



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

Georgia Department of Education
Grade 2 Career Development Activity
Arts, AV/Technology & Communications
Estimated Time: 45 minutes

Goal

- Students will identify **Arts, AV/Technology & Communications** as a Georgia career cluster

Objectives

- define a career cluster as a grouping of occupations with common skills and knowledge
- identify sample careers aligned with the **Arts, AV/Technology & Communications** career cluster

Aligned Indicators and Standards

National Career Development Guidelines Indicators

- CM3.K4 Identify several ways to classify occupations
- PS2.A4 Demonstrate the ability to get along well with others
- 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 Standards (GPS) and Common Core GPS

- M2GM.5 – Composing and arranging music within specified guidelines
- TAES2.9 – Exploring the relevance of theatre to careers
- ELACC1SL1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

Materials

- Georgia's Career Cluster chart
- occupational frame
- writing paper, pencils
- handout, "**Arts, AV/Technology & Communications Cluster**"
- buttons (optional) or decks of cards if buttons are not available for sorting



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Activity

- Say: "Today we're going to learn about occupations in the career cluster **Arts, AV/Technology & Communications**." Ask: "What is a career cluster?" Allow students to answer. Explain: "Career clusters allow us to organize occupations in large groups of occupations that are similar. Occupations are divided or sorted based on common things a person would be able to do and know in that occupation. For example, (give groups of students a handful of different buttons: sizes, shapes colors, two, three or four eyes) how many ways can you sort these buttons?" Allow students time to work on the sorting activity. Discuss with the students the number of ways they sorted the buttons. Say: "Occupations can be sorted the same way. We sort occupations into big clusters like a cluster of grapes. Each grape represents a cluster of occupations." Draw a cluster of grapes on the board or flip chart to illustrate the concept. Then label one grape **Arts, AV/Technology & Communications**. If the class has been introduced to other clusters, label those on the cluster of grapes to enhance and visualize the learning.
- Say: "The **Arts, AV/Technology & Communications** career cluster includes occupations in visual arts like graphic arts (the art you have on your tee shirts) or drawing and painting, performing arts like acting and singing, and journalism like writing a column in a newspaper." Ask students to help you list additional possible occupations that might be sorted in the **Arts, AV/Technology & Communications** career cluster. Allow students time to express their ideas. Write the occupations on the board grouped by visual arts, performing arts and journalism. If students are struggling to think of occupations, distribute the **Arts, AV/Technology & Communications** Cluster handout and review the information with students. Ensure they understand the occupations in each area by allowing them to discuss those that might interest them. Add occupations to the list on the board from the handout.
- Say: "Now we are going to have some fun. Don't be shy; put on your thinking caps." Divide the class into groups of 3-4. Instruct each group to select an occupation that has been discussed or select one from the list; then compose a short song or poem (simple 3 line poem/song) that would illustrate the occupation they selected. Allow time for students to complete the assignment. Walk around the room and offer assistance to each group if needed. Observe group interaction and note good group interaction.
- Once students have completed their assignment, ask them to volunteer to perform their short song or poem for the class. The class can guess the occupation if it is not stated in the song or poem.
- Say: "I had so much fun today. I loved your creativity! Have a great day and keep thinking about what you want to be when you grow up. It is an important decision."



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Evaluation

- Students will be evaluated on their participation in the group activity

Enhancement

- The "Me" Activity - This activity will help students increase self-awareness and their awareness of others and learn a vocabulary for describing self and others. Student may create the bag at home then bring the bag to school on an assigned day. This activity allows students to utilize their more creative side and will relate to the fine arts portion of the cluster.



1. Have the student create a "Me" bag using a paper bag.
Encourage students to decorate the bag.
2. Have the student put words or phrases on the bag and include at least three items in the bag that would best describe them. They could use old magazines or newspapers to cut out words or letters and pictures.
 - i. What words describe you?
 - ii. What items tell something about you?
 - iii. What are some of your favorite things?
 - iv. What are some of your likes and dislikes?
3. Schedule sharing time at school so that each student can present his or her bag and talks about how the words and items reflect who they are. Or have the students guess which bag belongs to which student based on the decorations and the items inside the bag.

Adapted from The Role of Parents in Their Child's Career Development, My Child's Future

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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Arts, AV/Technology & Communications Cluster

Visual Arts

Photographer
Interior Designer
Graphic Designer
Fashion Illustrator
Textile Designer
Artist
Sculptor
Illustrator
Cartoonist
Art Gallery Manager
Fashion Designer



Journalism

Radio Announcer
TV Announcer
Publisher
Editor
Writer
Reporter
Photographer
Advertising Director



Performing Arts

Film Maker
Film Editor
Film Director
Film Producer
Production Manager
Dancer
Play Wright
Screen Writers
Script Writers
Director
Actors
Set Designer
Musicians
Make-Up Artist
Costume Designer
Composer
Conductor
Music Instructor
Athlete
Agent
Talent Scout





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Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Occupational Frame					
<ul style="list-style-type: none"> ◆ Video Systems Technicians ◆ Video Graphics, Special Effects, and Animation ◆ Audio-Video Designers and Engineers ◆ Technical Computer Support Technicians, State, Film, Video, and DVD ◆ Audio-Video System Service Technicians ◆ Audio Systems Technicians 	<ul style="list-style-type: none"> ◆ Graphics and Printing Equipment Operators ◆ Lithographers and Platemakers ◆ Computer Typography and Composition ◆ Equipment Operators ◆ Desktop Publishing Specialists; Web Page Designers 	<ul style="list-style-type: none"> ◆ Commercial Photographers, Digital, Still, Video, Film ◆ Interior Designers, Commercial Residential and Home Furnishings coordinators ◆ Graphic Designers, CAD Technicians, and Fashion Illustrators ◆ Textile Designers ◆ Commercial Artists, Illustrators, and Artists, all Media ◆ Curators and Gallery Managers ◆ Fashion Designers 	<ul style="list-style-type: none"> ◆ Production Managers, Digital, Video, Stage ◆ Cinematographers, Film Video Editors ◆ Dancers ◆ Play Writers, Screen Writers, Screen Editors, Script Writers ◆ Directors and Coaches, Performers, actors, Musicians ◆ Make-Up Artists and Costume Designers ◆ Stagecraft Designers, Lighters, Sets, Sound Effects, Acoustics, Painters ◆ Composers, Conductors, and Music Instructors 	<ul style="list-style-type: none"> ◆ Audio Video Operations, Control Room Technicians ◆ Station Managers and Radio & TV Announcers ◆ Publishers, Editors, and Journalists and Reporters, Print, Broadcast, Other ◆ Broadcast Technicians 	<ul style="list-style-type: none"> ◆ Telecommunication Technicians ◆ Telecommunication Equipment, Cable, Line Repairs Installers ◆ Telecommunication Computer Programmers, and Systems Analysts

Occupation 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.