

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: CAREER CLUSTER DAY

SUBJECT: Guidance Activity

GRADE LEVEL(S): 9-12

SC Career Guidance Standard/Competency

- Learning to Work: Standard 3. Students will explore careers and the connection of school to work.

- Competency 3.9. Become aware of resources for obtaining information about career clusters

National Career Development Guidelines Goal/Indicator

- Career Management: GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

- Indicator CM3.K4. Identify several ways to classify occupations.

- Indicator CM3.K5. Identify occupations you might consider without regard to your gender, race, culture, or ability.

Lesson Objectives

1. Students will interview three career speakers in career clusters of interest.
2. Students will identify at least two careers of interest.
3. Students will describe career clusters and list several occupations in at least three career clusters.

Assessment

1. Students will participate in the Career Cluster Day and interview three career speakers.
2. Students will complete the *Career Clusters* worksheet.
3. Optional: Students will record reactions in the career planner.
4. Optional: Students will write a career research paper.

Preparation

- Prior Learning—Activity on South Carolina’s career clusters and career interest assessment
- Handouts/Worksheets—*Career Clusters* worksheet
- Resources—Career speakers, Optional: SCOIS, O*Net (www.onetcenter.org), career information books/videos
- Time Required—90 minutes for Career Cluster Day and 45 minutes for worksheet and discussion

Procedures

Part One

- Make arrangements for the Career Cluster Day and identify the speakers. Consider coordinating the event with your STW Coordinator. Give the speakers a copy of the *Career Clusters* worksheet.
- Keep in mind that all students in the high school do not have to participate in the Career Cluster Day. The event could be for ninth grade only or mini-career cluster days could be offered for each career cluster (or a group of clusters). Students would attend the mini-career cluster day that addresses their interests.

Part Two (90 minutes)—Career Cluster Day

- Meet briefly with students before they visit with the career speakers and review with them the career clusters.
- Hand out the *Career Clusters* worksheet and review it with the students.
- Tell students they can visit with three career speakers for 20 minutes each. Have the students select the three career clusters they want to explore and write them on the worksheet.
- Tell students to keep the worksheet questions in mind when they talk to the career speakers.

Part Three (45 minutes)

- After the Career Cluster Day, engage students in a discussion of their experience. Have them share the highpoints of the activity.
- Have students complete the *Career Clusters* worksheet and discuss. What career clusters were of interest? What other careers are in the clusters? What careers did they like the best? Are any of the careers nontraditional careers? What kind of education and training is required? What did the students learn from this experience?
- Suggest to students that they might use SCOIS, O*Net, or visit the library to further explore occupations.
- Make the connection between the CTE programs, careers of interest, high school courses, and writing their high school career/education plan. Be sure students realize that what courses they take in high school and how they achieve have an impact on what postsecondary education/training opportunities will be open to them.
- Optional: Have students record their reactions in the career planner.
- Optional: Coordinate with the Language Arts teacher to have students write a research paper on a career of interest.

Career Clusters

Name: _____

Date: _____

Directions: Part 1—List the three clusters you want to visit during Career Clusters Day. Write at least five careers for each cluster you visited.

Part 1

I will visit these three career cluster speakers:

1. _____

2. _____

3. _____

List at least five careers in each cluster.

Cluster 1. _____

Cluster 2. _____

Cluster 3. _____

List at least two careers that are on interest to you.

Career 1. _____

Career 2. _____

Directions: Part 2—Choose the career that was most interesting to you. Think about what you learned from the career speakers and your results

on the career interest assessment. Then answer the questions on Part 2 of the worksheet.

Part 2

Career Name _____ Career Cluster _____

1. What do you like best about this career?
2. What do you like least about this career?
3. How does the career match with your career interest assessment?
4. What skills and abilities do you need for this career?
5. What high school courses would help you prepare for this career?
6. What education/training after high school is required for this career?
7. What is the salary range for this career? _____
8. What is the employment outlook for this career in your local area? ____
In South Carolina? _____ Nationally? _____
9. What are your strengths and personal qualities that "fit" with this career?
10. What would you need to improve to "fit" with this career?

