



Nebraska's Largest Classroom 2019

This lesson provides an introduction to the ACT Career Clusters and an entry point for students to see how these career clusters can be found in their town. The Career Clusters will be a significant component to activities at Raising Nebraska.

DISCLAIMER:

This lesson is intended to be used as a tool to help make Nebraska's Largest Classroom Day a fun and educational opportunity for all students. Use of this curriculum is not required for students to participate in Largest Classroom Day Activities.

LEARNING OBJECTIVES

By the end of the lesson, students should be able to:

- Identify at least three different jobs.
- Recognize the Nebraska Career Cluster chart
- Give examples of how jobs can solve problems in their community.
- Name one way that they can solve a problem in their community.

NEBRASKA STATE STANDARDS

Grade 3

Grade 4

Grade 5

GRADE LEVEL

3-5

LESSON LENGTH

45 minutes

RELATED ACTIVITIES

L.E.A.P into Careers Curriculum

Nebraska's Largest Classroom Day activities at Raising Nebraska and the Nebraska State Fair

MATERIAL AUTHOR(S)

**Nebraska Extension/
4-H in partnership
with the Nebraska
Department of
Education**

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PREPARATION FOR TEACHERS

Welcome to the 2019 Nebraska State Fair's Largest Classroom Day!

Largest Classroom Days are some of the most exciting days of the Fair for us and for the presenters. It is a great way for us to share what we are passionate about with young learners. As part of our changes to the Nebraska State Fair, we are working to have a singular theme for all three days of educational offerings at Raising Nebraska. We believe that this change will help you in preparing your students for what they will learn about and see at the Fair; as well as, provide you with assurance in knowing that you will be receiving the thematic programming we, and the State Fair, have promised.

For 2019, our focus is CAREERS. Having grown up in small towns in Nebraska, we know how difficult it can be for young learners to understand what a particular career path can look like when there is no one in your community who works in that area. We also know that for you as an educator, it can be difficult for you to find ways to provide resources for your students. Our goal this year is to create meaningful interactions with people in career fields that students might not otherwise have the opportunity engage with. Using the materials in this lesson, we have developed activities to help guide interactions between children and the people they will meet at the Fair.

We certainly want students to have fun at the Fair, but we also understand the unique opportunities that the Fair provides for experiential learning – using all of the senses! Our presenters have prepared engaging, hands-on, informative, and fun activities for your learners.

We hope that you will have a fun, safe, and educational experience at the 2019 Nebraska State Fair. To learn more about Raising Nebraska, please visit – raisingnebraska.unl.edu. To purchase the full LEAP into Careers lesson used in the appendix or to view other lessons created by 4-H, please visit <https://marketplace.unl.edu/ne4h/curriculum>.

On behalf of Nebraska 4-H, the Nebraska 4-H Foundation, and the 2019 presenters, we hope to see you at Raising Nebraska.

Sincerely,

Sarah Polak, Experience Coordinator
Raising Nebraska

Ashley Benes, District 4-H Youth Coordinator
West Central District - Nebraska 4-H

ACTIVITY 1: Pre-Fair Activity

This lesson will help students get in the mindset of thinking about career exploration.

MATERIALS LIST:

- Appendix 1 – Career Cluster chart
 - One per student or displayed for entire class to see
- Dry-erase board or e-board that entire class can view.
- Writing utensil for teacher to use on dry-erase board or e-board
- Appendix 2 – L.E.A.P. Into Careers – Examining the Career Fields
- Appendix 3 – Career Overview Worksheet
 - One per student or displayed for entire class to see

DIRECTIONS:

- Before beginning the activity, the teacher will read through Appendix 2
- Teacher will show and/or distribute copies of Appendix 1 for the entire class.
- Using the information found in Appendix 2, the teacher will lead the students through a discussion of Career Clusters and jobs found within those clusters.
- Ask students to identify what careers clusters and jobs they expect to see at the Fair?
 - Ex. Health Sciences – First Aid Workers
 - Ex. Communication and Information Systems – Television or Radio stations, announcers, etc.
 - **The teacher will record those answers for comparisons after their trip to the Fair.**
- Teacher will introduce the Career Overview Worksheet (Appendix 3)
- The teacher will guide the student through the worksheet and how they are to complete the sheet at the Fair.

