



Knowledge, Pride and Future!

AMERICAN SAMOA'S  
COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAM  
NINTH GRADE CURRICULUM  
2011

## FOREWORD

American Samoa continues to ensure that students learn and achieve and counselors are at the very center of many educational initiatives. Activities that counselors do with students are designed to enable students to achieve success by preparing them for secondary and post-secondary opportunities, meaningful employment, and active citizenship.

The American Samoa Department of Education's Comprehensive Guidance and Counseling Program has expanded and adopted the National School Counselors Association's (ASCA) standards and competencies to ensure all areas are provided for our students. Any education initiative takes time to implement and requires patience from everyone involved as the process unfolds. As a counselor, you will discover that program changes affect your role, responsibilities, and schedule. Change can be stressful, but the truth is that a Comprehensive Career Guidance and Counseling Program fully implemented will actually make your job even more rewarding and exciting. The short term and long term results will support student achievement and success.

As a school counselor, you are in a unique position to help students take advantage of all that education has to offer. You are at the center of the effort to reorganize learning around career clusters that will prepare students to graduate ready to participate in an increasingly competitive global economy.

The curriculum provided here is a tool you can use to help students create an education plan based on their individual interests, talents, and career goals. Each lesson is designed to help students develop directions for their lives and to understand the world of work opportunities waiting for them as well as what those opportunities will require from them.

You have the opportunity to help every student prepare for a lifetime of success. Our students need and deserve the support of every school counselor to ensure that all students reach his or her highest potential in school, at work, and in life. This curriculum is designed to assist counselors in providing content relating to academic, personal/social and career development.

I know that all school leaders should support their guidance and counseling programs as well as publish yearly Support Personnel Accountability Report Cards to update everyone of their schools progress. I thank everyone who supports these efforts for they are what are needed to ensure the success of future generations.

Liza Maria Tuato'o  
Counseling & Guidance Program Director

“LET US PUT OUR MINDS TOGETHER AND SEE WHAT LIFE WE CAN MAKE FOR OUR CHILDREN.”

Sitting Bull, Lakota Indian - 1877

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## **Purpose and Introduction:**

The purpose of the **American Samoa Plan for Comprehensive Career Guidance and Counseling** is to focus and revitalize school counseling programs in American Samoa's schools to be more responsive to the challenges facing our children, youth, families and communities today and in the future. The continued emphasis is on reaching ALL children with a school counseling program that is based on a defined framework emphasizing standards, student competencies, connecting activities and processes. This program is to be delivered by a well-trained and certified school counselors with campus teams of teachers using appropriate materials and resources. The program must incorporate a team approach, academic, personal/social and career competency development, deficiency remediation and systemic implementation. Further, the program must be continuously improved through quality evaluation, addressing the changing needs of all students and the individual school. Our role is to prepare our youth with knowledge, power and a route to a future of their choice.

## **Curriculum:**

This curriculum was developed to assist counselors in providing a reasoning behind what is taught in the core curriculum and the skills necessary for school and work place success. The major skill areas covered here include the following:

- Self-Knowledge
- Skills for School Success
- Skills for Academic Development
- Work Ethic Skills
- Life Skills
- Skills for Career Planning

Each lesson will show an “identifier” to be used by counselors to document lessons taught in specific areas including Stop Bullying and special needs support in the areas of academic, career development and/or personal/social lessons. Begin many of your group and/or class presentations with some icebreakers or team building activities as even those are teaching great lessons. Some samples are included in Appendix 1 of this document and others may be found online. One site to find ones that appeal to you and that would work in your school with your students would be <http://wilderdom.com/teambuilding/>.

With national research showing how having such a program improves the academic achievement, standardized test scores, grade level successes, school attendance records and graduation rates, it is important that Counselors ensure that all students receive the necessary training and information.

It is expected that there will be local issues and required instructional groups and sessions conducted throughout the year and this curriculum therefore *does not cover every standard and competency*. The local, **campus specific lessons** will supplement those areas.

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In efforts to ensure improvement, the Guidance and Counseling Department will continue to provide materials, resources and leadership support to all counselors in meeting the needs of students in American Samoa. **Please ALWAYS use additional forms and requirements as provided by the Guidance Office Staff and Director as those requirements supplement this curriculum and meet all of your duties and requirements.**

**It is important for your own information and improvements, but also a requirement of the department for you to obtain an evaluation of all programs and group or classroom sessions you conduct. Always use an evaluation with all programs and participants!**

## **Content Standards and Student Competencies**

The Guidance and Counseling content standards and student competencies for American Samoa's Department of Education are based on the National American School Counseling Association's (ASCA) Standards adopted by the American Samoa Guidance and Counseling Program as of 2011. These cover areas in academic, career and personal/social development as listed below. Basically, these will enhance the students' abilities to learn. Beginning in the ninth grade, students will implement strategies and participate in activities to support and maximize these abilities.

About ASCA: The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe. For more information on ASCA, or to order "The ASCA National Model: A Framework for School Counseling Programs," visit [www.schoolcounselor.org](http://www.schoolcounselor.org), or call (703) 683-ASCA (2722).

**ASCA STANDARDS: Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1**

### **Academic Development**

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

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A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

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- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

## **Career Development**

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

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Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

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C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

## **Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- PS:A1 Acquire Self-knowledge
  - PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
  - PS:A1.2 Identify values, attitudes and beliefs
  - PS:A1.3 Learn the goal-setting process
  - PS:A1.4 Understand change is a part of growth
  - PS:A1.5 Identify and express feelings
  - PS:A1.6 Distinguish between appropriate and inappropriate behavior
  - PS:A1.7 Recognize personal boundaries, rights and privacy needs
  - PS:A1.8 Understand the need for self-control and how to practice it
  - PS:A1.9 Demonstrate cooperative behavior in groups
  - PS:A1.10 Identify personal strengths and assets
  - PS:A1.11 Identify and discuss changing personal and social roles
  - PS:A1.12 Identify and recognize changing family roles
- PS:A2 Acquire Interpersonal Skills
  - PS:A2.1 Recognize that everyone has rights and responsibilities
  - PS:A2.2 Respect alternative points of view
  - PS:A2.3 Recognize, accept, respect and appreciate individual differences
  - PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
  - PS:A2.5 Recognize and respect differences in various family configurations
  - PS:A2.6 Use effective communications skills
  - PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
  - PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

- PS:B1 Self-knowledge Application
  - PS:B1.1 Use a decision-making and problem-solving model
  - PS:B1.2 Understand consequences of decisions and choices
  - PS:B1.3 Identify alternative solutions to a problem
  - PS:B1.4 Develop effective coping skills for dealing with problems
  - PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

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- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

- PS:C1 Acquire Personal Safety Skills
- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

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## **American Samoa Crosswalk for Ninth Grade Curriculum Standards and Competencies**

Beginning in the ninth grade, students will implement strategies and participate in activities to support and maximize their ability to learn. Individual, long-term career/educational plans will develop their preparedness for the work place or post secondary education. Strategies for exploring and planning for future occupations will be introduced with the knowledge of expected social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into lessons and discussion topics as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). The lessons are developed to include delivery through a wide range of media, technology tools and community/work-based learning experiences.

**Academics (Legend: A.S.9.1 = Academic, Standard, Ninth Grade, Indicator 1)  
A.C.9.1.01 = Academic Competency, Ninth Grade, etc.**

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**Academic development.** The content standards for academic development guide the school counseling program to implement strategies and activities in order to support and enable students to improve academically, maximize learning through commitment, produce high quality work, and be prepared for all possible options and opportunities after high school. The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement. The school counseling program enables all students to achieve success in school and to develop into contributing members of society.

Grade 9	Academics
Standard:1	Contributing to Effective Learning (A.S.9.1)
(A.S.9-1)	Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life-span.
Competencies	Students will
A.C.9.1.01	identify attitudes and behaviors that lead to successful learning, personal development, and working cooperatively with others in the school programs.
A.C.9.1.02	display a positive interest in learning.
A.C.9.1.03	review and build upon educational skills necessary to progress toward life-long learning goals.
A.C.9.1.04	identify sources for extra help available to students needing academic support.
A.C.9.1.05	analyze the most recent test results to identify strengths and challenges.
A.C.9.1.06	make annual revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.
A.C.9.1.07	utilize management skills to control anxiety and increase productivity and school success.
A.C.9.1.08	develop a variety of strategies to improve learning.
A.C.9.1.09	take responsibility for their actions.
A.C.9.1.10	analyze their time-use and make plans for revision as needed.

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Standard:2	Academic Rigor and Post-secondary Options (A.S.9.2)
(A.S.9.2)	Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.
Competencies	Students will
A.C.9.2.01	learn and apply study skills necessary for academic success at each level.
A.C.9.2.02	establish challenging academic goals in high school.
A.C.9.2.03	revise their Individual Student Educational Career Plans as appropriate to reflect changes in interests, career and post-secondary plans, standardized test scores, report card grades, and life experiences.
A.C.9.2.04	describe how to find and apply for merit-based financial aid.
A.C.9.2.05	describe how to find and apply for need-based financial aid.
A.C.9.2.06	complete a graduation checklist to assess course needed for graduation requirements.
A.C.9.2.07	Learn, practice and utilize test taking strategies to improve assessment results
A.C.9.2.08	Learn about and describe course offerings in which post-secondary credit can be earned while in high school.
Standard: 3	Understanding the World of Work, Home, and Community (A.S.9.3)
(A.S.9.3)	Students will understand the relationship of academics to the world of work and to life at home and in the community.
Competencies	Students will
A.C.9.3.01	understand how school and academic success/achievement enhance future career opportunities.
A.C.9.3.02	understand that school success is the preparation to make the transition from school to community member.
A.C.9.3.03	discuss annually the current relationship between their flexible career plans, post-secondary education goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.

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A.C.9.3.04	review high school plan, grade level checklists, and demonstrates knowledge of grade level culminating projects including shadowing and career opportunities activities.
A.C.9.3.05	develop goals which reflect a connection between academic performance and career goals

**Career development.** The content standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the life career span.

Grade 9	Career
Standard:4	Exploration and Planning (C.S.9.4)
(C.S.9.4)	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Competencies	Students will
C.C.9.4.01	learn how to make decisions.
C.C.9.4.02	develop an awareness of personal abilities, skills, interests, and motivations.
C.C.9.4.03	develop skills to locate, evaluate, and interpret career information.
C.C.9.4.04	utilize opportunities to prepare for the world of work such as job shadowing, interning, apprenticeships, clubs and volunteering.
C.C.9.4.05	learn how to write a resume.
C.C.9.4.06	learn about the variety of traditional and nontraditional occupations.
C.C.9.4.07	understand the continuing changes in male/female roles.
C.C.9.4.08	articulate – verbally and in writing – future plans.
C.C.9.4.09	develop competency in area of interest
Standard: 5	Strategies for Future Career Goals (C.S.9.5)

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(C.S.9.5)	Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and post-secondary training/education.
Competencies	Students will
C.C.9.5.01	maintain a career planning portfolio.
C.C.9.5.02	understand the relationship between educational achievement and career planning.
C.C.9.5.03	develop skills to locate, evaluate and interpret career information.
Standard:6	Employment Readiness Skills (C.S.9.6)
(C.S.9.6)	Students will understand the relationship between personal qualities, education, training and the world of work.
Competencies	Students will
C.C.9.6.01	Discuss job and school success skills
C.C.9.6.02	understand the need for positive attitudes toward work and learning.
C.C.9.6.03	develop skills to prepare to seek, obtain, maintain and change jobs.
C.C.9.6.04	identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.
C.C.9.6.05	identify situations which would compromise ethical habits in school or work situations.
C.C.9.6.06	analyze workforce readiness in terms of self-management skills.

**Personal/social development.** The content standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. The personal/social development content standards are:

Grade 9	Personal/Social Development
Standard:7	Respect for Self and Others (PS.S.9.7)

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(PS.S.9.7)	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
Competencies	Students will
PS.C.9.7.01	learn how to make and keep friends.
PS.C.9.7.02	explore cultural identities and world views within the community.
PS.C.9.7.03	describe the unique rights and responsibilities students have as young adults.
PS.C.9.7.04	recognize increased roles and responsibilities of the individual student within the family, school, and local community.
PS.C.9.7.05	develop skills to maintain a positive self-image.
PS.C.9.7.06	identify activities the individual student might participate in to become a contributing member of a school community.
PS.C.9.7.07	learn how to communicate effectively.
PS.C.9.7.08	use effective communication skills.
PS.C.9.7.09	understand the influence of a positive self-concept.
PS.C.9.7.10	develop skills to interact positively with others.
Standard:8	Decision-Making (PS.S.9.8)
(PS.S.9.8)	Students will make decisions, set goals, and take necessary action to achieve goals.
Competencies	Students will
PS.C.9.8.01	demonstrate when, where, and how to seek help for solving problems and making decisions.
PS.C.9.8.02	use a decision-making and a problem-solving model.
PS.C.9.8.03	develop an action plan to set and achieve realistic goals.
PS.C.9.8.04	describe challenges that are typical for young adults and successful methods for addressing them.

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Standard:9	Personal Safety Skills (PS.S.9.9)
(PS.S.9.9)	Students will understand safety and survival skills and apply coping strategies.
Competencies	Students will
PS.C.9.9.01	identify and utilize resources available that address personal safety issues.
PS.C.9.9.02	identify at-risk behaviors that challenge young adults and set healthy goals in those areas.
PS.C.9.9.03	identify stressors common to young adults and describe appropriate stress management techniques.
PS.C.9.9.04	identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g. parents, crisis hotlines, school counselors).
PS.C.9.9.05	identify and apply positive relationship practices and safe dating practices

**American Samoa Comprehensive Career Guidance and Counseling Program  
Grade 9 – Lesson 1**

**GRADE 9 LESSON 1: New School Year Orientation**

**Time required: 30-45 minutes**

**Content Standards:**

- PS.S.9.7** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others
- A.S.9.3** Students will understand the relationship of academics to the world of work and to life at home and in the community.
- PS.S.9.9.** Students will understand safety and survival skills and apply coping strategies.

**Competencies: The students will:**

- PS.C.9.7.03** Describe the unique rights and responsibilities students have as young adults
- PS.C.9.9.05** Identify and apply positive relationship practices and safe dating practices
- A.C.9.3.01** Understand how school and academic success/achievement enhance future career opportunities.
- A.C.9.3.02** Understand that school success is the preparation to make the transition from school to community member.

**GOAL:** Students will increase their awareness of the school traditions, routines, rules and expectations.

**Activity Statement:**

Students will discuss some of the school traditions, routines and rules.

**Materials:**

Your high school is different in some ways from other high schools and you will need to show and tell (demonstrate) those differences as well as why they exist. Things that are typically unique could include: the bell schedule, map of the building, school rules, supply lists, names of staff, etc.

**Resources:** 9<sup>th</sup> Grade PowerPoint

**Procedures:**

1. Hold school assembly or other group orientation to educate students about school schedule, policies, traditions, expectations, school activities, support services, and other important aspects of being a new student in a new school.
2. Use this session as a community building exercise so that students become acquainted with being the school, where to seek information and prepare them to offer assistance to each other.
3. Following school orientation, hold first advisory meeting. Give students Counseling and Guidance Flyer and go over your tasks and way you can help them. **ACTIVITY:** Pass out and have students complete the list of “Student Needs” in terms of what classroom presentations you could make as well as what Group Sessions they need/want.
4. Use Upper Class Students to provide the information in some areas. For example, have an upper classmate on the football team to discuss the schedule for sports and costs for and obtaining tickets.

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5. Play “Do You Know Your Neighbor?” (Or use one of the other ice breakers/team building exercises provided earlier) or do “round robin” having students introduce themselves and give one fact they know that may help another student.

Key issues to cover during this session may include:

- a. Ice Breakers
- b. Student Handbook/Planner
- c. School Rules
- d. School Personnel and their Roles

**Discussion:** Discussion Points:

1. Suggest that students make at least two copies of their schedule so that if they lose one they will have an extra copy.
2. Give students the important school phone numbers (e.g. the main office, counseling office, attendance office, etc.)
3. Identify key people and places including their school counselor, school nurse and principals.
4. Have upper class students talk to students about clubs or sports with some encouragements to participate. Then, discuss the relationship between involvement in school and future successes. (i.e., team building skills, doing more than just making grades, etc.)
5. Have senior mentor available to answers key questions.
  - a. Does anyone have any questions?
  - b. How are you finding your way around our school?
  - c. What is the one fear or concern you have about being a freshman?

**Closing Statement:**

The first few weeks of high school can be overwhelming. Remind your students that knowledge is power, and that by learning the procedures and traditions of their school, they will be off to a good start. They may also take more pride in their school. Be patient with those students who may need you to repeat some of the information you have shared today. Offer positive suggestions and encouragement.

**Extension Activity:** Take a walking tour of the campus.

**Evaluation:** Use the session/group evaluation for this lesson to be completed by students or develop one of your own. All summaries of evaluations should be a part of your reporting for the Guidance and Counseling Department and a way for you to improve.

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**STUDENT WORKSHEET - "TOP FIVE"**



*Please check your top five interests or concerns.*

- How to stand up for myself.
- How to get people to listen to me.
- How to handle pressure from my peers.
- How to get a fair deal from my parents.
- How to ask for what I need from parents/teachers.
- How to not let other kids bully me.
- How to handle people who call me names.
- How to explore decision-making.
- How to get along with brothers/sisters.
- How to get along with parents.
- How to get along with teachers.
- How to make friends easier.
- How to keep a good friendship going.
- How to be sensitive to others people's moods and feelings.
- How to solve problems more easily.
- How to deal with gossip.
- How to make my own decisions.
- How to know when I have a problem.
- How to choose the best solution to a problem for me.
- How to accept myself.
- How to accept compliments and helpful criticism.
- How to study better and understand how I learn.
- How to know what is worth changing about myself.
- How to recognize my feelings.
- How to deal with my feelings being hurt.
- How to handle fear.
- How to handle feeling guilty.
- How to handle anger.
- How to handle frustration.
- How to handle love.
- How to understand how I see myself.
- How to understand how I see others.
- How to understand what is really important in my life.
- How to deal with people who feel differently than I do.
- How to understand that some things do not seem fair.
- How to not have so many things bother me.

