



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Grade 2 Career Development Activity
Education and Training
Estimated Time: 45 minutes

Goal

- Students will identify **Education and Training** as a Georgia career cluster

Objectives

- define a career cluster as a grouping of occupations with common skills and knowledge
- identify sample occupations aligned with the **Education and Training** career cluster

Aligned Indicators and Standards

National Career Development Guidelines

- CM3.K4 Identify several ways to classify occupations
- PS2.K2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful
- ED2.A7 Demonstrate participation in informal learning experiences

American School Counselor National Standards

- C:B1.4 Know the various ways in which occupations can be classified
- PS:A2.6 Use effective communication skills
- PS:A1.9 Demonstrate cooperative behavior in groups
- A:A3.5 Share knowledge

Related Georgia Performance Standard (GPS) and Common Core GPS

- ELACC2W8 – Recall information from experiences or gather information from provided sources to answer a question
- ELACC2SL1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

Materials

- Georgia's Career Cluster Chart
- occupational frame
- drawing paper, crayons, colored pencils or markers
- handout, "**Education and Training Career Blank Drawing: Me as a Teacher**"
- handout, "**Examples of Different Teachers: Can You Guess?**"



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Activity

- *Say: "Today we're going to learn about the career cluster, **Education and Training**." Write: **Education and Training** on the board. Ask: "Does anyone know what a career cluster is?" Allow students time to answer. Say: "Career clusters organize occupations into groups that are similar. The **Education and Training** career cluster includes jobs that relate to teaching and providing instruction." Write the definition on the board. Underline "teaching and providing instruction" for emphasis. Ask: "What types of teachers do you know?" Say: "Think about all the teachers in this building." Make a list on the board and allow students time to discuss the different types of teachers. Possible answers: Art teacher, Principal, P.E. teacher, Computer teacher, Math and Science teacher or Media specialist, early childhood teacher, college professor. Note: See **Education and Training** occupational frame as a reference.*
- *Distribute the handouts: "Some Examples of Different Teachers: Can You Guess?" and the "Blank Drawing: Me as a Teacher". Say: "Let's see if you can match the pictures of different teachers with the type of teachers they represent". Read each type of teacher. Allow students time to record their answer (placing the aligned letters in the second column) for each one you read. Check their answers by a show of hands for each type.*
- *Once the students have guessed the "Examples of Different Teachers: Can You Guess", ask students to draw a picture of themselves as the type teacher they may want to become.*
- *After students have finished their pictures, ask them to find a partner and discuss the following questions:*
 1. *Do you think you would like to be a teacher? Why or why not.*
 2. *Do you think being a teacher would be a very responsible job? Why or why not.*
 3. *What do you think is the most important quality a teacher should have?*
- *Allow student about 3 or 4 minutes to complete their discussion. In a popcorn type delivery (students who want to answer, stand up and answer), ask students to say the most important quality they think a teacher should have and why. After the discussion ask students to write the qualities of a good teacher on their picture.*
- *Say: "I enjoyed talking about my favorite subject, education. Our society values education and believes everyone is entitled to an education. Think for a minute why you think we educate our citizens." Allow time for students to think and reflect about their answer. Provide a chart to record their reasons or write their reasons on the board.*
- *Say: "I hope some of you will consider becoming an educator. It is a great career. To end today's session; I want you to continue to think about that important question, "What do I want to be when I grow up? In addition, I hope you will share what you have learned today with your family. See you the next time we meet."*



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Evaluation

- Students will be evaluated on their answers and drawings

Enhancement

- Facilitator should consult with the media specialist in the school to help select books related to the career cluster being taught. This will ensure books are appropriate for the grade level and for the learner.
- Invite a panel of teachers to your class to discuss their careers as educators.
- Divide students in groups of 3-4. Ask each group to write a simple poem (3 lines) about teachers and decorate around the borders of their paper. Allow students to read their poems to the class. Students could post their poems on the wall.

DISCLAIMER

The sources and web links listed in the activities may be of help to you as you consider the career awareness activities. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.



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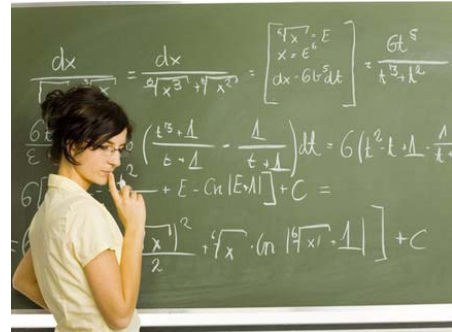
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Some Examples of Different Teachers: Can You Guess?