VARIATIONS:

Younger Student Variation:

- Use this lesson as a way to introduce vocabulary words such as Career and Transportation.

Older Student Variation:

- Discuss the difference between jobs and careers.
- Ask if students what they think a career in Agriculture looks like? Is a farmer? Are there other fields that are involved in Agriculture? What are some stereotypes that we have about certain careers or the types of people who go into certain careers?
 - Ex. Only people good at math go into computers. Not true. Electricians and engineers are needed for circuitry. Artists are needed for graphic design of games and apps.

ACTIVITY 2: At the Fair

Using materials in this activity, students will be able to engage in a guided interaction with professionals in careers they may not have had the opportunity to engage with in their community.

MATERIALS LIST:

- Writing Utensil, pencil preferred
- Clipboard or writing surface
 - See Appendix 6 for instructions
- One copy of Appendix 1 – Career Cluster Chart
- Copies of Appendix 3 - Career Overview Worksheet
 - We recommend at least 3 worksheets per student, though the number of worksheets can vary with age and ability of the students and is at the discretion of the teacher.

DIRECTIONS:

- Each student will be given at least 3 Career Overview Worksheets to be completed during the Fair.
 - Students will need to engage with presenters and others working at the Fair to get the answers to their worksheets.
 - It is recommended that students try to find people from different career clusters.
 - Presenters in Raising Nebraska will be familiar with this worksheet and be prepared to answer these questions.
 - The teacher may add restrictions/requirements based on the abilities and age of his/her/their students

VARIATIONS:

Younger Student Variation:

- Each pair or small group of students share one set of Career Overview sheets. These sheets could be completed by the parent or adult that is with each group of students.
 - It may also be helpful for the adult that is with the students to photograph the presenter about whom the Career Overview sheet is about. This may help the students remember the individual better in class when discussing what they learned about the person and their career.

Older Student Variation:

- Older student can make their own clipboards or notebooks using the resources found in Appendix 6.
- Ask older students to come up with one additional question that is not on the worksheet to ask the presenters they meet. This question should be the same for all

2019 Largest Classroom Day *(continued)*

presenters. Reinforce to the students that they can ask additional questions of the presenters, but they should ask all presenters the same question to review their answers when returning to the classroom.

ACTIVITY 3: After the Fair – Who We Met

This lesson is a way for students to reflect on the people they met at the Fair by looking at career clusters.

MATERIALS LIST:

- Completed Career Overview Sheets
 - Appendix 1 - Career Cluster chart
 - One per student or displayed for entire class to see
 - Dry-erase board or e-board that entire class can view.
 - Writing utensil for teacher to use on dry-erase board or e-board
-

DIRECTIONS:

- Teacher will ask students to share the information that they gathered on the Career Overview sheets during the Fair and lead discussions looking at the different careers and people that the students met.
- Using the Career Cluster page from Appendix 1, ask students to identify what careers clusters and jobs they saw at the Fair? Did they people they talked to fit into any of these clusters.
 - Health Sciences – ex. First Aid Workers
 - Communication and Information Systems – ex. Television or Radio stations, announcers, etc.
 - Human Services and Education – ex. Law Enforcement/Public Safety
 - Business, Marketing, and Management – ex. Vendors
 - Skilled and Technical Sciences – ex. Tram drivers
 - Agriculture, Food, and Natural Resources – ex. Farmers
- Compare these answers to the answers from Activity 1.
 - Ask students
 - What are some careers and jobs they did NOT see at the Fair that they expected to see?
 - What are some careers and job they DID see at the Fair that they did not expect to see?

ACTIVITY 4: After the Fair – Career Overview

This lesson is a way for students to reflect on the people they met at the Fair. It also is a way for students to look at their community in a positive and problem-solving way.

