

**GCIS Career Clusters Review and Occupational Exploration**  
**6<sup>th</sup> Grade Career Development Advisement Activity # 4**  
**Teacher as Advisor Program (TAP)**  
**Estimated time: 30-45 minutes**

**National Career Development Standard/Competency**

2. Skills to interact with others
  - Demonstrate effective group membership skills
  - Demonstrate effective social skills
6. Skills to locate, understand, and use career information
  - Identify various ways that occupations can be classified
  - Demonstrate skills in using school and community resources to learn about occupational groups
8. Understand how work relates to the needs and functions of the economy and society
  - Describe the importance of work to society

**Goal:**

Students will participate in groups to discover the different types of occupations involved in putting the classroom together and how these occupations fit into the sixteen career clusters.

**Objectives:**

- Review career clusters
- Discuss a variety of careers

**Materials:**

- Newspaper, crayons, markers, pen or pencil
- 6th Grade Career Development Advisement Activity # 4 handout - **Exploring Occupations**

**Activity:**

1. *Greet students:* “Welcome to advisement. I hope all of you had a great time looking at the different career clusters in GCIS Career Studio. We are going to play a game to help us remember the clusters. These clusters will help you investigate a wide range of career choices based on things that are common to that cluster. Career clusters make it easier for you to understand the connection between school and work and will help you select your high school classes based on a career choice.”
2. “Can you name the career clusters?” *Let the class attempt to name the clusters as you write them on the board. Briefly discuss the type of work in each area:*
  - *Agriculture, Food, and Natural Resources: This cluster involves work with food, lumber, or fabrics. Workers in this cluster like to work outdoors. They enjoy work that involves animals and protecting the environment. (Careers such as veterinary assistants, farm managers, food scientists, animal trainers, and nursery workers.)*
  - *Architecture and Construction: This cluster involves work with buildings or structures such as highways and bridges. Workers in this cluster often like to work with their hands, building things or creating designs. They enjoy working with tools, objects, and numbers. (Careers such as landscapers and groundskeepers, construction workers, carpenters, and architects.)*

- *Arts, A/V Technology, and Communications: This cluster involves being creative, talented, or having good technical skills. Workers in this cluster may perform in front of audiences or work behind the scenes. (Careers such as actors, camera operators, writers, and graphic designers.)*
- *Business, Management, and Administration: This cluster involves working with finances or making sure a company runs smoothly. Workers in this cluster are good at planning, organizing, and working with numbers. (Careers such as office managers, human resources managers, employment recruiters, secretaries, and accountants.)*
- *Education and Training: This cluster involves helping people learn and improve their lives. Workers in this cluster are often patient and don't mind speaking in front of groups. (Careers such as coaches, librarians, school counselors, teachers, and speech pathologists and audiologists.)*
- *Finance: Workers in this cluster keep track of money. They are good at working with numbers and keeping records. (Careers such as insurance agents, tax preparers, financial counselors, bank tellers, and loan clerks.)*
- *Government and Public Administration: Workers in this cluster are interested in politics. Rules and laws are important to them. (Careers such as compliance officers, tax examiners, legislators, and urban and regional planners.)*
- *Health Science: This cluster involves promoting health and wellness or diagnosing and treating injuries and disease. Workers in this cluster enjoy science and working with people. (Careers such as dental assistants, surgeons, physical therapists, pharmacists, registered nurses, and medical secretaries.)*
- *Hospitality and Tourism: Workers in this cluster may be interested in travel, cooking, are participating in recreational activities. They may work at a restaurant, hotel, sports arena, or travel agency. (Careers such as chefs, travel agents, recreation workers, hotel desk clerks, and restaurant managers.)*
- *Human Services: This cluster involves working with individuals and families to meet their personal needs. Workers in this cluster are good listeners and enjoy helping people with their personal problems. (Careers such as child care workers, hairstylists and cosmetologists, funeral directors, social workers, and psychologists.)*
- *Information Technology: This cluster involves working with computer hardware, software, multimedia, and network systems. Workers in this cluster are organized, good with details, and learn quickly. (Careers such as computer support specialists, computer programmers, network administrators, and Web designers.)*
- *Law, Public Safety, and Security: Workers in this cluster enforce the law, protect others, or provide legal services. They are unable to work under pressure and understand laws and regulations. (Careers such as security guards, police officers, fire fighters, paralegals, and lawyers.)*
- *Manufacturing: Workers in this cluster design, make, or install and repair products. They are good with their hands and with working with machines. (Careers such as production managers, welders, machinists, chemical engineers, and small engine mechanics.)*
- *Marketing, Sales, and Services: This cluster involves helping businesses sell products. Workers in this cluster may advertise and promote products so customers want to buy them. (Careers such as retail salespeople, marketing managers, buyers, real estate agents, customer service representatives, and telemarketers.)*