*Please write down any other concerns you have on the back of this page.*

# American Samoa Comprehensive Career Guidance and Counseling Program

## Grade 9 – Lesson 2

### GRADE 9 LESSON 2: WHY RULES?

**Time Required:** 30-45 minutes

**Content Standards:**

- A.S.9.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life-span.
- PS..S.9.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students Will...**

- A.C.9.1.01 Identify attitudes and behaviors that lead to successful learning, personal development and working cooperatively with others in school programs.
- PS.C.9.7.10 Develop skills to interact positively with others.

**GOAL:** Students will create a set of ground rules to be applied to all future school, group meetings, or advisory sessions.

**Activity Statement:**

As a counselor, you will participate in going over the school rules at orientation sessions and will need to set rules for you advisory groups or classroom sessions. This is a time to also explain why there are such rules. It is good to establish ground rules for your group. It is best if group members understand why the rules already set are used and, perhaps, to generate their own standards for how they speak to one another, how they should behave in the meetings, and what they expect from one another and the advisor or even their teachers. In this activity, students will work cooperatively to establish reasonable ground rules for the group.

Why do we have rules? We have rules to protect us, keep order in our communities, homes, and schools, and to organize our governments and society. Without rules, society in turn would fail. It's important that we have officials to enforce the rules and that we have punishment to serve as consequence for breaking rules.

**Materials:**

- Pencils
- Paper
- Whiteboard or chalk and blackboard or overhead projector PowerPoint to add to during session
- Dry Erase Markers

**Procedures:**

**School Orientation Rules:**

1. Tell students that school policies and rules are set and all students are expected to abide by those rules and/or to expect some consequence if they break the rules.

Example: Do not damage school property or any property not belonging to you.

This is a simple one for students to understand but not always to follow. Go over the possible consequences of breaking this rule. Ask if their Mother was watching, would they still damage property?

2. Then go over each rule with an explanation as to why the rule exists. Another example: No fighting to or from school or on school property.

*This is a good time to explain issues about fighting in terms that high school age people would understand:*

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*If you fight statements:*

- What does it tell others (teenagers and adults) about you when you get into fights?  
Do you want to be known like this?
  - a. Teens who are frequently involved in fights often don't know how to control their anger and prevent or avoid conflicts. They often believe that fighting is the only acceptable solution. Students who have trouble controlling their anger or who are predisposed toward fighting (agreeing with statements such as, "If I am challenged, I am going to fight," or "Avoiding fights is a sign of weakness") are at least 50 percent more likely to get in fights.
  - b. Physical fighting is a waste of energy and usually causes more problems than it solves so if you are getting into fights, you are not showing others that you are smart enough to use words instead of fists.
  - c. If you would fight which is against the rules and laws in most states, then you would steal, tell lies, damage property, and eventually even commit murder.
  - d. Students who break such rules are “not taught well by their parents” so that reflects on your Mother and Father as not being the best in teaching you right from wrong.

School Group or Classroom Rules:

1. Write a few samples of ground rules on the board or overhead or screen so they can be seen by students.  
Examples of Ground Rules:
  - ▶ One person speaks at a time
  - ▶ Respect others' opinion: You can agree to disagree
  - ▶ Give full attention to a group member and adults when he/she speaks
  - ▶ No putdowns of yourself or others
  - ▶ Be on time
  - ▶ Respect people's privacy. Say, “I know someone who....” (instead of naming names)
  - ▶ Do not blame or judge
  - ▶ There are no stupid questions or statements
  - ▶ Bring supplies and lesson books and tools to class and sessions
2. Ask students to brainstorm additional rules. Add these to the list.
3. After all have added what they can think of or want to include, ask the group for suggestions as to what the punishment should be to student(s) who break these rules. Give students time to make such comments as appropriate.
4. Then, explain the consequences for breaking rules at school or in classes or meetings based on school policies and that by doing such rule breaking, a student is preventing others from getting the education they are there to get. No one has the right to prevent others from receiving an education.
5. Now, ask the students to take the school policies lists and student handbook and write down rules they have oppositions to and why they feel the rule is not needed nor a right rule. Tell the to provide justification for their oppositions and to bring their written pages to you. You will collect and put all that are given to you in some order based on numbers of oppositions and discuss with school leaders. *This is giving them a way to be heard and a feeling that they have a way to give their opinion without repercussions. Everyone needs that at one time or another.*  
*Examples of these rules could be:*  
No food or drink allowed

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Turn off all cell phones and other electronic devices  
Enter and exit only at appropriate breaks  
Do not climb over the seats  
Do not put feet on seat in front of you  
Sit with your class/and your teacher  
Display appropriate performance protocol

### Discussion:

- ▶ Are there any rules that are not clear?
- ▶ Are there any rules that need modified?
- ▶ Why is it important that we all follow these rules?
- ▶ What might happen if we do not follow these rules?
- ▶ Is anyone willing to put these rules on a poster to hang in the room?
- ▶ REMEMBER: If anyone does not agree to these rules, put reasons in writing?

### Integrative Closing Statement:

Rules are created to keep safety and order and to see that everyone's rights are respected and have equal voice in future meetings, classes or assemblies. By having rules, we, too, will have safety and order in our school and meetings. And, since you have the opportunity to give input or change to these rules, you will likely be more able to see the value of the rules and be more willing to abide by them than if they were simply pre-written and handed out. By following these rules, we can all have a fun, safe place to learn and grow.

### Additional Resources:

Helpful websites: <http://www.goodgroupdecisions.com/GroundRules.aspx>  
<http://www.betterworkplacenow.com/qanda6.html>  
<http://www.advocatesforyouth.org/lessonplans/groundrules.htm>

**Extension Activities:** Ask students to observe in their classrooms and determine how having clear expectations contributes to learning.

Ask students to do some research on the web as to rules set up by other schools and write a research results paper for the faculty and staff to review and discuss.

Pass out the Handout on School Rules and have students to write up their comments to the article much like they would do on Facebook or a blog on their computers. Ask them to bring their written comments to you for collecting with all other comments and discussing with school leaders and/or parents.

**Evaluation:** Use the session/group evaluation for this lesson to be completed by students or develop one of your own. All summaries of evaluations should be a part of your reporting for the Guidance and Counseling Department and a way for you to improve.

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### SCHOOL RULES HANDOUT

Safety rules for schools establish a framework to guide daily activities of the students and staff. School rules provide an essential safety net for all participants in the educational process. Safety rules won't prevent every injury or safety threat, but they do significantly reduce these occurrences and provide guidance for dealing with these situations. Assess the specific layout and safety hazards at the school to adapt the rules, creating the safest possible environment for students and teachers. Review the school safety rules frequently to ensure they are current and valid.

#### Classroom

Classroom safety rules establish boundaries for the students. They work to prevent injuries and threats to the safety of the children. Safety rules for the students in the classroom dictate the areas in which they are allowed, guidelines for safely interacting with each other and procedures for reporting safety hazards to the teacher. Classroom safety rules for the teacher include maintenance of potential safety hazards within the room, procedures for handling potentially dangerous situations and proper supervision techniques. Emergency exit procedures, such as fire routes and tornado plans, round out the classroom safety rules.

#### Hallways

Hallway safety rules provide children with guidance when moving throughout the school. Hallway safety rules revolve primarily around proper procedures when walking through the hallway. The safety rules let children know how to walk and maintain their bodies and voices in the hallway. Proper hallway behavior prevents falling or injuries resulting from students running into each other. These rules also allow the teacher to easily provide instruction to the students should an emergency arise, by maintaining order among the students. These would also be similar rules that one would be expected to follow in any public building's hallways. These would be proper behavior for adults as well in schools and public places.

#### School Grounds

The school grounds presents more safety hazards than the enclosed rooms inside the school. Incorporate regular safety checks into the grounds safety rules to ensure the equipment remains in good working order. Safety rules for students establish boundaries for playing on the grounds, appropriate ways to play with the equipment and procedures for handling emergency situations or safety threats on the school grounds. School grounds safety rules for teachers include the location of the teachers on grounds for supervision duty and procedures for handling safety threats.

#### Lunchroom

Lunchroom safety rules maintain a sense of order during at a busy time and location within the school building. The safety rules for the lunchroom address line-up procedures for students eating hot or cold lunch, seating arrangements of the students, behavior guidelines during lunch and supervision duties of the teachers. These rules prevent disruptions during lunchtime that could lead to injuries or safety concerns. Use the layout of the school lunchroom and potential safety concerns to establish specific rules for the area.

#### Health Issues

Health and first aid situations require safety rules to keep the situation under control. The school nurse serves as the primary representative dealing with student illness and injury. In this role, she aids in establishing the health guidelines, providing suggestions for current health rules and guidelines. Safety rules for health issues should address placement and stocking of first aid kits, attendance policies for sick students, procedures for handling first aid administration and

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notification of parents when a contagious disease is identified in the school population. First aid training requirements for staff members also play a role in the safety rules and guidelines for a school. Health rules and guidelines serve to prevent illness from spreading or panic from ensuing during an emergency situation.

#### **OTHER RULES TO FOLLOW:**

##### **Damaging Property:**

Most school officials, parents and police believe that children are taught to “Respect Other People’s Property” either at home, at church or both. The school building, resources and books and furniture do not belong to any ONE individual so the rule would apply. Do you know the laws regarding damaging property in American Samoa? In the United States?

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**GRADE 9 LESSON 3: MANAGING SCHOOL MEANS MANAGING TIME!**

Time Required: 30-45 minutes

Content Standards:

A.S.9.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life-span.

Competencies: The students will...

A.C.9.1.07 Utilize management skills to control anxiety, increase productivity and improve school success.

A.C.9.1.10 Analyze their time-use and make plans for revision as needed.

**GOAL:** Students will learn to manage their own time in order to prepare and organize themselves for academic success.

Activity Statements:

Students will use a time-management schedule.

Students will set goals for themselves to improve their grades.

Students will utilize a calendar and assignment sheet for setting academic goals.

**Materials:**

Handout 1 -- "A Time Management Quiz"

Handout 2 -- "How To Study: Manage Your Time"

Handout 3 -- "Weekly Assignments"

Handout 4 -- "Calendar"

Handout 5 -- "Agenda"

**Procedures and Discussion:**

1. Tell the students: "*Our purpose today is to help you improve your grades and to help you now and in the future with several time management strategies that will help you plan ahead for assignments and tests.*

*Some people shudder when they think about using a time management schedule. They think that by using a schedule they will lose their freedom. These people fear they can no longer be spontaneous if they are committed to an inflexible schedule. Schedules can restrict you. But they also can free you by making your time go further. Imagine how much extra time you will have to spend with your friends, watch TV, listen to music, or do other things that you enjoy if you can learn how to use your time efficiently. A schedule helps you to balance your time. It permits you to decide how much time you need to do the things that must be done. Once you organize your time, you will be surprised at how much free time you can have." ALSO ONE THING TO STRESS, time management is one skill that all employers want in their employees!*

2. Write these 6 items on the board:
  - a. Your dad is out of town so you have to watch your younger brother from 3:30–5:30 pm, when your Mom comes home.
  - b. Test in Biology tomorrow.
  - c. You have an evening meeting from 7:00–8:30 pm tonight.
  - d. Tuesday night movie of the week 8:00–10:00 pm, which you have been dying to see.

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- e. Straighten your room before going out this weekend (a requirement from your mother).
  - f. You have a project due in 2 days but you are required by your group to go to the store to purchase the supplies they will be using in class the next day.
3. Have each student write the order of how these tasks would be accomplished. Have them make a time schedule of how each item will get done and how much time each will take. After allowing time for this activity, let the students discuss the order they set to accomplish all of these tasks. Also, have them give suggestions as to other means they could use to accomplish these goals.
  4. Remind the students here that *“In planning your time, you have to ask yourself if this is something I need to do or just want to do. Which activities from the above list are a “want to do” and which are a “have to do?”*

*In time management there are several strategies you can use to help you meet your goals. One method is to put the “have to do” before the “want to do” in order to accomplish your goals. For example, on your last test you made a D in Biology. Your goal is to make a higher grade. What do you need to do now?”* (Possible answers: You need to devote more time to studying and possibly change your study methods. Studying just during the commercial of a movie or your favorite TV show may not be the best way to improve your grades.

*“Secondly, you can group tasks together—e.g., baby-sitting your brother with cleaning your room.”*

*“Lastly, use outside resources, such as asking one of your buddies to get your project supplies for you.”*

*“As you can see time management is not always easy. The purpose of a time schedule is to provide you with a framework for using your time efficiently. Once you begin using your time more efficiently, you will find that you are achieving more and enjoying more free time than you did before.”*

5. Give students Handouts 1-6. Complete and discuss those that time permits. Assign any incomplete handouts to be used and returned to you as an extension activity.

**Additional Resources:**

**Lindsay, Norene.** *Dream Catchers: Developing Career and Educational Awareness in Intermediate Grades.*

**Romanek, Elizabeth.** *Communication Skills that Work—A Functional Approach for Life and Work, Book Two.*

**Greene, Lawrence J., and Leigh Jones-Bamman.** *Getting Smarter: The Study Skills Improvement Program.*

**Time Management Website** <http://www.studygs.net/timman.htm>

**Extension Activities:**

Ask students to complete any unfinished handouts from this lesson.

Activity:

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Resources:

**Counselors:** Pass out information cards with school and Portfolio website information and encourage students to log in and explore the program on their own throughout the year

**Students:** If the school has not set usernames and passwords for students, ask students to create a new Portfolio and an account for the electronic one will be later.

**Evaluation:**

Use the session/group evaluation for this lesson to be completed by students or develop one of your own. All summaries of evaluations should be a part of your reporting for the Guidance and Counseling Department and a way for you to improve.

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**A Time Management Quiz**

**Your answers are to help you, so answer as honestly as possible!**

- |  |       |    |
|--|-------|----|
| 1. On weekdays, do you do your homework about the same time?                                     | Yes   | No |
| 2. Do you start studying before 8:00 p.m. each night?  | Yes   | No |
| 3. Do you study each night during the week?  | Yes   | No |
| 4. How many hours do you spend studying during the week?   | <hr/> |    |
| 5. Do you go to bed about the same time each night?  | Yes   | No |
| 6. How much sleep do you usually get each night?   | <hr/> |    |
| 7. How much time per week do you spend watching TV and movies or playing video games or working? | <hr/> |    |

**Organizing Your Life**

**Managing your time well is an important element of success — especially if you're a student. If you set priorities that fit your needs and lifestyle, you'll have a better chance of achieving your goals.**

**Here are some tips for taking control of your time and organizing your life.**

**The Golden Rules**

**Rule #1:** Set a regular time period to study each weekday and on the weekend and stick to it. Don't make it late at night or you'll be too tired to work well.

**Rule #2:** Study every night even if you don't have assigned homework. You can read books or magazines, review and practice subjects where your skills are weak, or study ahead.

**Rule #3:** Get enough sleep. Students your age should sleep 8-10 hours each night.

**Rule #4:** Cut down on the number of hours you watch TV and movies or play video games. Ten hours a week should be the most time you spend on these.

**Rule #5:** Make a To-Do List Every Day. Put things that are most important at the top and do them first. And don't forget to reward yourself for your accomplishments.

**Rule #6:** Use Spare Minutes Wisely. When you're commuting on the bus or train, use the time to get some reading done.

**Rule #7:** It's Okay to Say No. If your friend asks you to go to a movie on a Thursday night and you have an exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

**Rule #8:** Find the Right Time. You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

**Rule #9:** Review Your Notes Every Day. Reviewing helps you reinforce what you've learned, so you need less time to study before a test. You'll also be ready if you get called on in class or have to take a pop quiz.

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Rule #10: Communicate Your Schedule to Others. If phone calls or text messages are proving to be a distraction, tell your friends that you are only available at certain times of day and not to expect a response at other times.

Rule #11: Become a Taskmaster. Give yourself a time budget and plan your activities accordingly. Figure out how much free time you have each week before you add any commitments.

Rule #12: Don't Waste Time Agonizing. Instead of agonizing and procrastinating, just do it. Wasting an entire evening worrying about something that you're supposed to be doing is not productive, and can increase your stress.

Rule #13: Determine Your Priorities. You can't do everything at once. Establish the importance of each item. Then set realistic goals that are attainable.

**Resources:**

**Louisiana Teachers As Educational Advisors and Mentors**

<http://www.doe.state.la.us/lde/uploads/4879.pdf>

**The College Board Online**

<http://www.collegeboard.com/student/plan/college-success/116.html>

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**Handout How to Study: Manage Your Time**

<b>DAILY SCHEDULE</b>	
Date: _____	
Assignments Due	Schedule
	5 AM
	6
	7
	8
	9
	10
To Do/Errands	11
	12 PM
	1
	2
	3
	4
	5
Homework	6
	7
	8
	9
	10
	11
	12

*Nobody can manage time. But you can manage those things that take up your time.*

*Time is expensive. As a matter of fact, 80 percent of our day is spent on those things or those people that only bring us two percent of our results.*

*Lewis Timberlake*



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**Handout: Weekly Assignments**

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>Tests</b>					
<b>Long-Term Assignments</b>					

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**Handout Calendar: Month of \_\_\_\_\_**

<b>Saturday</b>					
<b>Friday</b>					
<b>Thursday</b>					
<b>Wed.</b>					
<b>Tuesday</b>					
<b>Monday</b>					
<b>Sunday</b>					

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**Handout: Agenda**

To help you organize your time, schedule your personal activities for one week on the chart below.

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
<b>Sunday</b>			
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			
<b>Saturday</b>			

*Time is a priority. You have enough time for anything in the world, so long as it ranks high enough among your priorities.*

*Time is measurable. Everybody has the same amount of time...pauper or king. It is not how much time you have; it is how much you use.*

*Lewis Timberlake*

**American Samoa Comprehensive Career Guidance and Counseling  
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Grade 9 – Lesson 4**

**GRADE 9 LESSON 4: GOALS MAKE A DIFFERENCE!**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.9.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies: Students will...**

A.C.9.2.02 Establish challenging academic goals in high school.

**GOAL:** Students will set short- and long-term goals for the freshman year.

**Activity Statements:**

Students will review the guidelines for setting personal and academic goals.

**Materials:**

Handout – “Goals Make a Difference”

Pen/pencil

**Procedures:**

1. Give each student a Goal Setting Handout.
2. Go over the directions of the list for writing good goals and give students a few minutes to set personal and academic goals.
3. Divide students into small groups and have them share goals with each other and select top goals as a group.
4. Question students on a discussion about the importance of setting long/short-term goals.
5. After discussion, as speaker for each group to share with all students the goals selected by their group.
6. Assign students to identify 2 short-term goals to reach by end of the reporting period (6 weeks) and 1 long-term goal for the semester. These would be the ones they would share with you at advisory time that they reached or did not reach.

