

**5<sup>th</sup> Grade Career Development**  
**Activity #2: Architecture and Construction Careers**  
**Estimated time: 30-45 minutes**

**National Career Development Guidelines Indicators**

ED1 - Attain educational achievement and performance levels needed to reach your personal and career goals

- ED1.K7 - Recognize that your educational achievement and performance can lead to many workplace options
- ED1.K8 - Recognize that the ability to acquire and use information contributes to educational achievement and performance

ED2 - Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy

- ED2.K3 - Recognize the importance of being an independent learner and taking responsibility for your learning

CM3 - Use accurate, current, and unbiased career information during career planning and management

- CM3.K2 - Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available
- CM3.K4 - Identify several ways to classify occupations

CM4 - Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment

- CM4.K4 - Recognize that many skills are transferable from one occupation to another

**Goal:**

Students will investigate careers in the **Architecture and Construction** Career Cluster.

**Objectives:**

- Understand that a career cluster is a grouping of occupations based on commonalities
- Recognize that the **Architecture and Construction** Career Cluster includes careers in designing, planning, managing, building, and maintaining the environment
- Investigate careers in the **Architecture and Construction** Career Cluster

**Materials:**

- 5<sup>th</sup> Grade Career Development Activity #2 handout –**Architecture and Construction Careers: The Architect’s Working Environment**
- Chalk or whiteboard
- Crayon, colored pencils, or markers
- Drawing paper
- Writing materials

**Activity:**

1. “Today we’re going to learn about some of the occupations in the **Architecture and Construction** Career Cluster. A **career cluster is a grouping of occupations based on things they have in common**, and today we’re looking at careers in the Architecture and Construction Career Cluster.”
2. “We are going to focus on architecture. What are we talking about here? Maybe designing the plans to build skyscrapers, schools, hospitals, and homes.” Ask, “So, what sorts of work might this involve?” *Allow students to respond.* “An architect needs to know how to operate a computer, draw building plans, and estimate the cost of building.” Ask, “How many of you have ever seen a blue print of a building?” *Allow time for students to respond.*
3. “Great job. Now I’m going to read you a profile of an architect: **What I Do:** Have you ever looked around a building and thought it would look better another way? If you have, then you might be a good architect, like me! I design and plan buildings for clients. I work with clients, letting them know how much their building will cost and making sure the finished building will fit their needs. It's a lot of responsibility, but I really enjoy creating something special. **Best Part & Hardest Part of My Job:** My job is fun, but sometimes I have to work really long hours, and I often have strict deadlines for finishing my designs and for finishing the whole building. However, when I see my designs turned into buildings and when I can walk up and down hallways that I drew, it's all worth it! **How I Got Started:** I've always loved to design buildings. At school, I studied hard, particularly in math, computer, and drafting classes. I knew that in order to become an architect, I would need to get a college degree. But even after I finished college, I still had to get licensed, so that I could work in Delaware. It was a lot of work, but it paid off! Now I'm designing hospitals, schools, business offices, and dream homes all over town!”
4. *Distribute the drawing paper.* “You are going to place yourselves in the shoes of an architect. I want you to sketch either a famous building or sketch a design of your own.” *Give students time to complete their sketches.*
5. *When most are finished with their sketches, distribute the **Architecture and Construction Careers: The Architect’s Working Environment** handout #1 to students.* “Now, that you’ve placed yourselves in the shoes of an architect, you will complete this handout to see if you would like to become an architect.” *Explain that each item describes something about the work environment of an architect. Explain that there are no right or wrong answers. Ask them to think about the questions and to answer as honestly as they can. Walk around the room to answer questions and offer any help needed. Allow enough time for all students to complete the assignment.*
6. *Once students have completed their assignments, go over their sketches and answers with the class and collect their sketches and handouts.*

Handout #1

Architecture and Construction Careers: The Architect's Working Environment  
5<sup>th</sup> Grade Career Development Activity #2

Directions: All the characteristics listed below apply to Architects. Check the box next to each item that applies to you to see if you might like to be an architect. There are no right or wrong answers - only your preferences.

**I would...**

	YES	MAYBE	NO
email and use the telephone often			
work indoors			
have face-to-face discussions			
work with a team			
have the freedom to make decisions			
be very exact and accurate in my work			
be very structured			
spend a lot of time sitting			
coordinate and lead others			
make lots of decisions			
be responsible for the results of my work			
be working under time pressure			
be in a competitive environment			