MATERIALS LIST:

- Completed Career Overview Sheets
- Pencils, Pens
- One yellow marker, highlighter, or crayon per student
- One green marker, highlighter, or crayon per student
- Appendix 5 – A to Z Jobs Worksheet – one for each student

DIRECTIONS:

- Before the lesson, the teacher will read Appendix 4.
- Teacher will guide students through the lesson, asking them to complete Appendix 5.
 - If they have trouble with Step 2 of the lesson. Ask them to look at their Career Overview Sheets for help.
- Once all students have completed the worksheet individually, teacher will lead discussion of the answers as a class.
- After looking at all of the A to Z jobs, discuss which jobs can or could solve problems in the community.
 - Possible prompts:
 - Do we have sick animals in the community? Yes. A Veterinarian could solve that problem.
 - Do we have bad roads in our community? Yes. Someone in transportation infrastructure could solve that problem.

VARIATIONS:

Video Variation:

If your learners prefer videos, check out these videos created by the Nebraska Department of Education, The Nebraska Department of Labor, and the Nebraska Department of Economic Development. <https://www.nebraskacareerclusters.com/>

Younger Student Variation:

- Ask students to think about how they (either individually or as a class) solve one a problem in their community?
 - Ex. They could make pictures to put in local business that would make the town prettier. They could make cards for local senior citizens/nursing home residents.

Older Student Variation:

- Ask older students to research the careers that have been identified as solving a problem in their community. This research may include the amount and type of education and training they might need for that career, finding a profile or biography of someone who has that job, and finding out what skills someone who has that job would need. Students could then write a report or create a presentation about that career.
- Ask students to research the careers identified on the A to Z Jobs Worksheet that interest them. This research may include the amount and type of education and training they might need for that career, finding a profile or biography of someone who has that job, and finding out what skills someone who has that job would need. Students could then write a report or create a presentation about that career.
- Ask students to think about how they (either individually or as a class) solve one a problem in their community?
 - o Ex. They could help with a clothing or food drive. They could help clean up a local park.

We want to hear from you!

Let us know what you thought of the lesson or send us a picture of youth participating in the lesson.