A.



B.



C.



D.



E.



F.



Teacher	Corresponding Picture (Letter)
Physical Education	
Reading	
Math	
Art	
Science	
Early Childhood (Pre-School)	



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Me as a Teacher

Activity: Education and Training Career

Instructions: Have each student draw a picture of himself or herself as a teacher.
After each student has drawn the picture, have them answer and discuss the following questions.



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Planning, managing and providing education and training services, and related learning support services.



<p>Elementary and Secondary Superintendents, Principals, Administrators</p> <ul style="list-style-type: none"> • Supervisors and Instructional Coordinators • Education Researchers, Test Measurement Specialists/ Assessment Specialists • College Presidents, Deans, Department Chairs, Program Coordinators • Post-Secondary Administrators • Curriculum Developers • Instructional Media Designers • Education and Training Technician • Labor Relations Managers/Specialists 	<p>Psychologists- Clinical, Developmental, Social</p> <ul style="list-style-type: none"> • Social Workers • Parent Educators • Counselors • Program Advisors • Financial Aid Advisors • Career Counselors/ Advisors • Career and Employment Placement Counselors • Speech-Language Pathologists and Audiologists • Instructional Resources Coordinator • Technology Support Administrator • Database Administrators/AV Specialists • Distance Education Coordinator • Human Resources Manager • Organization Development Specialist • Training Manager/Coordinator • Instructional Coordinators • Museum Coordinators/Technicians • Media Coordinators/Specialists • Instructional Media Designer 	<ul style="list-style-type: none"> • Preschool, Kindergarten Teachers, Aides • Elementary Teachers, Aides • Secondary/CTE Teachers, Aides • Special Education Teachers, Aides • College/University Lecturers, Professors • Human Resource Trainers • Physical Trainers • Professional Coaches • Preschool & Child Care Program Directors • Child Care Assistants/Workers • Child Life Specialist • Nanny • Early Childhood Teachers and Assistants • Instructional Systems Specialist • Corporate Trainers and Educators • Adult Literacy Teachers • Librarians/Assistants/ Technicians
<p>Occupational Frame</p>		

Occupational frames can be printed at www.careertech.org under the tab Career Clusters.



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<u>Georgia's Career Clusters:</u> Groupings of occupations with common knowledge and skills	
Cluster	Cluster Description
Agriculture, Food & Natural Resources	Careers with common knowledge and skills related to production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
Architecture & Construction	Careers with common knowledge and skills related to the designing, planning, managing, and building of structures.
Arts, A/V Technology & Communications	Careers with common knowledge and skills related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management & Administration	Careers with common knowledge and skills related to the preparation of students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.
Education & Training	Careers with common knowledge and skills related to planning, managing, and providing education and training services as well as related learning support services.
Energy	Careers with common knowledge and skills related to preparing individuals for careers in the design, planning, maintaining, generating, transmission and distribution of traditional and alternative energy.
Finance	Careers with common knowledge and skills related money management, including planning, investing, and spending. Students gain career development skills for the finance world with opportunities that expand beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.
Government & Public Administration	Careers with common knowledge and skills related to the planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, foreign service, revenue, and regulations.



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Health Science	Careers with common knowledge and skills related to planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development
Hospitality & Tourism	Careers with common knowledge and skills related to the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.
Human Services	Careers with common knowledge and skills related to family and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.
Information Technology	Careers with common knowledge and skills related to the preparation for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities.
Law, Public Safety, Corrections & Security	Careers with common knowledge and skills related to employment in emergency and fire services, legal services, protective services, and homeland security.
Manufacturing	Careers with common knowledge and skills related to the processing of materials into intermediate or final products and related professional and technical support activities, such as production control, maintenance, and process engineering.
Marketing	Careers with common knowledge and skills related to the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing career cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.
Science, Technology, Engineering & Mathematics	Careers with common knowledge and skills related to planning, managing, and providing scientific research and professional and technical services.
Transportation, Distribution & Logistics	Careers with common knowledge and skills related to planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and also includes other related professional and technical support services.