**Discussion Questions:**

1. Why is it important to set goals?
2. Does setting goals help you? How?
3. How does it feel when you achieve a goal?
4. Why do you think other do not set goals?
5. How does one go about meeting their goals?
6. What problems or barriers do you think might arise while trying to meet your goal?
7. What help might you need to reach your goal?
8. Who could help you with reaching this goal?

**Closing Statement:**

“Failing to plan is planning to fail.” This is a quote that many world leaders have used. Why? Because they know that one must “learn” to set goals. It is not something one can do just because they are human. Goal setting is an essential life skill for the success of students in school and in the world of work. Most of what we plan in life requires help from others in some

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form and not always reaching our goals can be upsetting. However, trying and making progress helps! Most things in life won't just happen: you won't just fall into a great college and you probably won't just be randomly offered an awesome job. If you want these things, it will take some preplanning and goal setting. College means getting good grades in high school, taking entrance tests, and filling out applications. Good jobs take good grades, professional resumes, impressive applications, successful job interviews, in addition to a lot of effort and time.

**Additional Resources:**

Time management:

[http://www.ehow.com/about\\_5349657\\_goal-setting-activities-high-school.html](http://www.ehow.com/about_5349657_goal-setting-activities-high-school.html)

**Extension Activities:** Ask students to imagine their lives five years from now. What will they be doing? Where will they be? How do they plan to get there? Suggest to students that they should start thinking early about what they want and how they should make goals to get them to where they want to be. Given this information, have students write a one-page reflection paper on their five-year plan.

**Resources:**

McGraw-Hill Website for Freshman Year Tools for Students

[http://novella.mhhe.com/sites/0079876543/student\\_view0/freshman\\_year-999/your\\_future5/portfolio\\_building.html](http://novella.mhhe.com/sites/0079876543/student_view0/freshman_year-999/your_future5/portfolio_building.html)

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**HANDOUT - GOALS MAKE A DIFFERENCE!**

**Guidelines for writing goals:**

1. Select a goal over which you have control.
2. Ask if the goal is too big or too easy.
3. Avoid using vague words, such as: *some, more, often, better*. Use measurable terms.
4. Be sure the goal is YOURS, and not someone else's.
5. Turn in to advisor when completed.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Short-Term Goals:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Long-Term Goals:**

4. \_\_\_\_\_

**How will you measure your progress? Be specific.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Who or what will verify that you have reached the goals?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What do you need to do differently to help you to obtain these goals? Use back of page if needed.

**American Samoa Comprehensive Career Guidance and Counseling  
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Grade 9 – Lesson 5**

**GRADE 9 LESSON 5: Your Future! Your Goals!**

**Time Required:** 30-45 minutes

**Content Standards:**

PS.S.9.8 Students will make decisions, set goals, and take necessary action to achieve goals.

A.S.9.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life-span.

A.S.9.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competencies: Students will...

A.C.9.1.03 Review and build upon educational skills necessary to progress toward life-long learning goals.

A.C.9.2.02 Establish challenging academic goals in high school

PS.C.9.8.03 Develop an action plan to set and achieve realistic goals.

**GOAL:** Students will write or develop a visual, expressing success goals they wish to obtain in high school.

**Activity Statements:**

Student will set long term goals by developing a written document or visual for following to reach goals they wish to accomplish while in high school. The end results will show or describe what these goals will mean to them after graduation.

Materials:

1. Pencil/Paper
2. Handout 1 *“Core Subjects and Necessary Skills”*
3. Handout 2 *“Directions for Setting Graduation Goals”*

**Procedures:**

Using Handout 1, assign students to form groups for discussing the information on the Handout and why they believe these skills are necessary or not necessary. Remind them to be prepared to explain to the rest of the group why they as a group agreed on what is being presented.

Using Handout 2, assign students to follow the directions on Handout 2 to set future goals.

**Handout 1:** *“Core Subjects and Necessary Skills”*

**Discussion:**

- Why do employers and leaders believe that all students should have such skills?
- What are the most important skills and knowledge you should obtain while in high school?
- What is something that you plan to change to help you obtain these skills while in high school?

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- Who would be your mentor or advisor on obtaining such skills and reaching your future goals?

**Additional Resources:**

**Extension Activities:**

Upon completion of the assignment related to Handout 2, have student complete information in their portfolio folder for review by your counselor.

Have students complete Long Term Goals for their Portfolio

Have students complete Life Goals for their Portfolio

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**Handout 1: Core Subjects and Necessary Skills**

Mastery of core subjects and the necessary skills for future success in all employment areas have been determined through federal collective organizing of employer needs and demands. These are sometimes call 21st century skills. Legislation such as No Child Left Behind has emphasized the need for all students to obtain such skills.

Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving other skills into core subjects:

Global Awareness

- Using skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

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**Environmental Literacy**

Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems

Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, etc.)

Investigate and analyze environmental issues, and make accurate conclusions about effective solutions

Take individual and collective action towards addressing environmental challenges (designing solutions that inspire action on environmental issues)

**Learning and Thinking Skills.**

Students need to learn academic content, they also need to know how to keep learning—make effective and innovative use of what they know—throughout their lives. Learning and thinking skills are:

Critical-Thinking and problem-solving skills

Communication skills

Creativity and innovation skills

Contextual learning skills (relating subject matter content to real world situations)

Information and media literacy skills

**ICT Literacy**

Information and communications technology (ICT) literacy is the ability to use technology to develop knowledge and skills.

**Life Skills**

leadership

ethics

accountability

personal productivity

personal responsibility

people skills

self-direction

social responsibility

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**Handout 2: Directions for Setting Graduation Goals Assignment**

**Directions:** Imagine that you have just completed your four years of high school and you are reflecting on your achievements. If you had obtained your highest goals, what would they be? What would you have achieved? In a written document (style of your choice) write down these as if all has happened or depict the results of all that happened in a visual (drawing, poster, video, etc.) This assignment will help you stay on tract as you continue through high school. Basically, think that you have just graduated and you are showing/writing about what all you accomplished while in high school. Remember those things listed below while deciding what you will complete for this assignment:

- Grade Point Average
- School Attendance
- Behavior
- Friends
- Family
- Community Service
- Extra-curricular Activities (Clubs, Athletics, etc.)
- Study Skills
- Time Management
- Organization
- Post Secondary Preparation (dual credit, AP courses, technical programs, etc.)
- Post Secondary Goals for Career Plan



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**GRADE 9 LESSON 6: WHAT YOU NEED TO KNOW AND REVIEW!**

**Time Required:** 30-45 minutes

**Content Standards:**

A.S.9.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies: Students will...**

A.C.9.1.06 Make annual revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.

**GOAL: Students will review their mid-term reports and, examine current progress towards meeting first semester graduation requirements and plan for school success.**

**Activity Statement:**

Students will review and discuss graduation requirements, examine their mid-term reports, determine progress, and develop a plan of action to improve school success.

**Materials:**

1. Pencil/pen
2. Handout 1 – Local and Current Requirements
3. Handout 2 - *Student Credit Checklist* and *Graduation Checklist*
4. Transcript or report card from last year
5. Handout 3 – *Checklist for Grading Period*

**Procedures:**

- ✓ Distribute copies of the Student Credit Checklist, graduation requirements and last year's transcript to students.
- ✓ Instruct students to:
  - a. Check off courses on graduation checklist that were completed last year and make note of any 9<sup>th</sup> grade courses in which they are failing or doing poorly.
  - b. Place checklist in portfolio folder for further reference.
  - c. Review their schedules to determine if they are in appropriate ability-level courses required for the current school year.
- ✓ Discuss school procedures to make any schedule adjustments to revise course levels that match the students' abilities.
- ✓ Review tutoring and study assistance available in the school.
- ✓ Handout

**Discussion:**

You will need to ask general question to assure students understand their schedules and the school's graduation requirements. Sample questions:

1. According to your schedule:
  - a. Where will you go during second period?
  - b. What are the names of the course you are currently taking?
2. According to the school's graduation requirements:

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- a. How many math credits are required for graduation?
  - b. How many English classes are necessary for graduation?
  - c. What classes do you still need in order to graduate?
  - d. Based on the list of graduation requirements you have been given, will you meet promotion requirements? (List their requirements here.)
3. Have you met with your counselor for credit evaluation and discussed your future educational plans?
  4. Discuss tutoring programs and support services that are available.

**Closing Statement:**

High school success is based on successful completion of promotion requirements. If students have been unsuccessful, it is essential that you seek assistance from the school counselor to revise your schedule and to locate resources to help you improve your academic performance.

Additional Resources:

**Extension Activities:**

Check with grade-level counselor to make any necessary course changes to stay on track for graduation. Seek help with study skills and take advantage of tutoring provided by the school or community. Develop personal school improvement plan after completing the *Checklist for the Current Grading Period*.

Activity:

Have students outline their support plans for any required tutoring or study assistance and include in their portfolio.

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HANDOUT 1 - School's Graduation Requirements Currently

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**HANDOUT 2: GRADUATION CHECK LIST:**

NAME: \_\_\_\_\_ STUDENT NO: \_\_\_\_\_

Instructions: Place a checkmark in each square for each ½ credit course you pass. Circle any courses that you failed that will need repeated in order to graduate. Each CHECKED or passed box is a semester which equals ½ credit. Total required credits needed for graduation: \_\_\_\_\_

**English 4 credits:**

- English 9
- English 10
- English 11
- English 12
- \_\_\_\_\_

**Social Studies 4 credits:**

- World Studies
- US History
- Civics/Government
- \_\_\_\_\_

**Math 4 credits, 3 of which must be Algebra 1 and above:**

- Algebra I
- Geometry
- Algebra II
- \_\_\_\_\_
- \_\_\_\_\_

**Science 3 credits:**

- Phys Science 9
- Biology
- Chemistry
- Physics
- \_\_\_\_\_
- \_\_\_\_\_

**Fitness 2 credits:**

- Health 9
- Health 10
- PE 9
- PE 10

**The Arts 1 credit (art, music, theater, or dance fine arts):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Computers/Keyboard 1 credit:**

- Key/Comp
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Electives 2 credits:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Career Pathway**

- Professional
- Skilled Level

**Career Concentration**

- 4 credits:**
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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**Handout 3 - Checklist for the Current Grading Period**

If you are not completely satisfied with your grades for the grading period, the checklist below may help in evaluating your performance in the classroom.

- \_\_\_ **Attendance**—Has your attendance been regular? Have you been tardy?
- \_\_\_ **Makeup Work**—If you have had to be absent from school, have you done all makeup work?
- \_\_\_ **Book**—If a book is required for class, have you brought it each day? Have you read materials in the book relating to the lessons or as the teacher has assigned?
- \_\_\_ **Materials**—Have you brought all necessary materials to class every day? (pens, paper, notebook, etc.)
- \_\_\_ **Assignments**—Have you completed all assignments and turned them in on time?
- \_\_\_ **Study time**—Have you spent time at home studying and completing assignments?
- \_\_\_ **Attitude**—Have you had a positive attitude in class?
- \_\_\_ **Behavior**—Has your behavior interfered with class instruction or your understanding of assignments?
- \_\_\_ **Concentration/Focus**—Have you been focused on the teacher and the assignments in each class?

***REMEMBER - Bringing materials/tools to work and doing the work as assigned by a supervisor are tasks expected on any job outside or after school. A positive attitude and focusing on assigned duties***

NOW here this! Your job is that of a (employee) student and tasks are done my way (supervisor)! If you do not come prepared with tools for work, we do not need you on the job!



*Adapted from: Louisiana Teachers As Educational Advisors and Mentors  
<http://www.doe.state.la.us/lde/uploads/4879.pdf>*

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Grade 9 – Lesson 7**

**GRADE 9 LESSON 7: IMPROVING HOW YOU STUDY!**

**Time Required:** 30-45 minutes

**Content Standards:**

- A.S.9.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- A.S.9.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies Students will...:**

- A.C.9.1.08 Develop a variety of strategies to improve learning.
- A.C.9.2.01 Learn and apply the study skills necessary for academic success at each level.

**GOAL:** Students will improve in their study habits.

**Activity Statement:**

Students will complete a survey of their study habits and select resolution(s) regarding a particular habit where they can improve.

**Materials:**

1. Handout 1 -- Personal Study Skills and Habits Review Survey
2. Handout 2 -- Study Skills Tip Sheet
3. Pen/pencil

**Procedures and Discussion:**

1. Use an overhead, chalkboard or power point machine to display discussion items when possible. Counselor/Instructor will begin the class with definitions and words to clarify. Example: “What is a habit?” “What does positive and negative mean in relation to a habit?” This discussion about habits, both positive and negative will be continued until counselor/instructor is satisfied that all students have the appropriate ideas about habits.
2. Counselor/instructor will transition this discussion into personal study-skills habits/strategies. The counselor will ask, “Do you use study-skills habits?” Allow for the students to give responses throughout the discussion. Facilitate a brief discussion about how these habits/strategies were developed and/or learned.
3. Then, pass out the “Personal Study Skills and Habits Review Survey.” Allow time for the students to complete both the survey and the questions.
4. After the students have completed the survey and questions, facilitate a class discussion about the study-skills habits students consider to be their strongest and the study-skill habits students consider to be their weakest. (This may need to be on the next day.)

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5. Pass out the “Study Skills Tip Sheet” to all students and go over (discuss) the tips sheet with the students. Explain that these tips along with the study-skill habits they are already using will help them be successful in high school. It should also be noted that weaker study-skills habits can be developed to be more successful. The instructor will instruct students to read “Study Skills Tip Sheet” and highlight, underline or circle tips they will implement in order to successfully achieve their goals in high school.
6. The counselor should collect the student’s survey sheet to review with each student individually and then have them keep in their portfolio for review after any extra help issues are resolved. These surveys may be used to identify students who need individual or small group sessions to strengthen positive study-skills habits.

**Additional Resources:**

Counselor: [http://www.ehow.com/list\\_6386840\\_study-skills-activities-high-school.html](http://www.ehow.com/list_6386840_study-skills-activities-high-school.html)  
Students: <http://www.collegeboard.com/student/plan/>

Refer to activities in the American Samoa Tabloid.

**Extension Activities:** Students can review suggestions for improving study skills on the College Board website above.

Adapted from: Missouri Comprehensive Guidance Center  
<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning>



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**Handout 1: Personal Study Skills and Habits Review Survey**

**DIRECTIONS:** Read each question about your personal study skills and habits. Rate yourself and check the appropriate box. Answer the three questions after the survey using complete sentences.

Question	Yes	Sometimes	No
1. Do you have a regular time to study?			
2. Do you have a regular place to study?			
3. Do you try to study when you are alert/rested?			
4. Do you begin the study of a topic by quickly glancing over the topic to see what it is about?			
5. Do you think through or process information instead of just reading it?			
6. Do you concentrate fully when you are studying?			
7. Do you express in your own words what the author is saying?			
8. Do you review material/information of each subject that you have studied from previous days?			
9. Do you take meaningful/useful notes over what the teacher says in class?			
10. Do you put notes in an outline form as soon as possible after taking them?			
11. When reviewing your notes do you have enough details to remember what the topic was about?			
12. During lectures, do you look and listen to the teacher?			
13. Do you think about what the teacher is saying as well as listen to what he or she is saying?			
14. Do you think about ways the subject you are studying may be helpful to you later in life?			
15. When you are reading do you keep in mind the overall idea, topic or story?			
16. Do you believe that in addition to learning the details of a subject it is important to know the overall idea as well?			
17. Do you deliberately prepare yourself for participation in class discussions?			
18. Do you deliberately prepare yourself for open-note quizzes or tests?			
19. Do you think through the meanings of test questions before you answer them?			
20. Do you write all homework assignments, tests and projects in your planner to remind yourself of due dates?			

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Review your survey responses and then answer the following questions.

1. Do you think your study-skills habits/strategies are helping you be academically successful? Why or why not?

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2. Please describe your most successful study-skill habit/strategy. Please include where you learned it and how it helps you.

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3. After reviewing your responses to the Study Habits Survey, which habits/strategies do you need to improve in order to successfully achieve your goals in high school?

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**Handout 2: Study Skills Tip Sheet**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**General Study-Skill Tips:**

1. Set up a daily time and place to study.
2. Write down homework assignments, tests and projects along with due dates.
3. Review your notes and handouts on a daily basis.
4. Begin intensive test preparation. Study each day as if you have a test the next day.
5. Always look for new study-skills habits/strategies that may work for you!

**Note-Taking Tips:**

Good note-taking habits can improve your ability to learn and shorten your time when preparing for a test!

1. Listen carefully to the teacher.
2. Always write down things the teacher:
  - a. Writes on the board or overhead.
  - b. Says are important to remember.
  - c. Says over and over and over again.
3. Take your notes in outline form and write clearly!
4. Always put examples, page numbers or reminders next to your notes.
5. Leave room on your paper to expand or add to your notes after class.

**Textbook Reading Tips:**

If you are better capable of reading for content and taking notes out of your textbook, you will better understand big ideas and the vocabulary of the unit.

1. Get the “Big Picture” first. This means glancing through the chapter headings and subheadings.
2. Skim pages if you are looking for a general idea.
3. Read slowly if you are looking for details.
4. Read the summary paragraphs at the end of each section or chapter to get the general idea.
5. Try keeping the following system going until you get used to following it:
  - Skim: Skim the chapter before reading it. Be sure to pay attention to all pictures, charts, and diagrams.
  - Question: After skimming the chapter, write down two or three questions about the chapter or section.
  - Read: Read the chapter carefully while taking outline notes of what you are reading.
  - Review: Review your notes and use them to answer the questions you developed after you skimmed the chapter.
  - Recite: Quiz yourself on the main concepts of the chapter.

**Test-Taking Tips:**

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Using these tips will help you be more confident when taking your test and will help alleviate symptoms of test anxiety.

