

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: CAREER CLUSTERS GAME SHOW

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 3.6. Develop skills to locate, evaluate, and interpret career information.

- Competency 3.7. Identify ways in which individual abilities, interests, work values, and personality traits influence career options

- **Learning to Work: Standard 4.** Students will demonstrate a positive attitude toward work and the ability to work together.

- Competency 4.3. Demonstrate the interpersonal skills required for working with/for others.

National Career Development Guidelines Goal/Indicator

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

- Indicator CM3.A2. Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

- 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.

- **Personal Social Development: GOAL PS2.** Develop positive interpersonal skills including respect for diversity.

- Indicator PS2.A4. Demonstrate the ability to get along with others and work effectively with them in groups.

Lesson Objectives

1. Students will recognize that occupations can be grouped into career clusters based on various criteria.
2. Students will describe the general characteristics of occupations within a given career cluster.
3. Students will expand their awareness of a broad range of occupations.
4. Students will demonstrate their ability to use a Career Information Delivery System (CIDS).
5. Students will demonstrate the ability to work together to complete a project.

Assessment

1. Students will work in small groups to create a career game show for a specific career cluster.
2. Students will use a CIDS to locate, evaluate, and interpret career information.
3. Students will correctly identify occupations for their career cluster.
4. Students will create game show questions that describe the general characteristics of occupations within their assigned career cluster.
5. Students will complete the *Working in Groups* worksheet.

Preparation

- Prior Learning—Basic familiarity with a CIDS (especially SCOIS), introduction to South Carolina's Career Clusters
- Handouts/Worksheets—*South Carolina's Career Clusters*, *Tips for Working in a Group*, *Career Clusters Game Show Rubric*, and *Working in Groups* worksheet
- Resources—Computer lab with printers, SCOIS (Note: this activity can be adapted for use with another CIDS), art supplies and materials for constructing posters and game boards
- Time Required—135 minutes for exploration and game show development, 15 minutes for each game show presentation, plus home assignment

Procedures

- Ideally, all high schools should provide students with access to at least one Career Information Delivery System (CIDS). This activity is specifically designed for SCOIS, but it can be adapted for use with another CIDS.
- Note: This activity is adapted from the *Career Clusters Game Show* lesson plan, COIN Career Community. <http://www.coin3.com> (19 May 2003).

Part One (45 minutes)

- Make arrangements for the class to access your CIDS in the computer lab.
- Divide the class into 16 teams and assign each team one of South Carolina's Career Clusters. (If you have a small class, you might identify selected clusters on which to focus.)
- Tell students that each team will design a game to help their classmates learn more about the team's assigned cluster. They will develop 10 questions about the cluster in a game show format.
- Invite students to access the COIN3 Career Exploration Center and explore their cluster. They should browse through all of the occupation descriptions in the cluster and take notes. Ask them to pay special attention to what the occupations in the cluster have in common.

Part Two (45 minutes)

- Discuss with students some of the basics for working on a team. Review the *Tips for Working in a Group* handout.
- Direct students to begin work on designing their team's game. Suggest that the game follow the format of a TV game show. Brainstorm a few ideas with them. Provide art supplies and materials and encourage students to be creative and use "props."

- Remind students that all of the answers to their 10 game questions must be from the information in the CIDS.
- Remind students to clearly define the rules and procedures for the game.
- Some of the development of the game will need to be done outside of class.

Part Three (45 minutes)

- Make arrangements for the class to access your CIDS in the computer lab.
- Have the students access the COIN3 Career Exploration Center and browse through all of the clusters to prepare for participating in the game shows. Suggest that they also review any class notes or other career projects they might have done.

Part Four (15 minutes per game show presentation plus discussion time)

- Have each team present their game show.
- Teachers can use the *Career Clusters Game Show Rubric* to assess the presentations.
- After students have completed the career game show project, engage them in a discussion of their experience.
- What occupations were of interest? Brainstorm occupations related to each CTE program/career cluster. What kind of education and training is required? What did the students learn from this experience?
- Suggest to students that they might use the CIDS to further explore occupations.
- Make the connection between the CTE programs, occupations 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.
- Have students complete the *Working in Groups* worksheet (home assignment).