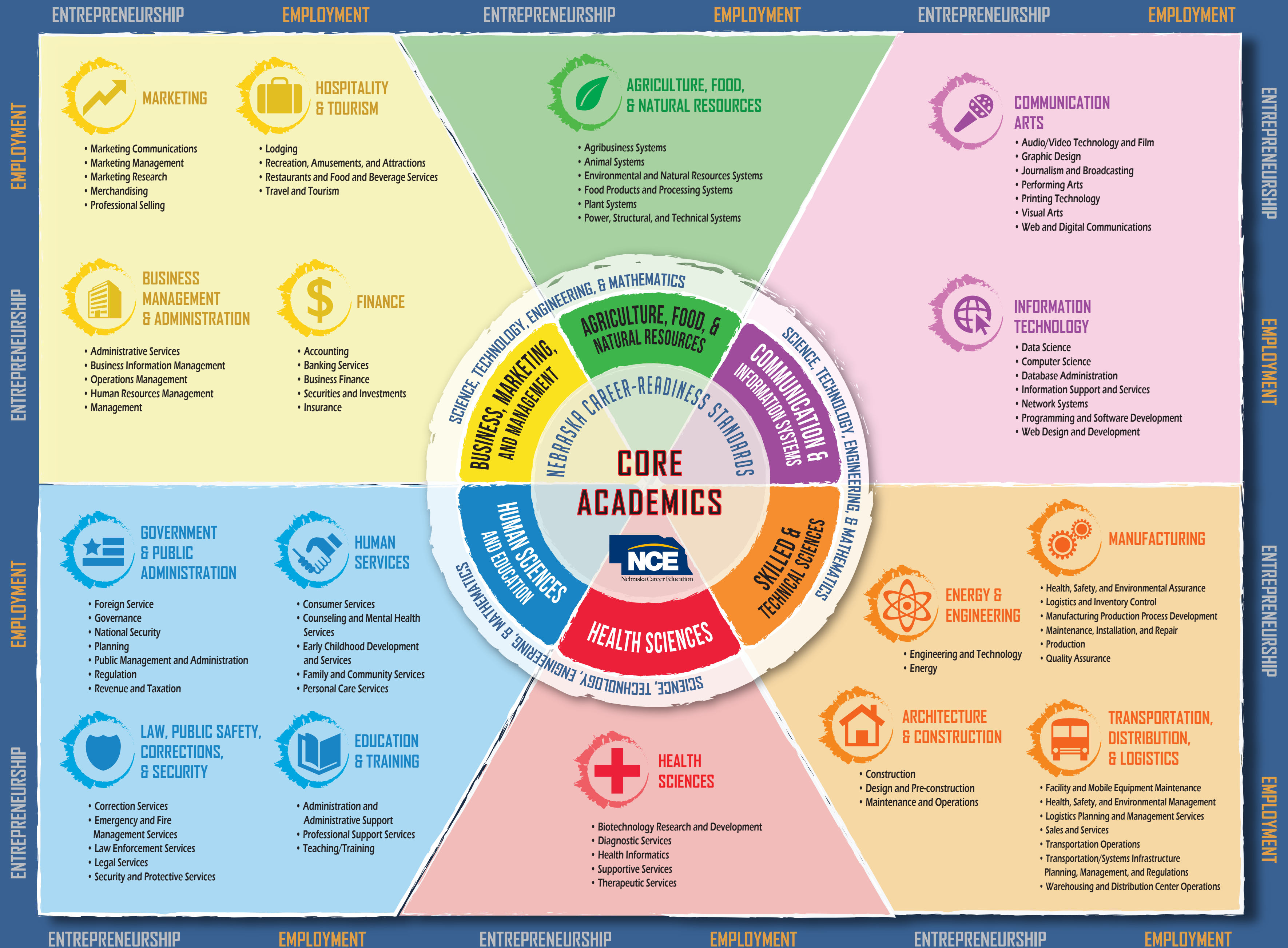
raisingnebraska@unl.edu

Supplemental: Resources and Activities

Appendix 1 – Nebraska Career Cluster Chart



NEBRASKA CAREER EDUCATION MODEL



Appendix 2 – L.E.A.P into Careers Activity



LEAP INTO CAREERS!

An activity book to help 3rd - 5th graders explore careers



Introduction

LEAP INTO CAREERS!

To our students/learners ...

It's a jungle out there! Are you ready? Do you have what it will take to make the leap into a great job? In the next few years, you will grow and mature not only physically, but also mentally and emotionally. You'll learn many things along the path to adulthood and employment. The activities in this booklet are designed to help you LEAP Into Careers and discover some of the exciting opportunities that are waiting for you!

To our fellow educators/leaders ...

It's never too soon to encourage students to take the LEAP! The jungle they will face in the world of careers can be pretty overwhelming. How does one decide at age 8, 9, 10, or even 18 what career will be a good fit? How does one prepare for a future in which many professions aren't yet even a twinkle in somebody's imagination? The best backpack of skills we can send with young learners is the thirst for knowledge. In this information age, we can't hope to teach them everything they'll need to know for a future career. They'll need to continue to learn over their entire lifetime.

The LEAP curriculum was developed to help youth understand various career opportunities in the Nebraska Career Education Career Fields and Clusters. The model upon which the curriculum is based is on Page 57. In Part A, we've included a concrete activity for each of the 12 foundation skills.

An introduction to entrepreneurship is the focus of Part B, "What Is an Entrepreneur?" We see this as an "umbrella" unit because it can apply to every possible career. Entrepreneurs will ultimately develop careers that may not yet exist.

In Part C, students will delve into the Career Fields. For each field, students will explore career opportunities and the skills necessary to be successful in that field.

Preparing to LEAP culminates the curriculum in Part D. Students design a Learning Experiences Action Plan (L.E.A.P.). They'll create a road map to follow that will help them take full advantage of the many learning opportunities along the path to employment.