1. Before the test:
  - a. Have several study sessions prior to the test day.
  - b. Do not cram the night before!
  - c. Anticipate/predict test questions. Creating a practice test can help with this.
  - d. Complete any review sheets a teacher gives you.
  - e. Review all notes, outlines, note cards, quizzes and/or review sheets for the current test materials.
  - f. Take a deep breath before entering the classroom and tell yourself that you will do well because you have prepared well.
2. During the test:
  - a. Relax and take slow deep breaths if you need to calm yourself down.
  - b. Look over the entire test first.
  - c. Manage your time so that you are able to complete all sections.
  - d. Read all directions very carefully.
  - e. Answer questions you know first.
  - f. Circle questions you can't answer; go back and answer them last.
  - g. Review all your answers before turning in your test.
3. After the test:
  - a. Read any comments made by your teacher.
  - b. Correct any wrong answers so you can use the test as a way to learn more about a subject AND to study for finals.
  - c. Talk with your teacher if you have any questions about an answer.

**Short Hand Tips:**

Developing a short hand system will allow you to take notes in less time.

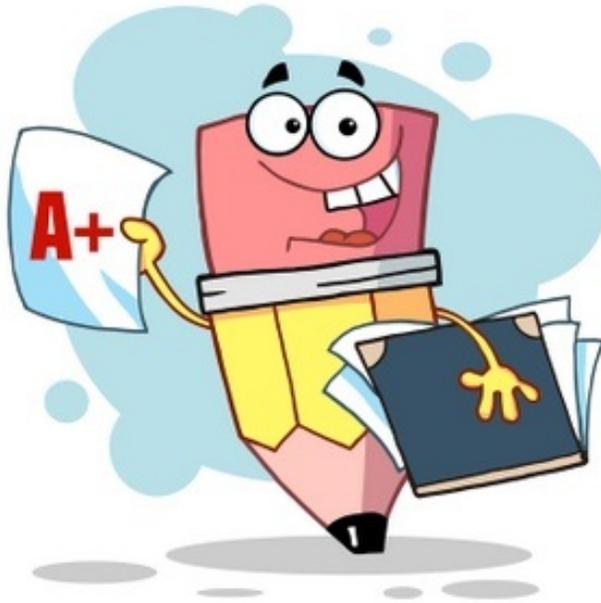
1. Abbreviate words by:
  - Dropping middle letters such as “cont’d” (continued).
  - Dropping endings of words such as “Oct.” (October).
2. Use common symbols such as:
  - c -- for “about”
  - cf -- for “compare”
  - fg -- for “following”
  - i.e.-- for “that is”
  - e.g.-- for “for example”
  - w/-- for “with”
  - w/o-- for “without”
3. Develop your own common symbols for words that you use frequently in note taking.

**Keeping Focused While Studying Tips:**

Keeping your body healthy and alert will make studying much easier and allow you to retain more information.

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1. Take a short break. Get up and do something after studying for long periods of time. Stretch, take a walk, or get something to eat or drink.
2. After your break, go back to studying. Review your notes to get a fresh start on your subject.
3. Get plenty of sleep.
4. Eat a balanced diet.
5. Exercise regularly.
6. Take time out for fun!



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Grade 9 – Lesson 8**

**GRADE 9 LESSON 8: *HOW DO YOU LEARN?***

**Time Required:** 30-45 minutes

**Content Standards:**

A.S.9.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies: Students will...**

A.C.9.1.08 Develop a variety of strategies to improve learning.

**GOAL:** Students will analyze their intellectual strengths and personal learning style and develop a plan to improve learning.

**Activity Statements:** Students will take a learning styles self – assessment, discuss learning styles, and develop a personal plan to maximize their learning styles.

**Materials:**

Handout 1: *Learning Styles Assessment* (use Tabloid Version or web version)

Handout 2: *Learning Styles Information Sheet*

Handout 3: *Eight Styles of Learning*

Handout 4: *Learning How to Learn*

Handout 5: *Your Fit in Multiple Intelligence*

**Procedures:**

10 minutes - Distribute Handout 1 *Learning Styles Assessment* and ask each student to complete independently.

15 minutes – Divide students into groups by learning style. Ask students to select the group they feel they best fit into, based on assessment results: Visual, Auditory, Tactile or Combination. Ask students to discuss results and use Handouts 2 – 5 to come up with learning strategies they feel best fit their particular learning style.

10 minutes – Have students independently complete “My Plan” on Handout 3 to develop their individual plans to improve learning.

**Discussion:**

Learning, like fingerprints, can be unique to each individual. By learning about how we learn best, we can improve our learning and improve on our styles.

- ▶ What is your dominate style of learning?
- ▶ What surprised you about your results?
- ▶ Name something you are really good at.
- ▶ What are some suggested techniques for each learning style? Visual , Auditory, Tactile

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- ▶ What is a new technique you plan to try?

**Additional Resources:** Before telling students to visit these websites, try them for yourself to ensure you understand the processes and requirements. Most do not require sign-in but could begin to:

<http://learning-styles-online.com/inventory/>

<http://www.agelesslearner.com/assess/learningstyle.html>

[www.agelesslearner.com/assess/learningstyle.html](http://www.agelesslearner.com/assess/learningstyle.html)

<http://www.muskingum.edu/~cal/database/>

<http://www.uwrf.edu/AcademicSuccess/StudySkillsLinks.cfm>

American Samoa Tabloid

See: Additional Teacher Information Sheet: “Teacher Resource Information”

**Extension Activities:** On your own, go to one or more of the above websites, complete the assessments; continue to learn about yourself and try new techniques that fit your learning style.

**Activity:**

Have students record their Learn Style Inventory Results in their Portfolio

Have students record their thoughts and plans for incorporating their learning style knowledge in their portfolio and or journal.

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Teacher Resource Information:

What is “Differentiated Instruction”?

Differentiation instruction is designed to maximize each student’s growth by meeting each student where he or she is and helping the student to progress. This means offering several different learning experiences in response to student’s varied needs. Learning activities and materials may be designed or revised by difficulty to challenge students at different readiness levels, by topic in response to students’ preferred ways of learning or expressing themselves.

This is not the individual education program-IEP- approach where there are different experiences for all 20-30 students in the class. Typically two to four different learning experiences are offered by the teacher, or students are given opportunities to make their own choices. Teachers undertake differentiation in a variety of ways.

As a teacher, you can use numerous strategies and tools to differentiate instruction. Remember, there are several key characteristics or elements that form the foundation of effective differentiated learning environments:

- Teachers and students accept and respect one another’s similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work-work that is challenging, meaningful, interesting, and engaging.
- The teacher is a coordinator of time, space, and activities rather than a provider of information. This helps students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students have choices about topics they wish to study, ways they want to work, and how they demonstrate their learning.
- The teacher uses a variety of instructional strategies to help target instruction to student needs.
- Students are assessed in multiple ways, and each student’s progress is measured at least in part from where that student begins.

ODE Differentiated Curriculum Website: <http://www.ode.state.or.us?sped/spedareas/tag/differentiated.htm>

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**Handout 2: LEARNING STYLES INFORMATION SHEET**

**What are learning styles?**

Learning styles are simply different methods or approaches or ways of learning that different people do best.

**What are the types of learning styles?**



- Visual Learners:** These learners need to see the teacher’s presentation and visual displays such as illustrations in books, videos, handouts, etc., to better “see” the lesson. Visual learners usually take detailed notes to “see” the lesson in their own words.

- Auditory Learners:** These learners need to “hear” and tend to learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. To these learners the written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.



- Tactile/Kinesthetic Learners:** Tactile/Kinesthetic learners tend to learn best through a hands-on approach, actively exploring the physical part of the lessons. They may find it hard to sit still for long periods of time and may become distracted by their need for activity and exploration.



Go to the following website for more information on improving learning!  
<http://www.uwrf.edu/AcademicSuccess/StudySkillsLinks.cfm>

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**Handout 3: Eight Styles of Learning**

**Linguistic Learner**

likes to: read, write and tell stories.  
is good at: memorizing names, places, dates and trivia.  
learns best by: saying, hearing and seeing words.

**Logical/Mathematical Learner**

likes to: do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.  
is good at: math, reasoning, logic and problem solving.  
learns best by: categorizing, classifying and working with abstract patterns/relationships.

**Spatial Learner**

likes to: draw, build, design and create things, daydream, look at pictures/slides, watch movies and play with machines.  
is good at: imagining things, sensing changes, mazes/puzzles and reading maps, charts.  
learns best by: visualizing, dreaming, using the mind's eye and working with colors/pictures.

**Musical Learner**

likes to: sing, hum tunes, listen to music, play an instrument and respond to music.  
is good at: picking up sounds, remembering melodies, noticing pitches/rhythms and keeping time.  
learns best by: rhythm, melody and music.

**Bodily/Kinesthetic Learner**

likes to: move around, touch and talk and use body language.  
is good at: physical activities (sports/dance/acting) and crafts.  
learns best by: touching, moving, interacting with space and processing knowledge through bodily sensations.

**Naturalistic Learner**

likes to: be outside, with animals, geography, and weather; interacting with the surroundings .  
is good at: categorizing, organizing a living area, planning a trip, preservation, and conservation.  
learns best by: studying natural phenomenon, in a natural setting, learning about how things work.

**Interpersonal Learner**

likes to: have lots of friends, talk to people and join groups.  
is good at: understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.  
learns best by: sharing, comparing, relating, cooperating and interviewing.

**Intrapersonal Learner**

likes to: work alone and pursue own interests.  
is good at: understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original.  
learns best by: working alone, individualized projects, self-paced instruction and having own space.

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**Handout 4: Learning How to Learn**

Once you have figured out the way you learn, you will need to use specific strategies to fit into your way of learning. For example, if you are a visual learner, you could use a highlighter when reading a text book to “highlight” the notes you take in specific areas as they are “bold” or highlighted in the text. The bright color would appeal to your artistic sense and help you concentrate on the reading.

Many teachers try to use methods in teaching to ensure that students of different learning styles can get some of the lesson in a way that is best for them. Here are some more practical suggestions pertaining to each learning style:

**Visual Learners:**

- ★ use visual materials such as pictures, charts, maps, graphs, etc.
- ★ have a clear view of your teachers when they are speaking so you can see their body language and facial expressions
- ★ use color to highlight important points in your notes
- ★ take notes or ask your teacher to provide handouts
- ★ illustrate your ideas as a picture or chart
- ★ write a story about the lesson and illustrate it
- ★ use multi-media (e.g. computers, videos, and filmstrips)
- ★ study in a quiet place away from verbal disturbances
- ★ find and read illustrated books about the lesson topics
- ★ visualize information as a picture to aid memorization - “get a picture in the mind’s eye”

**Auditory Learners:**

- ▶ participate in class discussions/debates
- ▶ make speeches and presentations
- ▶ use a tape recorder during lectures instead of taking notes
- ▶ read text out aloud
- ▶ create musical jingles to aid memorization
- ▶ create mnemonics or other hearing devices to aid memorization
- ▶ discuss your ideas verbally
- ▶ dictate to someone while they write down your thoughts
- ▶ use verbal analogies, and story telling to demonstrate your point

**Tactile/Kinesthetic Learners**

- take frequent study breaks
- move around to learn new things (e.g. read while on an exercise bike, mold a piece of clay to learn a new concept or other “hands on” methods)
- work in a standing position
- chew gum while studying
- use bright colors to highlight reading material or study notes

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- dress up your work space with posters
- listen to music while you study
- skim through reading material to get a rough idea of what it is about before settling down to read for detail.

Source: [http://www.ldpride.net/learning\\_style\\_work.html](http://www.ldpride.net/learning_style_work.html)

**My Plan**

My dominant learning style is \_\_\_\_\_.

My secondary learning style is \_\_\_\_\_.

My intellectual strengths are \_\_\_\_\_

Techniques that fit my style I'm willing to try are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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**Handout 5: Your Fit in Multiple Intelligence**

**What are the types of Multiple Intelligence?**

**Visual/Spatial Intelligence: ability to perceive the visual.**

These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.



**Their skills include: puzzle-building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.**



**Possible career interests: navigators, sculptors, visual artists, inventors, architects, interior designers, mechanics, engineers**

**Verbal/Linguistic Intelligence: ability to use words and language.**

These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.



**Their skills include: listening, speaking, writing, story-telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.**

**Possible career interests: Poet, journalist, writer, teacher, lawyer, politician, translator**

**Logical/Mathematical Intelligence: ability to use reason, logic and numbers.**

These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.



**Their skills include: problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning**

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and wondering about natural events, performing complex mathematical calculations, working with geometric shapes

Possible career paths: Scientists, engineers, computer programmers, researchers, accountants, mathematicians

**Bodily/Kinesthetic Intelligence:** ability to control body movements and handle objects skillfully.



These learners express themselves through movement. They have a good sense of balance and eye-hand coordination. (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Their skills include: dancing, physical coordination, sports, hands-on experimentation, using body language, crafts, acting, miming, using their hands to create or build, expressing emotions through the body



Possible career paths: Athletes, physical education teachers, dancers, actors, firefighters, artisans

**Musical/Rhythmic Intelligence:** ability to produce and appreciate music.



These musically-inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

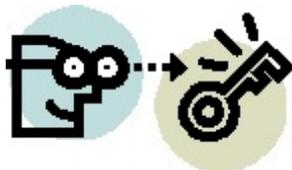
Their skills include: singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music



Possible career paths: musician, disc jockey, singer, composer

**Interpersonal Intelligence:** ability to relate and understand others.

These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage cooperation. They use both verbal (i.e. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.



Their skills include: seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counseling, cooperating in groups,

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noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

Possible Career Paths: Counselor, salesperson, politician, business person

**Intrapersonal Intelligence: ability to self-reflect and be aware of one's inner state of being.**



These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Their Skills include: Recognizing their own strengths and weaknesses, reflecting and analyzing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others

Possible Career Paths: Researchers, theorists, philosophers

Source: <http://www.ldpride.net/learningstyles.MI.htm#types%20of%20learning%20styles>

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**GRADE 9 LESSON 9: Esprit de Corps: Getting Involved!**

**Esprit de corps means the pride and honor shared by the members of a group. (noun)**

**Time Required: 30-45 minutes**

**Content Standards:**

PS.S.9.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will...**

PS.C.9.7.06 Identify activities the individual student might participate in to become a contributing member of a school community.

**GOAL:** Students will familiarize themselves with their school’s athletic teams, clubs, and other school activities.

**Activity Statement:**

Students will identify which extracurricular activities that they might be interest in joining.

**Materials:**

1. Handout 1: Student Survey
2. Pen/pencil
3. Handout 2: List of Extra-Curricular Activities/Power Point or School Program

**Procedures:**

1. Distribute the list of extracurricular activities included and read through it with your group. Feel free to add any activities that your school has that are not on the list. Cross off activities that your school does not offer. Obtain a list of faculty sponsors in your school to share with students. Have students write each sponsor’s name next to the club or sport.
2. Have students indicate any activities they are already involved in by putting a check mark next to them.
3. Have them put an “X” next to those that they would be interested in joining and/or would need more information about before joining.

**Discussion:**

1. Why do you think many colleges and universities and even employers want to know if high school students were active in extracurricular activities?

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2. What club or activity would you like to see the school add? What teacher do you think would be a good sponsor?
3. Why do you think that schools pay attention to the grades of students who are members of teams? Is this a good idea?

**Activity:**

Have students record their extra-curricular activities in the Experiences and Activities section of their Portfolio.

Have students complete the Hobbies & Interests and Extracurricular Activities section of the Portfolio (See Portfolio Handout 3 – Abilities, Activities & Awards)

**Closing Statement:**

Extracurricular activities provide another way for students to demonstrate some of their abilities and self-discipline.

**Additional Resources:**

Benefits of Extra-curricular Activities: <http://www.collegeboard.com/student/plan/high-school/113.html>

**Extension Activities:**

1. Talk to several students about their school involvement. Talk to coaches about sports you are considering. Consider being a helper to a sport, such as a sports recorder, if you do not consider yourself athletic.

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Handout 1: Student Survey of Extra-Curricular Activities

ATHLETICS			CLUBS		
	In Now	Interested		In Now	Interested
Baseball			Acad. Decathlon		
Basketball			Yearbook		
Bowling			Art		
Cross-Country			Photography		
Football			Band		
Golf			Checkers		
Soccer			Chess		
Swimming			Chorus		
Tennis			Color Guard		
Track			Computer Club		
Volleyball			Debate		
Wrestling			Drama		
Cheerleading			FFA (Future Farmers of America) (Agri)		
Pom-Pom			FHA		
Dance Squad			Future Teachers Of America (FTA)		
Weight-Lifting			History Club		
Gymnastics			Students Against Drunk Driving (SADD)		
Boating			Junior Achievement		
Drill Team			Key Club		
			Law Club (Legal Team)		
			Math/Science Club		
			Newspaper		
			Peer Helpers/Tutor		

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**GRADE 9 LESSON 10: IMPROVING WHO YOU ARE: Portfolio Development**

**Time Required:** 30-45 minutes

**Content Standards:**

- C.S.9.5 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and post-secondary training/education.
- A.S.9.3 Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Competencies: Students will...**

- C.C.9.5.01 Maintain a career planning portfolio.
- A.C.9.3.04 Review high school plan, grade level checklists, and demonstrates knowledge of grade level culminating projects including the Senior Project

**GOAL:** Students will begin to create their career portfolios.

**Activity Statements**

Students will discuss the importance of a career portfolio and take steps to begin building their high school portfolio.

**Materials:**

- Career Portfolio format for each student. This may be within a computer program or a format created by the instructor.
- Portfolio example(s) – real and expanded.
- Handout 1: Portfolio Planner
- Handout 2 – Building Your Portfolio
- Other school specific handouts for recording work experience and community service

**Procedures:**

- Show students an example of a portfolio.
- Discuss the “Building Your Portfolio” handout for a comprehensive list of items the student will accumulate in portfolio throughout high school. Suggestions:
  - Personal Plan of Study
  - Personal Mission/ Philosophy Statement(s)
  - Evidence of Skill Development
  - Reflection papers
  - Post-Secondary Education Training Options
  - Others
- Distribute Handout 1 and ask students to fill in what they can.
- Explain that the school will provide portfolio folders for each student or students are instructed to design a “mechanism” for collecting AND organizing the information

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(e.g. file box with dividers and folders, a cardboard box, or loose-leaf binders for each subject).

- Students are instructed to continue to collect information for their portfolio as they continue through high school. Classroom guidance lessons will include processes and products that will be included; however, the portfolio is developed FOR THE STUDENT to use in future endeavors and as such will require the students to think creatively about how best to represent himself/herself.
- Explain how the portfolio is used for college entrance and/or future jobs and opportunities.

