

A cartoon illustration of a smiling man with short hair, wearing a dark suit jacket, a white shirt, and a striped tie. He is holding a microphone in his right hand and a small notepad in his left hand. He appears to be a game show host.

The South Carolina Occupational Information System

Presents:

A light blue silhouette of the state of South Carolina, serving as a background for the title text.

# The Career Clusters Game Show

A lesson plan to introduce your students to Career Clusters.



.....

## CAREER CLUSTERS GAME SHOW

.....



### LESSON INTRODUCTION

In this lesson, students will participate in a group project to explore each of the 16 career clusters in the SCOIS/COIN Career Community Exploration Center. Each group will research various occupations in one career cluster. Then they will use the knowledge they have acquired to create a game that will assist their classmates with learning about these careers. This lesson will work best with a group of approximately forty students, but it may be modified to use in smaller classrooms.

**\*\*Note:** This lesson plan aligns with SC Standards for Career Development, English and Social Studies.

### OBJECTIVES

1. Students will be able to identify various occupations within a given career cluster.
2. Students will be able to describe general characteristics of occupations within a given career cluster.
3. Students will be able to design a game show to assist their classmates with learning about a given career cluster.
4. Students will be able to formulate questions for the game show that are relevant to the topic and age-appropriate.

### GRADE(S)

6-12

### SUBJECT

Career Development

### TIME

¼ to ½ hour of in-class instruction time. (Students will also need 2-5 hours of in-class time to present their game shows. Students will need an additional 2 hours outside of class to create the project.)

### MATERIALS

1. SCOIS/COIN Career Community Exploration Center (Occupation Search)
2. Access to computers, Internet, and a printer
3. Construction paper
4. Glue
5. Markers, crayons, and/or colored pencils
6. Notebook paper
7. Pens/pencils
8. Poster board or banner paper
9. Rubric? Scissors? Tape? Other materials will be determined based on the game show selected.

**Access this lesson plan in the SCOIS.NET Resource Center, subject: Career Development.**

## PROCEDURE(S)

1. Divide class into 16 equal groups. Assign each group one of the 16 career clusters in the SCOIS/COIN3 Career Exploration Center. (You may choose not to study all 16 areas if you have a smaller group of students). Ask each group to spend some time researching their career cluster. They will want to browse through all of the occupation descriptions. Ask them to pay special attention to what various occupations within that cluster may have in common. Some of this work can be done outside of class.
2. Inform each group that they will be responsible for helping their classmates better learn about the career cluster. Tell them that they will be making a game to help assess their classmates' knowledge or to help them review what they have learned. The game will actually be based on a popular game show. Arrange it so that no more than two groups use the same game show.
3. Have each group decide on the format of their game show and which group member will carry which responsibilities and/or perform which roles. Remind them to consider what materials they may need to borrow or create for their game show. Some of this work will need to be done outside of class. (Examples of a game show format are Wheel of Fortune, Jeopardy, Family Feud, etc.)
4. Ask them to also begin formulating their questions for the game show. They should come up with enough material to cover approximately around 15 minutes. If possible, have the students show you the content of the game show prior to presenting it. Some of their work will need to be done outside of class. Remind them that the participants will do their research in the SCOIS/COIN3 Exploration Center; therefore, they should not include questions that require outside research to be conducted.
5. Allow all students to spend some time in class or at home studying the various career clusters in order to prepare them for the game shows. They may also want to review any class notes or projects done regarding careers prior to this lesson.
6. Have each group present their game show to the class, allowing a minimum of 10 minutes and a maximum of 20 minutes for each game show. Make sure that they explain the rules and/or procedures to the participants.
7. After students have presented their game show, they should turn in a short written explanation of each individual's contributions to the project. This should be done as a group. They should also write an informal self-evaluation of their contributions to the project. One page is sufficient to explain everything. Look at the following example for clarification:  
"Joe was responsible for creating the props for our game show. His main responsibility was to create a game board. He had to paint the cardboard, find all the necessary text and graphics for it, and glue everything on the board. He also had to make the money to give contestants and help find costumes. We were fairly happy with the game board he constructed. It was very sturdy, so it could be used again. He chose relevant pictures and decorations for the board. He could have done a little better job gluing the graphics on the board. Some of them looked a little sloppy. He says he should not have waited until the last minute to put them on."

## ASSESSMENT

Teachers can use the attached rubric to assess student performance in this task. Teachers will also be able to informally evaluate students' understanding of various occupational information based on the accuracy of their responses during the games.

## ATTACHMENTS

Rubric

## SOURCES CITED

"Career Clusters Game Show (Lesson Plan)." Coin Career Community. <http://www.coin3.com> (19 May 2003).

# CAREER CLUSTERS GAME SHOW

## (RUBRIC)

Name: \_\_\_\_\_

	1	2	3	4	Score
<b>Content</b>	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 all of these topics: 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 all of these topics: 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 needed to conduct outside research to answer all questions.	Few questions required students 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 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 not 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.	
<b>Presentation</b>	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.	
<b>Props</b>	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.	
<b>Group Work</b>	Group did not show evidence that all members contributed to the project.	N/A	N/A	Group showed evidence that all members contributed to the project.	
	Group did not submit self-evaluation of project.	Group submitted self-evaluation of project; evaluation did not demonstrate careful analysis of work or offer suggestions for improvement.	Group submitted self-evaluation of project; evaluation demonstrated careful analysis of work but did not offer suggestions for improvement.	Group submitted self-evaluation of project; evaluation demonstrated careful analysis of work, including suggestions for improvement.	

TOTAL POINTS: \_\_\_\_\_

# South Carolina's



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



Designing, managing, building and maintaining the built environment.



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



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



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



Providing for families and serving human needs.



Processing materials into intermediate or final products. Performing marketing activities to reach organizational objectives.



# Career Clusters



Creating, exhibiting, performing and publishing multimedia content.



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



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



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



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



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



Performing scientific research and professional technical services.



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

If you would like more information about  
SCOIS or a free trial of SCOIS.Net, please call  
or fax us at:

**SCOIS**

**(800) 264-9038 or (803) 737-2773**

**Fax (803) 737-0995**

Or, email us at : [SCOIS@sces.org](mailto:SCOIS@sces.org)

