# Career Cluster Brainstorm (Careers)

## 4-5th Grades —Lesson 2

**OBJECTIVE:** Students will identify the six career clusters.

**MATERIALS/RESOURCES:**
- Counseling folders w/ graphs
- 3 pieces of paper for each student
- 6 large pieces of paper with a career cluster written on each one
- Crayons/markers/colored pencils

*Key Vocabulary:* career, career cluster

**OPENCING:** Brain Gym, music, maps, math games, yoga

**PRE TEST:** What is a career cluster? What are the six clusters?

**ANTICIPATORY SET/BUILDING BACKGROUND:**
- In the Real World….
  1. Why are there six career clusters?
  2. What is the difference between a career and a job?
  3. What are examples of careers?
  4. Do all careers require college degrees or training?

**ACTIVITY:**

**Anticipatory Set:**
- Discuss Building Background Questions.
- Fill in graphs.

**Whole Class:**
- Introduce the six career clusters. (Human Services, Health, Art & Communication, Business, Natural Resources, Engineering/Technology).
- Post large pieces of paper with a cluster heading around the room.
- When all six groups have completed all six career clusters, review their ideas and make any necessary changes to the suggested careers in each career cluster.

**Group Work:**
- Split the class into six groups.
- Students brainstorm the careers they think would belong in each cluster.
- Groups rotate around the room to each piece of paper and list the jobs they think belong to the clusters.
- Allow 3 minutes per rotation.

**Independent Work:**
- Pass out three sheets of paper to each student.
- Each student will make a flip chart.
- On each tab write a different career cluster.

**Closure:**
- Students will complete career cluster flip charts.

**REINFORCEMENT:** Students will continue to use flip charts throughout career unit.

**POST TEST:** What is a career cluster? What are the six clusters?

**INFORMATION / COMMENTS / FOLLOW-UP:**
### EVALUATION—Career Cluster Brainstorm (Careers)

<table>
<thead>
<tr>
<th>AMERICAN SCHOOL COUNSELING ASSOCIATION (ASCA) STANDARDS/COMPETENCIES/INDICATOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC DOMAIN:</strong></td>
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<tr>
<td>• A: B1.5: Organize and apply academic information from a variety of sources.</td>
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<td><strong>CAREER DOMAIN:</strong></td>
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<td>• C: B1.4: Know the various ways in which occupations can be classified.</td>
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<td><strong>PERSONAL/SOCIAL DOMAIN:</strong></td>
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<td>• PS: A1.9: Demonstrate cooperative behavior in groups.</td>
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<th>ACADEMIC COMMON CORE STATE STANDARDS:</th>
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<tbody>
<tr>
<td><strong>ELA Writing (W):</strong></td>
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<tr>
<td>• 2.W.8. Recall information from experiences or gather information from provided sources to answer a question.</td>
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<tr>
<td><strong>Math Geometry (G):</strong></td>
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<tr>
<td>• 5.G.3. Understand that attributes belonging to a category two-dimensional figures also belong to all subcategories of that category.</td>
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</tbody>
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**HOW DID THE STUDENT CHANGE AS A RESULT OF THIS LESSON?**  
SWBAT: Students Will Be Able To:  
(Use New Bloom’s Taxonomy.)

**SWBAT:**  
ANALYZE—Compare and contrast the six career clusters.  
EVALUATION—Select careers to put in each of the career clusters.  
CREATE/SYNTHESIS—Assemble and construct a career flipbook.

**EVALUATION DATA:**

**Process Data:** Number of students in the classroom for the guidance lesson ____, Pre/Post test results____/_____.

**Perception Data:** Students will identify and evaluate the 6 Career Clusters as they apply to categorizing careers.

**Results Data:** Unit Post Test, 4-year plan, ECAP