**Discussion:**

1. What is a Portfolio?
2. What is a portfolio used for?
3. What should one put into their portfolio?
4. What do I still need for my portfolio?
5. Why are each of these items important?
6. What are some ways to organize portfolio materials?

**Additional Resources:**

High School Portfolios <http://www.dodea.edu/HSi/portfolio.htm>  
Electronic Portfolios <http://electronicportfolios.org/hs/index.html>

**Extension Activities:**

Provide students with school-specific forms to document community service, volunteer work, work experience, sports records, etc.

**Activities:**

Have students explore their Portfolio on the website of their school. You may wish to concentrate on one area within the Portfolio and have the students fill out their relevant information.

**Resources:**

Lesson Plan – Creating Your Own Overall Personal Portfolio and Career Portfolio  
Lesson Plan – Introduction to Lifelong Portfolios  
Lesson Plan – Storing Your Portfolio Plus More

**Reporting:**

Teachers and counselors with permission to access online tools for students and/or to keep paper portfolios for students in files may review during advisement sessions.

**Counselors: Discuss the benefits of using a Portfolio to track plans and progress. Verify that all students have logged into or reviewed their Portfolios by viewing Date Last Changed / Login History Portfolio Report**

**Adapted From:**  
**Missouri Comprehensive Guidance Center**  
<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning>

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Handout 1: Building Your Portfolio

*Why a Portfolio?* A portfolio is a tool that allows you to professionally package yourself, portraying your best assets and to enhance your chances of obtaining your primary goals after high school whether it is obtaining scholarships, admissions to your post-secondary school of choice, or landing a job. The portfolio contains all items necessary to complement your applications and eliminates the need to scramble at the last minute to get things together. The portfolio is a work in progress and needs to be updated as you complete new accomplishments. Consider it a lifelong process that you can modify to fit the demands of the situation. You will also be required to present your portfolio. A regularly updated portfolio will allow you to approach the post-secondary application process with confidence.

Your portfolio should contain...

- Your Goals Letter
- Checklist by grade level
- Individual Education, Career and Learning Plans (with two-year and four-year options)
- Interests Inventories
- Graduation checklist
- Unofficial Transcript
- Copies of tests scores (grade level, college entrance, etc.)
- Certificates of recognition/achievement with Descriptive Page to explain the certificate
- Extra-Curricular Activities Sheet with Activity Sheets included (i.e., district winner, state winner, tournament winner, etc.)
- Community/Service Learning Activities Record
- Work experience record including shadowing
- Experiential learning
- Essays
- Resume
- Three letters of recommendation
  - ✓ two from teachers or other school personnel
  - ✓ one from community leader or employer
- Life Plan
- Competed Job Application (on the basis that you have been out of high school for five years)
- Complete post-secondary application
- Senior Project Plan and Outline for Paper

*Other documentation you may want to keep in your Tool-Kit folder:*

- copy of birth certificate
- copy of immunization records
- documentation of your previous year's income (or parents')
- copy of parent's tax return (previous year) – this information is often requested by scholarship agencies.

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- completed copy of FAFSA (explained later)
- completed copy of post-secondary applications to the specific schools you wish to attend
- Worksheet for College Applications
- Annual yearly Checklist
- Detailed Senior Year Checklist
- College Comparison Worksheet
- Copy of completed FINAL FAFSA*

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**GUIDANCE PORTFOLIO: (6-year Career and Educational Plan)**

Contact/Counselor	
<b>Region</b>	
<b>Phone</b>	
<b>Email</b>	
GRADE LEVEL(S)	
STUDENT INDICATOR(S)	
TIME REQUIRED	50 group presentation 50 workshop 20 individual appointment
MATERIALS NEEDED	Guidance Portfolios required one for each student High School Curriculum Guide
ACTIVITY SUMMARY	It is required that all student to have a career plan by the end of 9 <sup>th</sup> grade. This lesson helps students to first develop the knowledge and skills they need for meaningful planning and then create a guidance portfolio including a four-year high school course plan related to a tentative career pathway. Students participate in an information sharing session, workshop, and individual guidance session.
PROCEDURES	Activity 1: Educational Planning Extravaganza (time required – 50 minutes) This activity works best in small or classroom size groups. At this meeting, the facilitator introduces various content related to educational planning including, but not limited to: <ul style="list-style-type: none"> <li><input type="checkbox"/> graduation requirements</li> <li><input type="checkbox"/> diploma types</li> <li><input type="checkbox"/> course offerings for the following year</li> <li><input type="checkbox"/> post-secondary admissions requirements (for all types of post-secondary education including apprenticeships and skill training through the military)</li> <li><input type="checkbox"/> vocational school (area career center) admissions requirements</li> <li><input type="checkbox"/> NCAA eligibility requirements</li> </ul>

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<b>PROCEDURE</b>	<p>Activity 2: Educational Planning Workshop (time required – 50 minutes) This activity works best in small group or classroom size groups. At this session, students are given 1) a copy of the High School Curriculum Guide and 2) their Guidance Portfolio (folder). Students are asked to complete the front cover (Post High School Plan) and back cover (Four-Year Course Plan) of their portfolio. The portfolio is completed in pencil so students can make changes in the future. Eighth graders complete this information for the first time. Ninth, tenth, and eleventh graders update their portfolios.</p> <p>Activity 3: Individual Planning – 20 minutes Counselors or advisors meet individually with students (and if possible, parents). The following procedure is followed:</p> <ul style="list-style-type: none"> <li>• Add grades from the past semester (or two semesters) to the student’s Course Plan.</li> <li>• Review the student’s career plans, post-secondary plans, course selections, and grades. Do each of these four areas support one another. For example, if the student is interested in teaching, is s/he planning to go to college? If the student is interested in the building trades, is s/he taking algebra and drafting? If the student is interested in pursuing a professional degree in medicine, is s/he earning strong grades? When students four areas are not in agreement, advise the student accordingly and note the advise in the review history.</li> <li>• Sign the “Portfolio Review History” and ask the student and parent to do the same.</li> </ul> <p>Note: The inside covers of the folder and exhibitions will be added through additional guidance activities.</p>
<b>EVALUATION:</b>	<p>Effectiveness of the activities is evaluated by determining the percentage of all students who have a complete and up-to-date Guidance Portfolio.</p>

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<b>GUIDANCE PORTFOLIO Academic and Career Planning FOLDER FORMAT</b>
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**The following four pages may be copied onto the inside and outside covers of a file folder to create the Guidance Portfolio. They may also be adapted to meet the needs of the local school.**

**WHAT IS A GUIDANCE PORTFOLIO?**

The Guidance Portfolio is a comprehensive collection of student work that illustrates the student’s efforts, progress, and achievement throughout his or her school years. The portfolio is developed to help the student and parents with educational and career decision making. The portfolio is sequential in that it addresses five different levels of development:

1. Self Awareness
2. Educational and Career Exploration
3. Educational and Career Planning
4. Achievement
5. Transition

**SAMPLE GUIDANCE PORTFOLIO SECTIONS (see following four pages):**

- Post High School Plan
- High School Course Plan
- Exhibitions
- Self Knowledge
- Best Educational Work
- Leadership Skills
- Educational and Career Exploration
- Educational Achievement Reports
- Personal Management Skills
- Educational and Career Exploration
- Transition Materials
- Team Building Skills
- Problem Solving Skills
- Extracurricular Activity Log
- Guidance Activity Log

Remind Students: Consider questions like: “What have I learned?” “How have I grown?” “What is my next target?” “What do I still need to do?” “Who do I need to get help from?”

Counselors: The portfolio enables counselors to help students see the link between learning and future success, between the present and the future. This often enables students and their parents to make more meaningful decisions about school and careers, and often leads to increased motivation and educational rigor for the student.

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Teachers: The Student Planning Portfolio enables teachers and administrators to develop links between curriculum, instruction, assessment, and careers. This helps education be meaningful with application to the real world.

Employers / Post-Secondary Admissions Representatives: The portfolio is a profile of the student's scholastic, leadership, personal management, team building, problem solving skills, and overall potential. Employers and post-secondary admission representatives will be able to review the student portfolio to determine appropriateness of job placement and post-secondary admission.

**STUDENT RESPONSIBILITY**

Students are in charge of their portfolio. They will take responsibility for placing materials in the portfolio and for keeping the portfolio outside and inside covers up-to-date. Students should:

- Date all work
- Select pieces of work that best represent the student for the "Exhibition" section
- Record reasons why the samples were selected
- Assess work, looking for personal growth
- Seek connections between the post high school plans, high school course plans, extracurricular activities, guidance activities, and high school course work.

**TRANSFERRING THE PORTFOLIO**

When students transfer to another school, the student portfolio should be sent to the receiving school along with the student's transcript. When the student graduates from high school, the portfolio should be given to the student.

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Name: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Parent / Guardian Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Social Security Number (optional): \_\_\_\_\_

**POST HIGH SCHOOL PLAN**

**Flexible Career Plan**

--

**Flexible High School Career Major**

--

**Flexible Plan for Additional Education** (circle one):

High School Vocational Program	Four-Year College	Community College	Apprenticeship Program	Occupational Training in the Military	On-the-Job Occupational Training
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**Flexible High School Diploma Goal** (circle one):

Traditional High School Diploma	Core Diploma	Academic Honors Diploma
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**PORTFOLIO REVIEW HISTORY**

<b>9<sup>TH</sup> GRADE</b>	Student:	<b>11<sup>TH</sup> GRADE</b>	Student:
	Parent:		Parent:
	Counselor:		Counselor:
<b>10<sup>TH</sup> GRADE</b>	Student:	<b>12<sup>TH</sup> GRADE</b>	Student:
	Parent:		Parent:
	Counselor:		Counselor:

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**GUIDANCE PORTFOLIO**

The materials in this folder will help you make informed educational and career decisions that will impact your future. Should you transfer schools, this folder will be sent to your new school. Upon graduation, you will be given this portfolio. Add these contents as you complete self-awareness, educational / career exploration, and educational / career planning activities:

**HIGH SCHOOL COURSE PLAN**

1. Use pencil. Write in the courses you plan to take throughout high school.
  - A. Consider your school’s sample four-year course plans for the career major(s) which interests you.
  - B. Consider the following: Graduation Requirements; Academic Honors Diploma; NCAA Eligibility Requirements; Core Curriculum; Post-secondary Admissions Requirements; Scholarship Requirements
2. Review your Four-Year High School Course Plan each semester. Make revisions as your plans change. After each semester, add your grades and credits for that semester.

9 <sup>TH</sup> GRADE				10 <sup>TH</sup> GRADE			
1 <sup>ST</sup> SEMESTER	Grade	2 <sup>ND</sup> SEMESTER	Grade	1 <sup>ST</sup> SEMESTER	Grade	2 <sup>ND</sup> SEMESTER	Grade
TOTAL CREDITS		CUMULATIVE CREDITS		CUMULATIVE CREDITS		CUMULATIVE CREDITS	
CLASS RANK		CLASS RANK		CLASS RANK		CLASS RANK	

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11 <sup>TH</sup> GRADE				12 <sup>TH</sup> GRADE			
1 <sup>ST</sup> SEMESTER	Grade	2 <sup>ND</sup> SEMESTER	Grade	1 <sup>ST</sup> SEMESTER	Grade	2 <sup>ND</sup> SEMESTER	Grade
TOTAL CREDITS		CUMULATIVE CREDITS		CUMULATIVE CREDITS		CUMULATIVE CREDITS	
CLASS RANK		CLASS RANK		CLASS RANK		CLASS RANK	



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<b>GUIDANCE ACTIVITY LOG</b>	
Check each of the activities you have completed.	
<b>SELF-KNOWLEDGE</b>	
<b>Taken a career interest assessment</b>	
<b>Taken a career aptitude assessment</b>	
<b>Taken a career preference assessment</b>	
<b>Identified the career cluster(s) that most closely match my career interests, aptitudes, and preferences.</b>	
<b>Taken a learning styles assessment</b>	
<b>Taken the Graduation Qualifying Exam</b>	
<b>Taken the PSAT or PLAN assessment</b>	
<b>Taken the SAT or ACT assessment</b>	
<b>CAREER EXPLORATION</b>	
<b>Learned how much education will be required for jobs in 2005</b>	
<b>Learned how choices may impact my standard of living</b>	
<b>Learned about the career clusters offered at my high school</b>	
<b>Used a computerized information system.</b>	
<b>Participated in at least one job-shadowing experience</b>	
<b>Participated in an in-depth internship experience</b>	
<b>EDUCATIONAL EXPLORATION</b>	
<b>Accurately visualized each of the following: 4-year college, community college, apprenticeship program, career colleges, military skill training, and on-the-job training</b>	

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***CAREER AND COURSE PLANNER***

*This Career and Course Planner is designed to complement the Student Advisement Program. You will use this tool to help document your career plans, assessment results, experiential learning and course work to help you make meaningful plans for the future.*

**Student Identification**

<b>Name  </b>	<b>Year of Graduation  </b>
<b>Address  </b>	<b>Phone  </b>
<b>City, State, Zip  </b>	<b>Parent/Guardian  </b>
<b>E-mail  </b>	<b>Student Test Number  </b>

**Career Plan**

<b>Careers that interest me</b>	
<b>My career interest inventory results</b>	

**High School Academic/ Career Plan**

**My diploma goal**

College Readiness     Work Readiness     Modified

**Career Cluster:** \_\_\_\_\_

**Review Dates:** \_\_\_\_\_

**Career Concentration:** \_\_\_\_\_

**Postsecondary\* Education Plan**

<b>What I want to do after high school</b>	
<b>Colleges or training programs I want to learn more about</b>	

**\*\*Four-Year University / Two-Year Community College / Apprenticeship / Proprietary School / Military / On-the-Job Training**



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**10<sup>th</sup> Grade**

<b>1st Semester</b>	<b>ECA*</b>	<b>Grade</b>	<b>2nd Semester</b>	<b>ECA*</b>	<b>Grade</b>
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		
<b>Total Credits</b>			<b>Cumulative Credits</b>		
<b>Class Rank</b>			<b>Class Rank</b>		
<b>GPA</b>			<b>GPA</b>		

**11<sup>th</sup> Grade**

<b>1st Semester</b>	<b>ECA*</b>	<b>Grade</b>	<b>2nd Semester</b>	<b>ECA*</b>	<b>Grade</b>
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		
<b>Total Credits</b>			<b>Cumulative Credits</b>		
<b>Class Rank</b>			<b>Class Rank</b>		
<b>GPA</b>			<b>GPA</b>		

**12<sup>th</sup> Grade**

<b>1st Semester</b>	<b>ECA*</b>	<b>Grade</b>	<b>2nd Semester</b>	<b>OCA*</b>	<b>Grade</b>
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		
<b>Total Credits</b>			<b>Cumulative Credits</b>		
<b>Class Rank</b>			<b>Class Rank</b>		
<b>GPA</b>			<b>GPA</b>		

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**Handout Checklist**

Activities I need to complete each year to ensure that I am well-prepared for post-secondary success.

<b>9<sup>th</sup> Grade/Freshman Year</b>	✓	<b>10<sup>th</sup> Grade/Sophomore Year</b>	✓
Attended my high school orientation		Attended my high school orientation	
Developed a study/time management plan		Completed a Credit Checklist	
Wrote goals letter for high school,		Took a career interest inventory	
Took a career interest inventory,		Reviewed activities suggested for 10 <sup>th</sup>	
Took a learning-style assessment,		Assessed my study habits	
Worked with/on online versions of career planning and educational planning		Worked to develop social/ethical/employability skills for the workplace	
Created a portfolio		Learned effective test taking strategies	
Participated in at least one club		Learned about ACT	
Explored careers at websites and with counselor programs		Took the PSAT and/or other national assessment for 10 <sup>th</sup> graders	
Learned about resources in my school/community		Discussed my future plans with my counselor/advisor and family	
Learned about Dual credit courses		Learned writing assessment scoring	
Learned how to prepare for semester tests and how to review credits toward graduation		Explored career clusters and developed a program plan	
Started/continued a foreign language		Reviewed my credits needed to graduate	
Discussed my future plans with my counselor and family		Learned about leadership skills	
Learned about programs of study and how to choose a concentration from the Career Technical Education Programs		Reviewed the reasons for school success and failure	
Learned test taking skills		Improved organizational skills	
Improved organizational skills		Completed ___ community service hours	

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11th Grade / Junior Year	✓	12th Grade / Senior Year	
Learned about personal budget and finances.		Took the SAT and/or ACT to increase scores	
Learned about planners and resumes		Reviewed my credits and transcript	
Continued exploring careers, colleges, apprenticeships and other training programs		Visited college campuses and/or training programs	
Learned appropriate interviewing skills		Attended the financial aid program at my high school	
Registered for rigorous courses		Applied for scholarships <i>(if applicable)</i>	
Took the PSAT and/r an ASVAB assessment		Developed a budget for life after high school	
Took the SAT and/or ACT		Learned about college application	
Discussed the requirements of senior year		Completed all graduation requirements and preparations	
Attended a college fair, college campus, training center or apprenticeship site		Submitted college or training program applications	
Applied for all scholarships and leadership programs that are applicable to my interests and abilities		Applied to the military and took the ASVAB <i>(if applicable)</i>	
Learned about the obligations people have in the workplace and a group setting		Submitted a FAFSA application for need-based financial aid at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> by the deadline	
Discussed my future plans with my counselor and family		Discussed my future plans with my counselor and family	
Reviewed my credit and 5 year plan to graduate		Learned about Financial Literacy—credit cards and debt, housing and car ownership, savings accounts, etc.	
Developed a resume and letters of recommendation while updating my portfolio		Registered for the Selective Service, Voter’s Registration Card , NCAA Clearinghouse <i>(if applicable)</i>	

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Grade 9 – Lesson 11**

**GRADE 9 - LESSON 11: Learning the Report Card and Procedures for Accuracy**

**Time Required:** 30-45 minutes

**Content Standards:**

A.S.9.3: Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Competencies: Students will...:**

A.C.9.3.02: Understand that school success is the preparation to make the transition from student to community member.

**GOAL:** Students will review first nine weeks report card and determine if they are passing required classes for graduation.

**Activity Statements:**

Students will review report card and graduation checklist and determine what they can do to stay on target for graduation and with the goals set in goals letter.