Ready? Set? Encourage them to LEAP!

Becky Moock
Shelly Mowinkel
LEAP authors

Acknowledgments

Nebraska 4-H gratefully acknowledges the following persons, without whom this curriculum would still be an idea.

Project Leaders:

Patricia Fairchild, Ed.D., 4-H Curriculum Design and Youth Entrepreneur Specialist,
4-H Youth Development, UNL

Diane Vigna, Ph.D., Extension Specialist, Textiles, Clothing & Design, College of Education and
Human Sciences, UNL

Nancy Eberle, Special Projects Consultant, UNL Extension

Curriculum Writers:

Becky Moock, Middle School Teacher, Park Middle School

Shelly Mowinkel, High School Teacher, Milford Public Schools

Editor:

Linda Ulrich, Communications Specialist, Educational Media, UNL

Graphic Designer:

Jeff Vaughn, former Graphic Designer, Educational Media, UNL

Additional Project Team Members:

Gregg Christensen, Entrepreneurship and Career Education Specialist,
Nebraska Department of Education

Donna Vrbka, Director of School Counseling, Nebraska Department of Education

Michelle Garwood, former 4-H Curriculum Assistant, 4-H Youth Development, UNL

Examining the Career Fields

Nebraska Career Education Model-Examining the Career Fields

Explaining the Model

1. College and Career Readiness (center circle) is a set of knowledge and skills common to all careers.
2. Six Career Fields are broad groupings of careers that have things in common with each other.
3. Career Clusters are groups of careers within each of the six career fields that require similar skills or common themes.
4. Career Pathways “drill down” into more specific career options within the Clusters and Fields.

Six Career Fields

1. Agriculture, Food, and Natural Resources
2. Business, Marketing, and Management
3. Communication and Information Systems
4. Health Sciences
5. Human Services and Education
6. Skilled and Technical Sciences

Agriculture, Food, and Natural Resources Career Field

Careers in this field include farming and ranching, but much more as well. Any career that involves planting, growing, processing, or distributing food or fiber, or caring for plants and animals would fall into this career field. Examples include a lawn care or landscaping business, flower shop, greenhouse, mechanic for ag machinery, veterinarian, and so many others.

Business, Marketing, and Management Career Field

Careers in this field are all around you. These careers involve organizing, leading, and making decisions related to the operation of a business. Think about your community's downtown area or shopping areas. You'll see examples of careers there. Careers in this field would be found at the local newspapers, radio stations, TV studios, or printers (advertising), banks, accounting firms, insurance agencies, hotels and motels, restaurants, and retail stores. But that's just a small sample of the wide array of options.

Communication and Information Systems Career Field

Careers that involve communicating with others are found in this career field. Think about all the jobs found at newspapers, radio and television stations, and Web page developers. Artists and actors are included in this career field. People who work on anything related to the Internet also are in this career field.



Examining the Career Fields

Health Sciences Career Field

When you think about careers related to health sciences, most people automatically think about doctors and nurses. But, this career field is one of the fastest-growing career options because of the many different careers related to serving people's health care needs. Careers might include scientists who research new drugs, physical therapists, dentists, fitness specialists, chiropractors, and medical equipment technicians and salespeople, to name just a few.

Human Services and Education Career Field

Some examples of careers in this field would be jobs in a government agency, teachers, school administrators, lawyers, day care center professionals, corporate trainers, mental health professionals, police and security officers, and emergency workers.

Skilled and Technical Sciences Career Field

This career field involves everything related to transportation (cars, trucks, trains, planes, boats), warehousing, scientists, mathematicians, architects, manufacturers, health inspectors, and a world of other options as well.



