Goal
- Students will identify Law, Public Safety, and Corrections & Security 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 Law, Public Safety, Corrections, & Safety career cluster

Aligned Indicators and Standards
National Career Development Guidelines
- CM3.K 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
- SS1E1 The student will identify goods that people make and services that people provide for each other

Materials
- Georgia’s Career Clusters Chart (In an effort to be cost effective, it is recommended that the Georgia’s Career Clusters charts be laminated and reused during each cluster activity; print on front and back to save paper.)
- occupational frame
- drawing paper, crayons, colored pencils, or markers
Activity

- **Say:** “Today we’re going to learn about the career cluster, **Law, Public Safety, Corrections, & Security** and occupations in that cluster.” **Write:** **Law, Public Safety, Corrections, & Security** 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 Law, Public Safety, Corrections, & Security** career cluster includes occupations that keep us safe and protect us from having bad things happen to our homes, families, and towns.”

- **Write:** Law means the rules that people need to obey so that they can be safe. **Write the definition on the board.** **Say:** “Judges and law enforcement people (police) are examples of the law. These also are examples of occupation in this cluster.” **Write judge and law enforcement on the board.**

- **Ask:** “What types of jobs do you think people do to keep us safe?” **Allow students time to discuss the different occupations.** Possible answers: police, firefighters, ambulance drivers, park rangers, rescue workers, ski patrol.

- **Allow students to discuss each occupation based on their experiences**. **Note:** See the *Law, Public Safety, Corrections, & Security* occupational frame as a reference.

- **Distribute the handout:** **“Law, Public Safety, Corrections, & Security Career: Who Protects Me?”** Read the directions and make sure all students understand the task. **Allow time for students to complete the assignment.** A brief description of each correct occupation is listed on page 6. Ensure students are aware that all these occupations are part of the **Law, Public Safety, Corrections, & Security** career cluster.

- **Once the students have circled their answers, have them draw a picture of themselves on the back of the handout using one of the occupations they circled.** **Ask for volunteers to share their drawing and explain why they selected that particular occupation.**

- **Say:** “I hope you enjoyed this activity. If you think you might be happy working a job from this career cluster, you should continue to explore and investigate occupations in this cluster. Ask the media specialist if there are books on your reading level about law enforcement. Have a great day and I will see you the next time we meet.”
Evaluation

- Students will be evaluated on their drawing, and understanding of the pictures and discussion.

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.
- Ask students to draw a picture of themselves working in one of the careers learned about in class.
- Invite a police officer to your classroom to talk with students about their occupation. A female officer would be a way to dispel the myth that law enforcement is “just for men”.

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.
Georgia Department of Education
Grade 1 Career Development Activity
Law, Public Safety, Corrections, & Security
Estimated Time: 45 minutes

Who Protects Me?
Read the following questions aloud to students and have them pick the correct answer.

- Who would help me if a robber was in my house?
  - Police Officer
  - Firefighter
  - Judge

- Who would help me if I needed help in court?
  - Lifeguard
  - Judge
  - Soldier

- Who protects my country in war and peace?
  - Soldier
  - Judge
  - Police Officer
Read the following questions aloud to students and have them pick the correct answer.

- Who would help me if I was having trouble swimming in a pool?
  
  Lifeguard  
  Judge  
  Soldier

- Who would I call if a big dog was running loose?
  
  Lifeguard  
  Dog Catcher  
  Police Officer

- Who could help if my house was on fire?
  
  Firefighter  
  Soldier  
  Lifeguard
Read aloud the following definitions that accompany the pictures and make sure the students understand and associate the career with the picture.

1. **Police Officer**: A woman or a man who has gone to a special school to be trained in stopping criminal behavior, keeping the peace, and keeping the public free from criminals.

2. **Judge**: A man or a woman who makes decisions in a court of law.

3. **Soldier**: A man or a woman who has military training to protect our country.

4. **Firefighter**: A man or woman who rides in a fire truck and puts out fires.

5. **Lifeguard**: A man or woman who saves people from drowning in a pool, ocean, or lake.

6. **Animal Control/Catcher**: A man or woman who safely catches animals who have escaped or are running loose.
Georgia Department of Education
Grade 1 Career Development Activity
Law, Public Safety, Corrections, & Security
Estimated Time: 45 minutes

Occupational Frames can be printed at [www.careertech.org](http://www.careertech.org) under the tab Career Clusters.
# Georgia’s Career Clusters:
Groupings of occupations with common knowledge and skills

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Cluster Description</th>
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<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>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.</td>
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<tr>
<td>Architecture &amp; Construction</td>
<td>Careers with common knowledge and skills related to the designing, planning, managing, and building of structures.</td>
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<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>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.</td>
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<tr>
<td>Business, Management &amp; Administration</td>
<td>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.</td>
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<tr>
<td>Education &amp; Training</td>
<td>Careers with common knowledge and skills related to planning, managing, and providing education and training services as well as related learning support services.</td>
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<tr>
<td>Energy</td>
<td>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.</td>
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<tr>
<td>Finance</td>
<td>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.</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>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.</td>
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<tr>
<td>Career Cluster</td>
<td>Description</td>
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<tr>
<td>Health Science</td>
<td>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.</td>
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<tr>
<td>Hospitality &amp; Tourism</td>
<td>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.</td>
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<tr>
<td>Human Services</td>
<td>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.</td>
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<tr>
<td>Information Technology</td>
<td>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.</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections &amp; Security</td>
<td>Careers with common knowledge and skills related to employment in emergency and fire services, legal services, protective services, and homeland security.</td>
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<tr>
<td>Manufacturing</td>
<td>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.</td>
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<tr>
<td>Marketing</td>
<td>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.</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Mathematics</td>
<td>Careers with common knowledge and skills related to planning, managing, and providing scientific research and professional and technical services.</td>
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<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>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.</td>
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