**Materials:**

Report Card  
Handout 1 – Course Checklist (from student’s portfolio file)  
Handout 2 – First Grading Period Checklist  
Goals Letter (from student’s file)  
School ‘*academic support*’ resource list

**Procedures:**

- Distribute portfolio folders to each student
- Have students review *Credit Checklist (Handout 1)*, graduation requirements and first nine weeks report cards to students.
- Instruct students to review ninth grade courses required for graduation and their career plan and compare with grades earned on their report cards.
- Handout goals letter (from each students file) and have students self-analyze if they are on target to meet high school goals.
- If you have new students who have not completed a goals letter, give students instructions from Lesson 9.5 and have them complete their goals letter by next meeting.
- Have students complete *Handout 2 – First Grading Period Checklist*
- Ask student to set three personal goals to improve school success after completing checklist.
- *Share information about “academic resources” available to students in your school, study groups, tutoring, after school programs, mentors, etc.*

**Discussion:**

1. According to the graduation requirements from your school:
  - a. How many math credits are required for graduation?

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- b. How many English classes are necessary for graduation?
- c. Are different classes required for different tracks of study?
- d. What classes do you still need in order to graduate?
2. Based on the list of graduation requirements you have been given, will you meet promotion requirements? (Each school will list their requirements here.)
3. Have you visited your counselor for credit evaluation and discussed your future educational plans?
4. Discuss tutoring programs and support services that are available.

**Additional Resources:**

Effective Study Habits

<http://www.studygs.net/attmot4.htm>

<http://www.studygs.net/concen.htm>

McMillan Publishers: <http://www.palgrave.com/skills4study/sitemap.asp>

**Extension Activities:**

Students who are at high risk for failure or dropping out should be referred to an individual meeting with the school counselor.

**Activity:**

Remind students to use their calendars to keep information and timing on support plans for any required tutoring or study assistance.

**Resources:**

Refer to website resources for additional resources with this lesson.

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**Handout: Checklist for the First Grading Period**

If you are not completely satisfied with your grades for the first grading period, the checklist below may help you to see areas that need or could be improved and in evaluating your performance in the classroom.

\_\_\_ **Attendance:** Has your attendance been regular? Have you been tardy for school often?

\_\_\_ **Makeup Work:** If you have had to be absent from school, have you completed all makeup work?

\_\_\_ **Books:** If a book is required for classes, have you had them with you each day?

\_\_\_ **Materials:** Have you brought all necessary materials to class each day? (pens, paper, notebook, etc.)

\_\_\_ **Assignments:** Have you completed all assignments and turned them in on time?

\_\_\_ **Study time:** Have you spent time at home studying and completing assignments?

\_\_\_ **Attitude:** Have you had a positive attitude in all your classes?

\_\_\_ **Behavior:** Has your behavior interfered with class instruction or your understanding of assignments?

\_\_\_ **Concentration/Focus:** Have you been focused on the teacher and the assignments in each class?

**Sources:  
Louisiana Teachers As Educational Advisors and Mentors**

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Grade 9 – Lesson 12**

**GRADE 9 LESSON 12: COMMUNITY RESOURCES**

**Time Required: 30-45 minutes**

**Content Standards:**

PS.S.9.8: Students will make decisions, set goals, and take necessary action to achieve goals.

**Competencies: Students will...**

PS.C.9.8.01 Demonstrate when, where, and how to seek help for solving problems and making decisions.

**GOAL:** Students will learn about resources in the community that they can turn to for support.

**Activity Statements:**

Have students discuss and share resources in the community that they can use to support personal and school success.

**Materials:**

Community Resource List Developed by Teacher/Counselor

**Procedures:**

1. Teacher will distribute a list of community resources.
2. Students will discuss other resources not on the list that they have found useful.
3. Review and discuss resource list and how to use resources.

**Discussion:**

1. What resources are available to help you help someone who is depressed, suicidal?
2. What are some academic support services in the community?
3. Where would you go to for help with domestic violence?
4. What are some other resources you or someone you know have found helpful?
5. What can you do to be a resource for others?

**Additional Resources:**

**Family Resource Network:** Most state departments have an “online” family network system and teachers/counselors can obtain many ideas and resources from those.

Local “Women/Children” Health Departments can advise on additional sources for teachers, counselors, students and parents.

**Extension Activities:** Work with the above resources to identify additional resources to help students and even invite speakers to attend this lesson to add to the information and resources for students.

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Advisors:

View those students documents individually including such items as the extracurricular activities, hobbies & interests documents and other materials posted by students.

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Grade 9 – Lesson 13**

**GRADE 9 LESSON 13: FRIENDS AND OTHER CREATURES!**

**Time Required:** 30-45 minutes

**Content Standards:** PS.S.9.7: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will...:**

PS.C. 9.7.01: Learn how to make and keep friends.

**Time Required:** 30-45 minutes

**GOAL:** Students will understand how to develop and maintain a friendship.

**Activity Statement:** Students will engage in a discussion about how to make new friends.

**Materials:**

1. Paper, Pen/pencil
2. Handout: Quotes on Friends and Friendships

**Procedures:**

1. Read aloud the goal and objective statements.
2. Ask students to list words on a sheet of paper that would describe the qualities of a friend.
3. Divide the class into small groups.
4. Ask each group to describe how they make friends.
5. Ask the students to list three things that they think are important in maintaining a good friendship.
6. Have students share some of their ideas from their small groups with the entire group/class.

**Discussion:**

1. How many “good” friends do you have? Give me some reasons “why” they are your friends?
2. What should/would you do if your best friend/friends is/are engaging in self-destructive behavior?
3. How would you describe friendship?
4. Have students review the quotes in small groups and decide how many they agree with then share which ones and why with the entire group.

**Closing Statement:**

Part of the high school experience is about developing relationships and making friends in school. However, friendships do not just happen and take work to maintain as well as understanding. This is especially true with healthy, positive friendships.

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**Additional Resources:**

How To Make Friends: <http://www.wikihow.com/Make-Friends>

Making and Keeping Friends: <http://mentalhealth.samhsa.gov/publications/allpubs/SMA-3716/making.asp>

**Extension Activities:** Encourage students to make one new friend this week!

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**Handout: Friends and Friendships for Discussion**

A friend is someone who is there for you when he'd rather be somewhere else.

Only your real friends tell you when your face is dirty.

Some people come into our lives and quickly go. Some stay for awhile and leave footprints on our hearts. And we are never, ever the same.

Friendship isn't a big thing – it's a million little things.

A road to a friend's house is never long.

Count your age with friends but not with years.

One who looks for a friend without faults will have none.

The most I can do for my friend is simply be his friend. - Henry David Thoreau

An honest answer is the sign of true friendship.

When a friend is in trouble, don't annoy him by asking if there is anything you can do. Think up something appropriate and do it. - Edgar Watson Howe

Friendship is love without his wings! - Lord Byron

Friendship doubles your joys, and divides your sorrows.

When you die, if you've got five real friends, then you've had a great life.

True friendship is when two friends can walk in opposite directions, yet remain side by side.

Your friend is the person who knows all about you, and still like you.

A real friend is one who walks in when the rest of the world walks out. - Walter Winchell

Everyone is a friend, until they prove otherwise.

Friends are the most important ingredient in this recipe of life.

Who finds a faithful friend, finds a treasure.

Side by side or miles apart, dear friends are always close to the heart.

**American Samoa Comprehensive Career Guidance and Counseling  
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Grade 9 – Lesson 14**

**GRADE 9 LESSON 14: WHY SCHOOL IS IMPORTANT!**

**Time Required: 30-45 minutes**

**Content Standards:**

A.S.9.1: Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Competencies: Students will...

A.C.9.1.02: Display a positive interest in learning.

**GOAL:** Students will understand the reasons schools exist and the importance of attending school.

**Activity Statement:**

Students will brainstorm their personal reasons for attending school and compare them with the reasons schools exist.

**Materials:**

1. Pen or pencil
2. Paper
3. Handout: Why School?

**Procedures:**

1. Ask students to think for a few minutes about the following question: “Why do you attend school?”
2. Have students work independently for five minutes and write their reasons on a sheet of paper.
3. Divide students into small groups of 3 to 5 students and ask them to discuss the reasons they have written.
4. Pass out Handout: Why School? Request that students in their groups discuss the reasons given and come to a group agreement as to the top 5 reasons to go to school.
5. Then, have students share their top 5 with rest of the class. If time is not available, make that the first thing on the list for the next meeting.

**Discussion:**

1. What is a school?
2. What are the characteristics of an excellent school?
3. How does school prepare you for later life?
4. What would you do if you were not attending school?
5. Are the reasons that you attend school the same as the reason that school exists?
6. How can school help improve your quality of life in the future?

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**Closing Statement:**

When students make the connection between the skills and knowledge they acquire in school and how these will enhance their quality of life later, they will be more motivated to attend school.

**Additional Resources:**

**Extension Activities:**

Resources:

Source:  
Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons  
<http://intranet.cps.k12.il.us/Lessons/Advisory/>  
Grade 9 Week 12

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**Handout: Why School?**

Every child tries to get out of going to school from time to time, but it turns out that attending school has real, lasting benefits for kids beyond learning about Shakespeare and the Pythagorean theorem. In many nonacademic ways, school prepares kids for the workplace and the world.

**Top Reasons for Attending School:**

1. It is the law.
2. A healthy democracy depends on people who are educated enough to make good choices when it comes to voting and participating in civic duties.
3. High school dropouts contribute only half as much in taxes as graduates and that dropouts require more government help in the form of food stamps, housing assistance and welfare payments.
4. According to the National Education Association, dropouts also have an increased chance of ending up in prison.
5. School helps kids learn how to interact with others, set goals and accomplish them, learn to take turns, work as a team and deal with challenges which are skills important in the workplace and later life.
6. Educated people earn more money.
7. Schools can expose children to other children who are different from them in terms of family structure, income, ethnic heritage, religion and race which equips children to live and work in a multicultural democracy.
8. The important lessons of reading, writing and arithmetic are just three reasons.
9. Family Education lists the development of important social skills and independence as leading reasons to send a toddler to preschool.
10. Children learn how to negotiate, compromise and interact with their peers which prepares them for the world of work.
11. Learning through relationships is more reflective of the adult world in which people contribute to society by working together.
12. According to the Education Commission of the States, more than half of today's employers insist on hiring people who have at least graduated from high school.
13. A high school diploma shows colleges, technical schools and potential employers that a student has important life skills such as problem solving abilities, negotiation skills, and the ability to focus.

**Adult Learners' Reasons for Schooling:**

- 1) To learn more about a hobby or an interest. Do you long to play golf? Have you always wanted to learn write, knit or play the guitar? Then maybe adult education classes are for you. These classes could be offered through a university or college extension program or through a church or community center, or they may be at a place of higher education for credit. Participating in a class or two can teach you something new or how to do something with more skill than you already possess. And if you take a class for

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credit--say, European History to help with your genealogy project--you might find the basis of an education that leads to a second career.

- 2) To learn a foreign language for travel or fun. Have you always wanted to go to France or India or China, but are worried about not speaking the language? Enroll in a foreign language class so you have the basics to make your travels easier. Classes are usually categorized as "conversational", "for travel" or by level (i.e., French I, Spanish I, etc.). Any classes will teach you the basics--such as how to say yes, no, ask for directions, inquire as to where the bathroom is, order food, etc.
- 3) To set a good precedent for your children. Maybe you didn't get as much education as you wanted. Maybe you want your child to stay in school and to learn as much as possible. Sometimes the best way to lead a child is by example. If you do your homework every night, so will your child. And you can sit at the table together and use it as bonding time.
- 4) To get a career. Did you not have time to go to school like you wanted? You had your children at a young age, or the opportunity or finances wasn't there and now you are thinking of what you'd like to do with your life. The thing you currently get up and go to every day is your job; you wouldn't call it a career, but now you are ready for one. Going to school, whether a trade school, a community college or a university, can get you on track to create a career from your current occupation.
- 5) For career advancement. Maybe you are in a job you love but you aren't sure what the next step is: do you want to become a manager or a specialist? Additional education can make the difference between paralegal and lawyer or between medical receptionist and medical assistant.
- 6) To find a new career. Were you in a job that was recently phased out? Are you still using DOS while the rest of the world is using Windows? Sometimes it isn't your choice to go back to school, but the skills you have learned and the life you had been leading now seems passé. New job opportunities are created every year for people willing to be trained or retrained. Programs like the Microsoft certification programs and schools that train people to do new occupations in just a few months have been created specifically for people like you.
- 7) To change careers. A student named Raeeka arrived to the world of music on a road less traveled. She had been a corporate lawyer for a few years and was very successful, but financial gains did not fulfill her passionate longing--to be an opera singer. So, in her mid thirties, she gave up law and started over, moving to a new city, taking new classes and making new friends. At first she worried about how she would be treated by the other students, many of which who were more than 15 years younger. In May she graduated and has been demand as a soprano at opera companies around the country.
- 8) To follow a dream. Like Raeeka, you may have a dream. Maybe your dream isn't so specific. Maybe your dream is to just go to school and finish your degree.
- 9) Work is paying for it--so why not? Will your company pay for classes? Many corporations will pay for their employees to work on courses and degrees.

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 15**

**GRADE 9 LESSON 15: Academic Progress and Achievement**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.9.3 Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Competencies: Students will...**

A.C.9.3.01 Understand how school success and academic achievement enhance future career and vocational opportunities.

**GOAL:** Students will understand the purpose of monitoring their academic progress.

**Activity Statement:** Students will learn to keep a record of their grades, which will enable them to understand how they can improve their academic performance.

**Materials:**

1. Pencil
2. Grade Charting Form

**Procedures:**

1. Students will predict and write what their current grade is in each core subject.
2. Students will chart where they succeed and where they fail.
3. Students will write a statement about how they can improve in school.

**Discussion:**

1. Is there a correlation between your effort and your grades?
2. Does charting progress help you to see where you are having difficulty?
3. Can your attitude impact your grades?
4. Is there a correlation between your grades and your future career choice?
5. Why are your grades important in enhancing your future career and vocational opportunities?

**Closing Statement:**

Students who monitor their academic progress often understand how to maintain their grades and improve them.

**Additional Resources:**

**Extension Activities:**

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Handout: Grade Charting Form

Course Name	Current Grade	Predicted Final Grade

1. What areas need improvement now?
  
2. How will you plan to improve in areas where grades are low?
  
  
  
  
  
  
  
  
  
  
3. What career goal do you have?
  
  
  
  
  
  
  
  
  
  
4. What subjects will directly impact your career goal?

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**GRADE 9 LESSON 16: Decisions and Goals**

**Time Required:** 30-45 minutes

**Content Standards:** **PS.S.9.8** Students will make decisions, set goals, and take necessary action to achieve goals.

**Competencies: Students will...:**

**PS.C.9.8.02** Use a decision-making and a problem-solving model.

**GOAL:** Students will use decision-making skills to solve a practical problem.

**Activity Statements:**

Students will adapt their decision-making skills to a group activity.

Students will work together to solve a physical challenge.

Students will collaborate to create a unique group project.

**Materials:**

1. Handout - Active Listening
2. Handout - “Decisions! Decisions!”
3. Handout - “Now for the Game”
3. Pencils, Paper, Colored Pencils
4. Power point available

**Procedures and Discussion Guidelines:**

Part I:

1. **Before students arrive:** On the board, write the “3 C’s” problem-solving model:  
IDENTIFY THE CHALLENGE  
DETERMINE YOUR CHOICES  
WEIGH THE CONSEQUENCES
2. Pass out the Handout on Active Listening for discussion.
3. Have the students divide into small groups and read and discuss the Handout and to share why they feel or reacted to the information the way they did. Have each group prepare three (3) statements that best tells how the group felt about the need for active listening in life and work.

When reports are finished move on to Part II with the understanding that this might need to occur on the next meeting or class period.

Part II:

1. When students have finished the Part I or are seated for the next meeting, ask: Do we all make decisions the same way? What kinds of decisions require “strategizing” before hand?
3. Refer to the information on the board and discuss the “3 Cs” based on the meaning of the process with the class.

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- Ask: Have you seen this process in action outside the classroom?
- Say: Using the 3 Cs model will help you make good decisions. And it's not only true for you as individuals, but it's also helpful when you're part of a group.
- Say: Today, we're going to play some games that rely on group decisions, and we'll put the 3 Cs to the test.

**Part III:**

1. Tell the students that you are going to read them a story, which will be the basis for a group activity. While they're listening, they are to imagine they are the ones in the story.
2. Introduce the beginning information on the Handout: Decisions! Decisions!
3. Say, "Usually, when a group faces a dilemma like the one described in the story, some people will think, 'I can live with that,' and others will think, 'It's time to leave.'" And, of course, there will be pros and cons to both sides.
4. Assign the students to read the rest of the Handout and to have the information in mind for the next activity.
5. Divide the students into groups of 5-6. Give them the Handout: "Now for the Game."
6. Instruct them to use the 3 Cs model to weigh their options and decide the end results they have chosen and to even do a sketch of the protection they would build. They must write everything down (challenge, choices, consequences) and be ready to present it quickly.

**Additional Resources:**

Decision-Making Power Point Presentation: Separate File

Additional power points available at:

<http://www.qpowerpoint.com/ppt/problem-solving-skills.html>

**Extension Activities:**

Suggest that students play this game with friends, family, or any other group to which they belong. Invite them to report back to the class with the results.

**Activity:**

1. Ask students to go to <http://www.onetonline.org/> and select a career cluster that appeals to them.
2. From the list of careers in that cluster, choose three that look interesting to them.
3. Then, after reading more about each of the three career choices they made have them select only one... make the decision based on good decision making skills.
4. Write a report on the choices and why they made the choice of the 3 and then why they finally chose only the one for this exercise.

**Resources:**

Computer and Internet Service

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 16**

**Handout: Active Listening**

Do you ever need someone to listen to you?

Listening makes our loved ones feel worthy, appreciated, interesting, and respected. Ordinary conversations emerge on a deeper level, as do our relationships. When we listen, we foster the skill in others by acting as a model for positive and effective communication.

In our love relationships, greater communication brings greater intimacy. Parents listening to their kids helps build their self-esteem. In the business world, listening saves time and money by preventing misunderstandings. And we always learn more when we listen than when we talk.

Listening skills fuel our social, emotional and professional success, and studies prove that listening is a skill we can learn.

The Technique.

Active listening is really an extension of the Golden Rule. To know how to listen to someone else, think about how you would want to be listened to.