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Appendix 3 – Career Overview Worksheet

Career Overview

What is your name? _____

What is your name of your job? _____

What company/business do you work for? _____

What is one problem your job solves in the community? _____

Do you work Inside or Outside? _____

Did you have to go to school or get special training for your job? _____

This job is in ACT Career Cluster _____ And Career Area _____



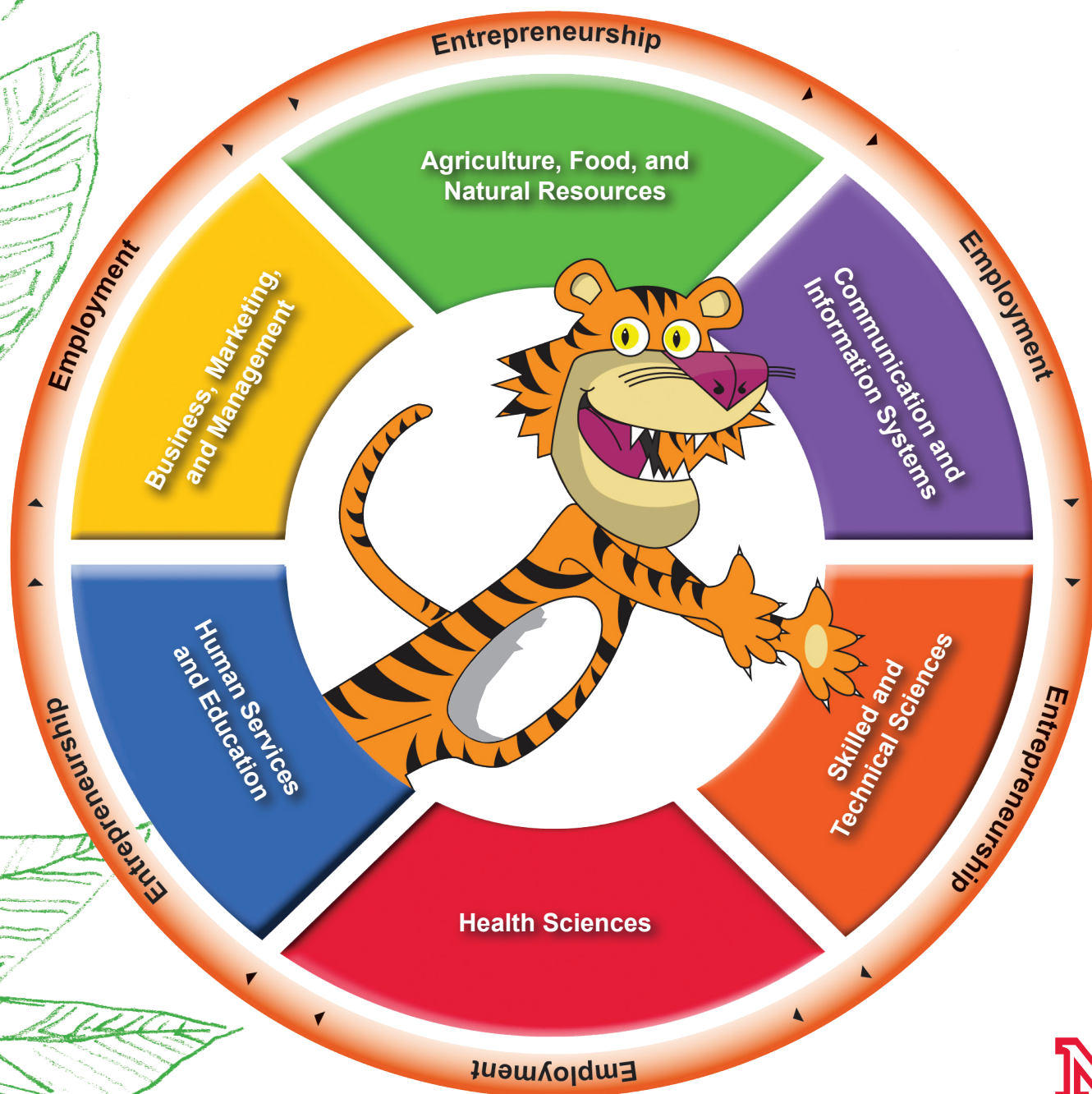
Growing Fields:  **Your Future in Food**
A Career-Focused Initiative of Raising Nebraska

Appendix 4 – L.E.A.P. Careers – Unit 4 – Career Development



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Career Development

Unit 4

Career Development — Choices, Choices!