- *Science, Technology, Engineering, and Mathematics: This cluster involves conducting research in laboratories or designing products or systems. Workers in this cluster are interested in knowing how things work. They are detail-oriented and enjoy studying science. (Careers such as science technicians, biologists, civil engineers, mathematicians, and astronomers.)*
  - *Transportation, Distribution, and Logistics: This cluster involves helping people get from one place to another by road, air, rail, or water. Workers in this cluster may repair vehicles, trains, planes, and ships so the people travel safely. (Careers such as school bus drivers, air traffic controllers, ship pilots, flight attendants, truck drivers, and freight handlers.)*
3. *Explain the procedure for the game. Divide the group into three or four equal groups. Give each group a crayon/magic marker/pen/pencil. Let the groups brainstorm a way to choose a person to record their answers (birthday closer to holiday, or who is wearing the most red, or who has the most pets at home, latest birthday in the year, earliest birthday in the year).*
  4. *Tell the groups they have 15 minutes to think of every occupation used to build the classroom they are sitting in. After the 15 minutes are up, determine who has the most occupations. Talk about how these occupations would fit into different career clusters. For example students will suggest engineers (Science, Technology, Engineering, and Mathematics), carpet/tile installers (Architecture and Construction), and building inspectors (Government and Public Administration).*
  5. *Distribute handout for activity # 4 and review it with the class. Remind students to add their findings to their portfolio in GCIS. “You should complete this assignment in the next two weeks. Remember you are gathering information that will help you make good decisions about the classes and programs you will take in high school. Remember if you fail to plan, you plan to fail. We want you to make good decision and you need information to make good decisions. Working in GCIS can give you and your parents the necessary information that will help you make good decisions about your future. Keeping up with these assignment will eventually help you with your class selections at high school in the spring of the 8<sup>th</sup> grade.”*

## **Evaluation**

Students will be evaluated on their participation in the group exercise and their handouts.

Exploring Occupations  
6<sup>th</sup> Grade Career Development Advisement Activity #4  
Teacher as Advisor Program (TAP)

Student name: \_\_\_\_\_  
 Advisor: \_\_\_\_\_  
 Date: \_\_\_\_\_ Due Date \_\_\_\_\_

Now that you have reviewed the career clusters, look at your **Occupation Sort Classic** list (you can find this list in your GCIS portfolio) and select two occupations you would like to learn more about. Determine the proper cluster for each occupation. For example, if you would like to explore elementary school teacher, that occupation is part of the Human Services career cluster. Use **Career Studio** to help you find the right career cluster for the occupation you have chosen to explore.

Occupation #1 \_\_\_\_\_ Occupation #2 \_\_\_\_\_  
 Career Cluster \_\_\_\_\_ Career Cluster \_\_\_\_\_

**Answer the following questions about each occupation.**

1. What did you like about the information in the overview?
2. What type of work activities did you read about that remind you of your school work?
3. When you read about the skills and abilities needed for that job, did you recognize those skills in yourself? (For example, to be an accountant you must have good numerical/math skills.)
4. Does this job require any special physical demands?
5. How did you feel about the wages/salary you might receive?
6. How many years after you graduate from high school will you have to attend school to get this type of job? How do you feel about attending school after you graduate? Do you like school?
7. Will there be jobs available when you begin to look for a job in this field? Why is that a critical piece of information?

**Record your reactions to your findings in your GCIS portfolio.** Log into GCIS using your personal ID and password. Click on **My Portfolio Main Menu**, and then on **My GCIS Favorites**. Next click on **Occupation Sort Classic** under **Occupations & Employment**, and then click it again on the right. Restore your answers from the previous activity. Choose two occupations you're interested in and click on **Add to My GCIS Favorites in My Portfolio** to record in the portfolio. Be specific about what you think or feel about the information you read regarding the selected careers/occupation. It is important that you keep a record of your findings. Remember this help you select high school classes.