While the ideas are largely intuitive, it might take some practice to develop (or re-develop) the skills. Here's what good listeners know — and you should, too:

1. Face the speaker. Sit up straight or lean forward slightly to show your attentiveness through body language.
2. Maintain eye contact, to the degree that you all remain comfortable.
3. Minimize external distractions. Turn off the TV. Put down your book, magazine or electronic items and ask the speaker and other listeners to do the same.
4. Respond appropriately to show that you understand. Murmur (“uh-huh” and “um-hmm”) and nod. Raise your eyebrows. Say words such as “Really,” “Interesting,” as well as more direct prompts: “What did you do then?” and “What did she say?”
5. Focus solely on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her/his point.
6. Minimize internal distractions. If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation OR if you were trying to tell someone something yourself.

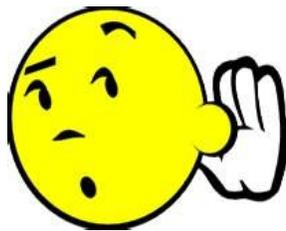
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7. Keep an open mind. Wait until the speaker is finished before deciding that you disagree or agree. Try not to make assumptions about what the speaker is thinking.
8. Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.
9. Even if the speaker is launching a complaint against you, wait until they finish to defend yourself. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in...and be ready for more.
10. Engage yourself. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: "So you're saying..."

As you work on developing your listening skills, you may feel a bit panicky when there is a natural pause in the conversation. What should you say next? Learn to settle into the silence and use it to better understand all points of view.

Ironically, as your listening skills improve, so will your aptitude for conversation. A friend of my partner once complimented me on my conversational skills. I hadn't said more than four words, but I had listened to him for 25 minutes.

Keep in mind that active listening has just demonstrated a method of gathering information before making a decision. So, is good, active listening important in decision making? Can you make a good decision without all the facts?



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**Handout: Decisions! Decisions!**

*You are in ship wreck and stranded on an island. You and the group with you build a raft from what you can find, but it will only hold 10 people and you have 12 people with you. How do you decide who goes and who stays with the hopes of being found before starving to death?*

*Do you decide based on Age? Wealth? Abilities, Gender? Or something else? If it was your decision to make, how would you decide?*

The many decision making models that exist nowadays means that you even have to make a decision as to which one to use! There are rational models, intuitive models, rational-iterative models as well as 5, 6, 7 and even 9 step decision models. Most, however, move through each of the basic stages in decision making.

- Identify the Problem or Situation  
Whenever you make a decision you are responding to some situation that needs your attention. So before you begin with your decision, analyze exactly what it is that's prompting your actions and make sure you're seeing the whole picture. Try to state the problem as objectively as possible.
- Consider the Nature of the Problem  
In what way is the situation you are addressing problematic? In what way is it causing you difficulties? Why do you need a solution? These are the next questions you must answer as you go through your 8 steps. In essence you're identifying your problem criteria.
- Research the Problem  
Once you've understood the issue, you may find you need more information in order to begin to address it. Unless you have all the facts at your fingertips, it will be difficult to make an informed decision in your own best interests.
- Develop Solutions  
Most problems have more than one solution. Usually you will find there are several different ways you could address the situation, and each might have different outcomes and consequences. Make a list of each of these approaches.
- List Pros & Cons  
For each of your possible solutions, list out the pros and cons of the approach. Try to do this while thinking through the long-term consequences, and being as objective as possible.
- Select the Best Approach  
Examine each of your possible solutions in turn, with its list of pros and cons, and decide which will be the most effective and beneficial. Try to be as analytical as possible in this

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stage and try not to let your emotions about the situation cloud your judgment. Keep your long-term goals in mind.

**Execute Your Choice**

Now that you've identified and chosen your solution from all the possible options, it's time to put it into action. You can be decisive in taking action precisely because you know you've put in the work in the previous steps to make the best decision possible.

**Evaluate and Communicate**

Was your decision successful? It's important to reflect on it for yourself and to seek the opinion of others, once you've followed through on your decision. This will give you important information for carrying out other key decisions in your life that you will make in the future. Most decisions affect others in your life or at your workplace. Bring them into the process and clearly communicate your decision and the actions you have effected to bring it about.



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**Handout: Now for the Game!**

The Scenario

You have just swum up on shore after you ran your boat into a reef. Bummer. You're confident you'll eventually be rescued, but you also realize that you may have to survive on your own for a month or so before that happens. You need come up with some kind of a shelter!

This is what your island looks like.

A quick survey tells you that it's only about the size of a football field and fairly flat with only a few palm trees. The good news, though, is that there are a lot of coconuts and even some oranges that have washed up on shore - so you're o.k. on food.

You've been boating in the area long enough to also know a few things about the area. There should be no real problems with animals or biting bugs, but it gets close to 90oF almost every afternoon and there is a lot of sunshine, making staying outside for long periods during the day impossible. On the plus side, you also know that nighttime temperatures are usually between 70 and 75oF.

Generally winds are light except they can get very strong during afternoon rainstorms that occur 2-3 times per week.

Along with the coconuts, you've found a few items that have washed up on the island that should be helpful. These include:

(6) 4' x 4' pallets (pallets are slats of wood fastened together, typically used in shipping -- assume the pallets will block rain and the sun well enough to be used as walls but not as a roof)

(1) 4' x 8' sheet of exterior plywood

(1) Knife (rusty, but usable)

A few small pieces of driftwood

The Swim

While thinking about the items you have just found, you look up to see your boat slowly sinking. It is out far from the island, but you're a good swimmer so there's just enough time to grab any three of the options below from the boat before it goes down. Work with your team members to decide which three items to select:

4' x 8' plastic tarp

Bubble wrap (4' x 20' roll)

Aluminum foil (16" x 25' roll)

100' rope

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Staple gun  
Video game (battery powered)

**The Challenge**

Once you've decided on three items, as a team, decide how to build the shelter from the supplies you've chosen. Make a drawing of the shelter along with a one or two paragraph description to explain what you made and why you made it the way you did. Remember as you work that you're trying to create as "survivable" and comfortable a shelter as you can- your life may depend on it! After completing the drawing and description, you will show and report to the group what your team did and why.

CHALLENGE:	
Choice	Consequences

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**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 17**

**GRADE 9 LESSON 17: Interest Inventory**

**Time Required:** 30-45 minutes

**Content Standards:** C.S.9.4 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Competencies: Students will...**

C.C.9.4.02 Develop an awareness of personal abilities, skills, interests, and motivations.

**GOAL:** Students will complete an interest inventory to determine which careers best match their interests.

**Obtain copy of the Interest Inventory approved by the Guidance and Counseling Office and have all students complete and score. Students will keep copies in their portfolio.**

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 18**

**GRADE 9 LESSON 18: CAREER RESEARCH**

**Time Required:** 30-45 minutes for Overview and Assignment; 1 week for research

**Content Standards:** C.S.9.5 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.

**Competencies: Students will...**

C.C.9.5.03 Develop skills to locate, evaluate and interpret career information.

**GOAL:** Students will examine careers of interests and analyze factors that make the best career match for them.

**Once the career inventories are completed, students should have a list of possible careers that they might be interested in researching. Students should select three careers on which they would like to complete additional research.**

**Career Research**

Now that students have three possible careers, they can start researching those jobs. They need to find out the following for each career:

1. Career Preparation

- Amount of years of college and or job training needed: on the job training, one year certificate, Associate's Degree, Bachelor's Degree, Master's Degree or Doctorate Degree.
- Amount of training time on the job before a full salary can be earned.

2. Job Description

- Describe the day-to-day duties and tasks that are required of the job.
- Describe equipment and/or technology that will be used on the job.
- Describe the setting for the career, such as a hospital, ship, office building, etc.
- Explain the parts of the country where a student can find this job.

3. Pay or Salary

- Describe a starting salary or rate of pay per hour for this job (sometimes students find a top salary that is unrealistic for a beginning worker).

When students have found the information for three careers, they need to prepare a report that they will share as a presentation. First, they need to decide what career they like best from all of the information. Then, they need to report on why this career is the best fit for them. They should give the facts about the other jobs and why the other two jobs are not a good fit for them. They also need to find a visual aid, such as equipment/technology used on the job, uniform worn, place of work, etc.

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**Presentation and Assessment**

Once students have written up their reports on their top choice for a career, they need to write it out on note cards. Students need to practice presenting their reports as homework. Then, they will present their information to the class.

To assess the presentation, teachers can use a rubric. The criteria for the rubric could be as follows: career information and facts, voice, eye contact, and visual aids. Teachers can have students write out their report in a final copy format and assess that as well.

This project is one that students will see has a real-world application. Most will be very excited to be thinking about their future and what they really want to be when they move into adult status.

**Materials:**

1. Handout Research Directions
2. Library and Computer Lab for Searching

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Program  
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**Handout: Career Research Project & Presentation**

This career project is designed to teach the researcher/writer and your audience something valuable about a chosen topic; in this case something about a career you are interested in investigating. The Career Project allows you to choose your topic, take an active role in your research, and provide a step-by-step record of your discovery process.

Because you want to learn all you can about your topic, you will use several different kinds of sources: you will use information you find in the library, you will find information from software and Internet sources, and you will also interview at least one person who knows more than you about your topic.

Your Career project will consist of four distinct parts, all written for your personal perspective using the pronoun “I”. Section I (What I Know, Assume or Imagine) is part of the prewriting portion of your research project. Section II (What I Discovered) is the research portion of your paper. And, Section III (The Search) is the reflection portion of your project. Section IV (Presentation) follows the outline of your PowerPoint presentation when you share and present your findings to the class. You may develop a visual which can be shown in the room (i.e., poster, flip chart, etc.), to add to your project.

As with all research project papers, following a form format is important. Your project paper must be:

- 1. Typed, double-spaced and with 2 inch margins at the top and 1 inch left, right and bottom of your paper, on one side of the paper only.**
- 2. Include a Reference (Work Cited) page**
- 3. Include an embedded Word table in the body of your report.**
- 4. Use a variety of research sources, both primary sources (observation, interviews, letters, etc.) and secondary sources (books, magazines, reference materials, etc.)**

**Your Career Research Project requirements are a minimum of:**

- Primary Sources
- Career Assessment
- Career Choices
- Interview with an Expert
- Secondary Sources
- Internet resources
- Text source

In order to complete this project, it is important that you stay on task and complete your process work on time. **DON'T PANIC!** The process papers indicated below are divided into small assignments designed to keep you organized and on track. Below, note the tasks you most complete, the point values, and the due dates. (*\*Note that whining and sniveling are not included: enjoy; s-t-r-e-t-c-h yourself.*)

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**IMPORTANT DUE DATES:**

<i>Item</i>	<i>Points</i>	<i>Due Date</i>
<i>Career Research Plan</i>	<i>100</i>	
<i>Sections I, II, III</i>	<i>25</i>	
<i>Rough Draft of all Sections</i>	<i>100</i>	
<i>Final Research Paper</i>	<i>45</i>	
<i>PowerPoint Presentation Outline</i>	<i>30</i>	
<i>Presentation</i>	<i>100</i>	

**Getting It Together**

Although you are gathering your information in sections, **do not** write your research paper in sections. Instead, let your information flow into your paper to inform your audience about your topic. Write in paragraph form and use the pronoun “I”. Just like other papers you have written, you’ll need an introduction, body, and conclusion to this paper.

**Section I: What I Know, Assume, or Imagine**

This section is guided by the questions: What do I already know about my topic and what do I want to know about it? Write five questions about the career you want answered as you research your topic. Before conducting any formal research, do a quick-write about what you already know, think and assume about your topic. Include personal perspective like why you are interested in this topic or experiences that lead you to want to investigate this topic.

When pulling your research project together, think of Section I as the introduction to the information you have discovered and will share with the class.

**Section II: What I Discovered**

This section is guided by the question: **What did I learn from my research?** It is the main body of your research project and contains all the information that you discovered from your primary and secondary sources. Information either quoted or paraphrased in this section must be correctly cited. Be careful NOT to plagiarize information; **use it, but cite it.**

When pulling your research project together, think of Section II as the body of information you have discovered and will share with the class.

**Section III: The Search**

This section is guided by the questions: **How did I find my information?** and **What now?** It

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is always important to reflect on how you came to know what you know (that's how we become learners). The step-by-step process is important, but more important is what you think about what it is you learned.

**Section IV: The Presentation**

This is the section where you share in a presentation what you learned with the class. A common type of presentation is a multimedia presentation using a program like PowerPoint. You will use PowerPoint to create a slide show that highlights the most important information on your topic.

Presentation dates will be pulled from a "hat." Again, NO WHINING!

Teachers know how difficult it can be for some students to present in front of a group. However, the presentation is part of life and work skills and must be addressed. The presentation schedule is tight: **be courteous, be prepared, and be on time**. This is not meant to be a torture, but an opportunity. Take a positive attitude; this is your chance to shine.

That being said, here are a few WARNINGS:

1. NO LATE PRESENTATIONS!
2. DO NOT make doctor or dentist or any other appointment for your date.
3. NO LAST MINUTE EXCUSES!
4. ANY CHANGES must be OK'd by your teacher!
5. If you miss your presentation date, you may make it up for reduced points if time allows.

Source:  
Adapted from: Marey Mayo February 19, 2012

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 19**

**GRADE 9 LESSON 19: PROGRAMS OF STUDY**

**Time Required: 30-45 minutes**

**Content Standards:**

**C.S.9.4 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

**Competencies: Students will...**

**C.C.9.4.09 Develop competency in areas of interest.**

**GOAL:** Students will identify the career clusters and concentrations available in their schools and become familiar the online Programs of Study websites.

**Activity Statements:**

Advisors will share information about their school’s career clusters and career pathways and share information about the Department of Education’s website including the Guidance and Counseling Section. Advisors will also make students aware that they must select a career concentration in the 10<sup>th</sup> grade.

**Materials:**

1. School brochures/pamphlets containing information on career clusters and concentrations
2. Programs of Study and websites
3. School individual student plans and forms
4. CTE Career Pathway Guides

**Procedures:**

1. Ask students if they can name the 16 Career Clusters.
2. Distribute “Programs of Study” information specific to your school.
3. Distribute Two-Year Individual Student Plans to students from their portfolios.
4. Divide students into groups after you have them self-identify the cluster they believe they are in and plan to select a career concentration.
5. Have students discuss careers they believe fit into their cluster and review courses they would need to take to complete a concentration based on the information you provided them on school specific clusters and concentration.

**Discussion Topics:**

1. What is the career you are most interested in?
2. Which cluster is it in?
3. What are required high school courses for the specific career concentration you are most interested in according to the school handouts provided to you?
4. If you are undecided, what is a course you might take next year to help you decide on a career concentration?

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Additional Resources:

Occupational Outlook Handbook <http://www.bls.gov/OCO>

O'Net Online [www.onetonline.org](http://www.onetonline.org)

Oklahoma Tech Website:

[http://www.okcareertech.org/cac/Pages/Career\\_cluster/pathwaypos/pathwayspos.htm](http://www.okcareertech.org/cac/Pages/Career_cluster/pathwaypos/pathwayspos.htm)

Extension Activities:

Explore the *Occupational Outlook Handbook* website to explore careers of interest. Students may search the A – Z index of occupations. Click on the letter of the first letter of the occupation title and scroll down to find the career in which you are interested.

Activities:

1. Have students complete the Career Cluster Survey and then comment in their Portfolio/Journal about the results (i.e., what did they learn, what careers within their top clusters were interesting)
2. Have students browse the Career Clusters either on O'Net or Oklahoma Career Tech website or the Career Pathway Guides for American Samoa with the clusters listed. Have them explore careers, programs of study and recommended plans for each Cluster. When they find a cluster they like, have them add it to their Portfolio.

Resources:

Internet Sources as stated above

Advisors: Review the Careers of Interest Reports of your students.

INSERT CLUSTER: INSERT PATHWAY: This plan of study can serve as a guide, along with other career planning materials, as learners work to achieve their career goals. Courses listed within this plan are options for recommended course work. The learner's plan should be individualized to meet his/her educational and career goals. This plan should be customized with the educational institution's specific course titles and meet college ready/work ready requirements. Educational levels to be considered (check all that apply): \_\_\_ On-the-job training \_\_\_ Apprenticeship \_\_\_ Military Training \_\_\_ Certificate/License  
 Associate Degree Bachelor Degree Professional Degree

<b>Insert Cluster: Insert Pathway</b>							
<b>NOTE: Interest Inventory Administered and Interpreted. Tentative Plan of Study Initiated for all learners.</b>							
Academic/Career Advisement Provided	Grade Level	English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technology Education Majors	Other Elective and Required Courses
	<b>HIGH SCHOOL/TECHNOLOGY CENTER</b>						
<b>S E C O N D A R Y</b>	9	Insert your school's English courses here.	Insert your school's Math courses here.	Insert your school's Science courses here.	Insert your school's Social Studies courses here. Use the pathway POS for an example.	Insert your career and technology education courses for this pathway here. These may be offered at the comprehensive school or technology center. Courses taken at the Tech Centers may be listed here.	Insert your school's elective and required courses that support the cluster/pathway.
	10	Use the pathway POS for an example.	Use the pathway POS for an example.	Use the pathway POS for an example.	Use the pathway POS for an example.		
	11						
	12						
<b>TECHNOLOGY CENTER/ COLLEGE/ UNIVERSITY</b>							
<b>P O S T S E C O N D A R Y</b>	13	Insert General					NOTE: All plans of study need to meet learner's career goals with regard to degrees, licenses, certification, etc. Use the post-secondary institution's degree plan to help customize the learner's plan and insert appropriate courses.
	14	Insert General					
	15	Continue courses in area of specialization. Use institution's degree plan.					
	16	Complete courses for major. Use institution's degree plan.					
	Opportunities for experience/training for high school or post-secondary learner: ___ Career and Technology student organization ___ Internship/work study ___ Job shadowing ___ Part-time employment ___ Volunteer work ___ Work based/work site learning						

\_\_\_\_\_  
 (Learner Signature) (Parent/Guardian Signature) (School Official)  
 Signature)  
 Dates: Freshman review \_\_\_ Sophomore review \_\_\_ Junior Review \_\_\_ Senior Review \_\_\_ Grade 13 review \_\_\_  
 Grade 14 review \_\_\_  
 Sample plan adapted from the States' Career Cluster Initiatives Pathway Plans of Study

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Program  
Grade 9 – Lesson 20**

**GRADE 9 LESSON 20: TEST-TAKING SKILLS**

**Time Required: 30-45 minutes**

**Content Standards:**

- A.S.9.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competencies: Students will...