Tips for Working in a Group

1. Choose a group leader. This person should be organized, responsible, and considerate. The leader should encourage all students to participate.
2. Listen to each other. Give everyone a chance to be heard.
3. Be organized. Brainstorm ideas and write them down. Be creative.
4. Gather information. Each student should contribute something that the career speaker said.
5. Solve problems in a diplomatic way. Be fair.
6. Respect the feelings of other people in the group. Try to control your temper.
7. Demonstrate tolerance and flexibility. When you disagree, negotiate with each other.
8. Share how you feel about what the group is doing and how things are working.
9. Have a good time.

Working in Groups

Name: _____

Date: _____

Directions: Answer the following questions.

What did you learn about working in a group?

What did you contribute to your group presentation?

Were there any disagreements within the group? If yes, how were they resolved?

Do you like working in a group? Yes _____ No _____
What are your reasons?

What kind of behavior was helpful to the group's completing the project?

What kind of behavior made it harder for the group to complete the project?

Career Clusters Game Show (Rubric)

Name: _____

	1	2	3	4	Score
Content	Few questions asked were pertinent to topic(s). Class did not gain much additional knowledge of career cluster.	Some questions were pertinent to topic(s); group included questions on all of these topics: education, salary, job duties, and outlook.	Most questions were pertinent to topic(s) and helped class gain a better understanding of career cluster; group included questions on salary, education, job duties, outlook, physical abilities required, and interests.	All questions were pertinent to topic(s) and helped class gain a better understanding of career cluster; group included questions on salary, education, job duties, outlook, specialties, related jobs, physical abilities required, and interests.	
	No questions required students to use information found in the Exploration Center and/or class notes; participants need to conduct outside research to answer all questions.	Few questions required student to use information found in the Exploration Center and/or class notes; participants needed to conduct extensive outside research to answer most questions.	Most questions required students to use information found in the Exploration Center and/or notes; participants needed to conduct some outside research to answer some questions.	All questions required students to use information found in the Exploration Center and/or class notes; participants did not need to conduct any outside research to answer any questions.	
	Group showed no evidence of research topic(s); content was highly inaccurate and/or irrelevant.	Most information presented was inaccurate; group used little or no factual or relevant data to form content.	Most information was accurate; group used factual and relevant data to form content for the most part (only minor errors were noted).	All information was accurate; group used only factual and relevant data to form content.	
Presentation	Group did not explain rules of the game to participants.	Group gave vague explanation of rules of game to participants; rules were not followed.	Group explained rules of the game to participants; rules were followed the majority of the time.	Group thoroughly explained rules of the game to participants; rules were strictly followed.	
Props	No props were created.	Most props were poorly constructed, unattractive, and irrelevant to content and/or format of game; props detracted from game.	Some props were well-created, attractive, and relevant to content and/or format of game; some props enhanced game.	All props were well-constructed, visually attractive, and relevant to content and/or format of game; props greatly enhanced game.	

TOTAL: _____

South Carolina's Career Clusters

Agriculture, Food & Natural Resources

Processing, production, distribution, financing and development of agricultural commodities and natural resources.

Architecture & Construction

Designing, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications

Creating, exhibiting, performing and publishing multimedia content.

Business, Management & Administration

Organizing, directing, and evaluating functions essential to productive business operations.

Education & Training

Providing education and training services, and related learning support services.

Finance

Financial and investment banking, insurance, and business financial management.

Government & Public Administration

Executing governmental functions at the local, state, and federal levels.

Health Science

Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism

Managing restaurants and other food services, lodging, attractions, recreation events, travel-related services.

Human Services

Providing for families and serving human needs.

Information & Technology

Designing, supporting, and managing hardware, software, multimedia, and systems integration.

Law, Public Safety & Security

Providing legal, public safety, protective, and homeland security services.

Manufacturing

Processing materials into intermediate or final products.

Marketing, Sales & Services

Performing marketing activities to reach organizational objectives.

Science, Technology, Engineering & Mathematics

Performing scientific research and professional technical services.

Transportation, Distribution, & Logistics

Managing movement of people, materials, and goods by road, pipeline, air, rail, and water.

