organize each job into the correct cluster on the model have them meet with the other groups like they previously did earlier in the class.
10. Ask a different person to be the spokesperson for the large group to explain how they organized each job into the different clusters. Have both groups present.
11. At the end have students review how many jobs were found in different cluster to create the same product.

**Credits/Sources:**

Nebraska Career Education [www.education.ne.gov/nce](http://www.education.ne.gov/nce)