Success Indicator

You will be able to identify possible career choices.

Life Skills Practiced

Critical Thinking; Decision Making; Planning and Organizing

Project Skills Practiced

Brainstorming, List Making, Analysis

Foundation Skills or Concept

Career Development

Supplies Needed

"A to Z Jobs" activity page
Blue and red pens or pencils
Green and yellow highlighters

Time Needed

40 to 60 minutes

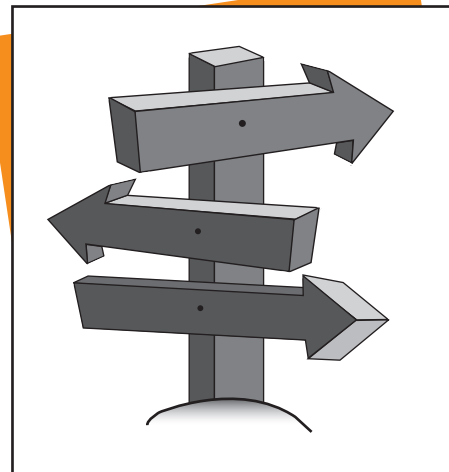
Activity Directions

Use the "A to Z Jobs" activity page to complete the steps below.

1. Think about your town and the jobs different people do. List as many careers as you can think of. It may be helpful to brainstorm with others. Write these in blue on the "A to Z Jobs" list.
2. Now think of some that are missing from your town. Add these in red. See if you can fill in all the missing letters.
3. On your own, use a yellow highlighter to mark the jobs that would be of special interest to you.
4. Use a green highlighter to mark those that would solve a problem that currently exists.
5. An entrepreneur recognizes opportunities where other people see only problems. For example, no businesses in town do pet grooming. The closest shop is 30 minutes away. Opening a pet grooming business in town could be a good choice for an entrepreneur.

Introduction

What do you want to do when you "grow up"? There are thousands of choices! Now is a great time to explore some of the possibilities. Exploring career choices now can help you decide which one is right for you.



Career Development

A to Z Jobs

Example: L – Lion Tamer

A	_____
B	_____
C	_____
D	_____
E	_____
F	_____
G	_____
H	_____
I	_____
J	_____
K	_____
L	_____
M	_____
N	_____
O	_____
P	_____
Q	_____
R	_____
S	_____
T	_____
U	_____
V	_____
W	_____
X	_____
Y	_____
Z	_____

Career Development

Sum It Up!

Share What You Did

1. What jobs from the A to Z list seemed most interesting to you?
2. What new jobs did your group come up with?

Process What's Important

1. How did others help you with this activity?
2. How did this activity help you develop career ideas?

Generalize to Your Life

1. How will you be able to use this career information at school?
2. Why is it important to have plenty of information about careers before you make decisions?

Apply What You Learned

1. What would be your next step in discovering a career that is right for you?
2. How can you use this type of activity in other ways?

References

The Young Entrepreneur's Guide to Starting and Running a Business, Steve Mariotti, 2000, NY, ISBN 0-8129-3306-0.

How high did you LEAP?

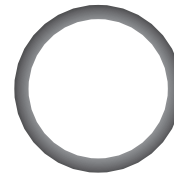
Grrrrrrreat!



Better



OK



Skill Learned:
Career Awareness

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Appendix 5 – A to Z Jobs Worksheet

Career Development

A to Z Jobs

Example: L – Lion Tamer

A	_____
B	_____
C	_____
D	_____
E	_____
F	_____
G	_____
H	_____
I	_____
J	_____
K	_____
L	_____
M	_____
N	_____
O	_____
P	_____
Q	_____
R	_____
S	_____
T	_____
U	_____
V	_____
W	_____
X	_____
Y	_____
Z	_____

Appendix 6 – Clipboard making instructions

https://www.youtube.com/watch?v=nZiYttdul_Y