- A.C.9.2.07 Learn, practice, and utilize test-taking strategies to improve assessment results.

**GOAL:** Students will build their test taking skills by discussing and sharing test taking strategies that work for them.

**Activity Statements:** Students will discuss test-taking strategies from the handout and share personal tips for test-taking success based on their own experiences.

**Materials:**

- Handout 1 – “Test Taking Tips”
- Others test-taking tips provided by school
- Pencil/paper for each student to make personal notes
- Markers and flip chart paper

**Procedures:**

1. Divide students into three groups mixing genders and be sure students are not choosing to be in same group every time.
2. Assign each group of students one of the topics below to discuss and to write down their list of things to do on a poster or flip chart page.
  - a. What to do Before the Test
  - b. What to do During the Test
  - c. What to do After the Test
3. Explain that while using the handout and sharing personal tips, each group will write test-taking tips on their flip chart on their topic.
4. Then, have each group share with the class and invite students from other groups to add tips they thought of that were not included in the list.

**Discussion:**

1. What were some tips you had not heard of or thought of before?

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2. Give each student an opportunity to tell one new strategy he/she will try.

**Additional Resources:**

[www.testtakingtips.com](http://www.testtakingtips.com)

<http://www.studygs.net/tstak1.htm>

[http://www.collegeboard.com/student/testing/sat/prep\\_one/prep\\_one.html](http://www.collegeboard.com/student/testing/sat/prep_one/prep_one.html)

<http://www.actstudent.org>

**Extension Activities:**

Students should take time to visit and review the above websites to gain more test-taking skills.

**Activities:**

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Program  
Grade 9 – Lesson 21**

**GRADE 9 LESSON 21: ANGER MANAGEMENT**

**Time Required: 30-45 minutes**

**Content Standards:** PS.S.9.9 Students will understand safety and survival skills and apply coping strategies.

**Competencies: Students will...**

PS.C.9.9.03 Identify stressors common to young adults and describe appropriate stress management techniques.

**GOAL:** Students will recognize and understand the effects of anger.

**Activity Statements:**

1. Most youth and adults realize that they are responsible for their own decisions and well-being. They also know that only they can control their own feelings. Looking at the causes of anger is not the purpose here, but rather its effects.

**Materials:**

1. Poster or white Board or Flip Chart Paper and Markers
2. Note paper and pencils

**Procedures and Discussion:**

1. Start a discussion about anger and its consequences by saying something like, “Everyone gets upset from time to time about different things.” What are some of the things that cause people to get angry?
2. Ask what are some ways or how do people show or express their anger?
3. Ask students to explain what it means when one says someone or something “makes” them angry.
  - a. How does someone “make” another person “angry?” Discuss how this can happen.
  - b. Ask students if other people can really have control over someone else’s emotions?
  - c. Ask if since we cannot control what others say or do, can we control how what they say and do impacts us as individuals?
  - d. Lead into a statement like, “We, as individuals, control ourselves. Our anger is our own problem, a problem we alone can solve. There is no way to live a happy, constructive life - a life of good character - without self-control, and that means controlling our anger.

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4. Ask the following questions:
  - a. Does anger give you energy?
  - b. Does getting angry keep people from taking advantage of you?
  - c. Psychologists say that “Anger is a response to fear.” Do you agree with this or disagree?
  - d. Do problems get better or worse when one reacts in anger?
  - e. Does anger help you get your own way?
  - f. Do you lose more than you gain when you get angry?
  - g. What are some ways we can diffuse anger to keep it from controlling us?
5. Have students break into groups and brainstorm positive ways to respond to anger. Tell them to write down ideas on the board or flip chart paper to share later with the class when time is available which might be the next session or class.
6. After each group has shared with the class their ideas, direct the students to come up with a plan to recognize and deal with anger (including responding to other people’s anger).
  - a. Instruct student to include in their plan:
    - (1) a list of challenges and ideal ways to respond;
    - (2) a list of excuses for getting angry
    - (3) ways to take responsibility for our feelings
    - (4) Tell groups to creatively write about dealing with anger in such forms as poetry, acronyms, advertising slogans, etc., in order to be more effective when presenting to the others.
    - (5) Have each group do a presentation of their writing and plan.

**Additional Resources:**

[http://www.ehow.com/way\\_5164184\\_anger-management-techniques-students.html](http://www.ehow.com/way_5164184_anger-management-techniques-students.html)

[http://www.internet4classrooms.com/character\\_ed.htm](http://www.internet4classrooms.com/character_ed.htm)

<http://www.ncpc.org/topics/conflict-resolution/anger-management>

[http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_&ERICExtSearch\\_SearchValue\\_0=ED471332&ERICExtSearch\\_SearchType\\_0=no&accno=ED471332](http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED471332&ERICExtSearch_SearchType_0=no&accno=ED471332)

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**GRADE 9 LESSON 22: SOLVING PROBLEMS! LEARNING SKILLS**

**Time Required: 30-45 minutes PER SESSION based on student needs**

**Content Standards:**

PS.S.9.9 Students will understand safety and survival skills and apply coping strategies.

PS.S.9.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others

**Competencies: Students will...**

PS.C.9.9.03 Identify stressors common to young adults and describe appropriate stress management techniques.

PS.C.9.7.08 Use effective communication skills

PS.C.9.7.10 Develop skills to interact positively with others

**GOAL:** Students will learn and practice coping strategies when involved in conflicts.

**Activity Statements:**

1. Students will use communication skills to work cooperatively.
2. Students will use communication skills to resolve conflicts in a nonviolent manner.

**Materials:**

1. Handout 1 – “Solving Problems Skills Handout”
2. Handout 2 – “Conflict Example Worksheet”
3. Handout 3 – “Resolution Skills Handout”

**Procedures:**

1. Distribute and discuss “Solving Problems Skills Handout”
2. Distribute “Conflict Example Worksheet” and have students complete. Once completed, discuss why each would be labeled as they are.
  - A. Roger and Kindra were arguing over who would get to use the box of markers. They realized that arguing was getting them nowhere, so they figured out several ways they could both use the markers. Then they chose the way they liked best. (NEGOTIATE)
  - B. Jerome, Ted, and Alfredo are supposed to put up a bulletin board display together, but they can't agree on what the theme should be. They finally went to their teacher Mr. Nunez and asked him to choose the bulletin board theme. (ARBITRATE)

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- C. Juanita was upset because her best friend Sara walked by her this morning without saying a word. She didn't speak to Sara all day. Finally Sara got Luanita to say what was wrong. "I didn't even see you," Sara cried. "I would never walk by without saying something to you." It was all a misunderstanding. (COMMUNICATE)
  - D. Ricardo and Diana were playing on the same softball team, but they both wanted to pitch. They were shouting at each other. Finally Monty came up and helped them work out a solution to the problem. (MEDIATE)
  - E. Marla was being teased and called names by some kids in the class. She hated being called names. Every morning the class had a class meeting to discuss things. Marla suggested that there be a class rule against name-calling and teasing. (LEGISLATE)
  - F. Carmen has accused Reba of stealing things out of her locker. They have taken their problem to the student court. The court is made up of a high school girl, who is the judge, and a jury of eighth- and ninth-graders. They will present evidence to the court. The jury will decide if Reba is guilty. If she is, the judge will decide her punishment (LITIGATE)
3. Ask students if they have ever used any of these methods in resolving a conflict. Allow several students to share.
  4. Handout the “Resolution Skills Handout” and have students break into groups to discuss and share their feelings on the content. Ask for volunteers to share what their groups learned and/or decided about the information provided.
  5. Distribute “Observation Worksheet” and discuss how we observe people involved in conflict often in our daily lives at school, work, home, etc. Tell students to use the worksheet contents to reflect back on or to document at the time any conflicts they might encounter over the next week and be prepared to share the results with the class. Tell the students to NOT include names of those involved in the conflict they observed or to portray any personal information that might have been

**Additional Resources:**

Conflict Resolution <http://www.studygs.net/confres.htm>

Read more on TeacherVision:

<http://www.teachervision.fen.com/interpersonal-skills/lesson-plan/2989.html#ixzz1iNH2QGcT>

<http://www.ncpc.org/topics/conflict-resolution>

**Extension Activities:** Practice using “I” messages with peers and family members. Apply conflict resolution practices with peers and families.

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**Activity:**

**Have students write a paper on how these skills would be used in the workplace and how their adult family members have used such skills on their job.**

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**SOLVING PROBLEMS SKILLS HANDOUT**

**Resolution Vocabulary**

**COMMUNICATE**

**Some conflicts start because people misunderstand each other. Talking things out and explaining might take care of it.**

**NEGOTIATE**

**When two or more people decide to work out a conflict themselves, they might follow a set of steps. The steps help them work out the conflict or negotiate.**

**MEDIATE**

**Sometimes people want to work out a problem but have trouble negotiating. They might ask someone to help them. That person is called a mediator. He or she mediates the conflict by helping the people work it out. The mediator does not tell the people what to do; he or she helps them decide for themselves.**

**ARBITRATE**

**Sometimes a mediator does solve people's problems. Then he or she isn't called a mediator. He or she is called an arbitrator. When people ask an arbitrator to help them, they must agree to do whatever the arbitrator suggests.**

**LITIGATE**

**When people can't work out their conflict themselves, they may go to a court and have a trial. They hire lawyers and go before a judge. A judge is like an arbitrator. The lawyers try to convince the judge that their client is right. The judge decides who is right according to the law and decides what solution there should be.**

**LEGISLATE**

**To legislate is to make something the law or a rule. Some kinds of conflicts cause people to try to change laws or rules so the problem won't happen again.**

**Excerpted from Elementary Perspectives: Teaching Concepts of Peace and Conflict by  
William J. Kreidler**

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**CONFLICT EXAMPLE WORKSHEET**

**Identify the Resolution**

**Directions: Read the situations and identify what type of conflict resolution is being used:**

**Type: \_\_\_\_\_**

**Roger and Kindra were arguing over who would get to use the box of markers. They realized that arguing was getting them nowhere, so they figured out several ways they could both use the markers. Then they chose the way they liked best.**

**Type: \_\_\_\_\_**

**Jerome, Ted, and Alfredo are supposed to put up a bulletin board display together, but they can't agree on what the theme should be. They finally went to their teacher Mr. Nunez and asked him to choose the bulletin board theme.**

**Type: \_\_\_\_\_**

**Juanita was upset because her best friend Sara walked by her this morning without saying a word. She didn't speak to Sara all day. Finally Sara got Luanita to say what was wrong. "I didn't even see you," Sara cried. "I would never walk by without saying something to you." It was all a misunderstanding.**

**Type: \_\_\_\_\_**

**Ricardo and Diana were playing on the same softball team, but they both wanted to pitch. They were shouting at each other. Finally Monty came up and helped them work out a solution to the problem.**

**Type: \_\_\_\_\_**

**Marla was being teased and called names by some kids in the class. She hated being called names. Every morning the class had a class meeting to discuss things. Marla suggested that there be a class rule against name-calling and teasing.**

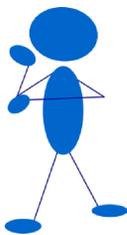
**Type: \_\_\_\_\_**

**Carmen has accused Reba of stealing things out of her locker. They have taken their problem to the student court. The court is made up of a high school girl, who is the judge, and a jury of eighth- and ninth-graders. They will present evidence to the court. The jury will decide if Reba is guilty. If she is, the judge will decide her punishment.**

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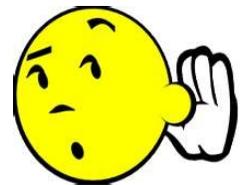
**RESOLUTION SKILLS HANDOUT**

1. **a. What to do:** Identify the problem- summarize why you are mad or hurt. (“You didn’t call last night once again when you said you would.”)  
**b. How to do it:** State it calmly with neutral words (Bad example: “You blew me off like you always do.”)
2. **a. What to do:** Give the other person a chance to say what they are upset about  
**b. How to do it:** Listen attentively, don’t interrupt!
3. **a. What to do:** Rephrase what you think they said (“So the reason you are mad is . . .”)  
**b. How to do it:** Don’t add your own opinion! Stick with what they said only.
4. **a. What to do:** Ask what they want to happen. Find out if they are willing to resolve the conflict. (“I want to stop fighting,” “I want you to quit talking about me behind my back”)  
**b. How to do it:** Remain calm even if they try to upset you. Stay focused on a solution.
5. **a. What to do:** Ask for what you want (“I just want you to know how I feel,” “I want to be included,” “I don’t want to be friends anymore.”)  
**b. How to do it:** State your needs in simple, direct, unemotional terms
6. **a. What to do:** Decide what the plan of action will be to meet the needs of both people. Focus on the question, “Where do we go from here?” (“I agree to stop spreading rumors about you if you agree to respect me and call when you say you will.”)  
**b. How to do it:** Be positive and willing to compromise



Conflict resolution skills are skills a person can use to resolve a disagreement.

1. Stay calm.
2. Set the tone.
  - Listen first - listen actively.
  - Avoid interrupting.
- Be sincere, honest and open.
- Avoid putdowns.
- Avoid judgment.
- Avoid threats.
- Use positive nonverbal messages.
3. Define the problem/conflict.
4. Take responsibility for personal actions.



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5. Use “I” messages to express needs and feelings.
6. Listen to the needs and feelings of others.
7. List and discuss possible solutions.
  - Will the solution result in actions that are helpful?
  - Will the solution result in actions that are safe?
  - Will the solutions result in actions that are legal?
  - Will the solutions result in actions that are respectful of all people involved?
  - Will the solution result in actions that are nonviolent?
8. Agree on a solution.
9. Keep your word and follow the agreement.
10. Ask for the assistance of a trusted adult or peer if the conflict cannot be resolved.



Excerpted from Elementary Perspectives: Teaching Concepts of Peace and Conflict by William J. Kreidler.



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**GRADE 9 LESSON 23: WRITING FOR SCHOOL AND WORK IMPROVEMENT**

**Time Required:** 30-45 minutes

**Content Standards:**

A.S.9.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies: Students will...**

A.C.9.2.07 Learn, practice, and utilize test-taking strategies to improve assessment results.

**GOAL:** Students will understand why writing skills are needed to improve academically and for the workplace.

**Activity Statements:**

Students will identify the writing skills needed for academic advancement and discuss how the skills are needed in the workplace.

**Materials:**

1. Practice Writing Exercise – Handout 1
2. Handout 2: Writing Check List
3. Writing Questionnaire - Handout 3
4. Handout 4: Essay Writing for Standardized Tests
5. **Handout 5: Writing for Change Assignment Directions**

**Procedures:**

Introduction –In the workplace, people must read and write many types of materials and forms of writing: memorandums (memos), reports, evaluations, letters, articles, agendas, etc. These come in all four writing genres – narrative, descriptive, informative, and persuasive.

1. Start a discussion on why writing skills are important in the work place. As the discussion proceeds, ensure that the following information is covered:
  - Poor written communication in the workplace can cause:
    - a poor company image. If you are lucky this can be contained within the company. If you are unlucky it can become visible to all outsiders - customers, suppliers, partners, competitors, etc. Once your image begins to

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"leak," for whatever reason, it is almost impossible to retrieve your good image.

- loss of customers. Have you ever received a poorly written letter from a company with which you did business? Did it make you want to continue with that company, or take your business to another supplier that seemed more reliable and professional?
- lost and wasted time. Those who are not fluid writers generally also are not quick writers.
- loss of revenues and profits due to a reduction or loss of business.
- growth in overhead and other costs from misunderstandings, employee dissatisfaction or turnover, inefficiencies, legal complications, etc.
- improper application of procedures, damage to equipment, physical injury to workers, and more.
- diminished morale. Employees can lose loyalty and respect for their workplace.

□ Good written communication in the workplace, however, can:

- Make an enterprise appear reliable, professional and worthy of a customer's business, as well as improve customer loyalty
- Improve the relationships between employees at every level
- Engender employee loyalty and pride in the workplace
- Make the workplace a more pleasant and safe environment
- Save corporate time and money
- Improve financial results

2. Distribute Handout 1: Each student will write a practice essay response to the prompt - "Discuss your plans for the future." – 15-20 minutes
3. The students will exchange essays and assess a peer's essay using the check list Handout 2. - 10 minutes
4. Each student will identify his/her major strengths and weaknesses and develop strategies for improvement.
5. Discuss the identified strengths and weaknesses brought out by students and ask what are some ways students could improve their writing skills?
6. Distribute and discuss Handout 3: Writing Questionnaire. Have students complete the questionnaire and turn in for review to their advisor. Once all activities for the lesson have been completed, hand the questionnaires back to the students and ask them to discuss areas that they would now answer differently after completing all the activities.

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7. Assign students to individually select an adult to interview about their writing and workplace skills. Tell the students to use the same Writing Questionnaire they each have completed and interview one adult and be prepared to hand in their report questionnaire and to do a brief oral report on the person they interviewed for the next meeting. This would be done at the beginning of the next meeting.
8. After #7 above is finished and all have reported, distribute and discuss Handout 4: Essay Writing for Standardized Tests
9. Distribute Handout 5: Make a Change! Tell students that their groups will be expected to do a “writing campaign” for change by the next class meeting.

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HANDOUT 1: PRACTICE WRITING

You will have between 15-20 minutes to write an essay response to the following prompt. “Discuss your plans for the future.” This should be only one (1) page and specifically written.

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HANDOUT 2: Writing Checklist

A = Always = 5 marks    U - Usually = 3 marks    N = Never = 0				Comments
<b><i>When pre-writing, the student:</i></b>				
uses a variety of pre-writing techniques				
considers the purpose of the piece				
considers the audience of the piece				
considers various possible points of view				
considers possible formats appropriate to purpose and audience				
<b><i>When drafting, the student:</i></b>				
produces a first, rough draft				
produces subsequent drafts				
confirms point of view				
confirms format appropriate to purpose and audience				
confers with peers and teachers				
revises the draft for content and clarity of meaning				
edits the draft individually and collaboratively				
<b><i>When post-writing, the student:</i></b>				
prepares a final, polished draft				
decides if and how the written work will be shared or published				
shares or publishes a variety of written forms				
decides which writing pieces become part of the portfolio				
<b><i>Throughout the writing process, the student:</i></b>				
reflects upon the written piece and revises accordingly				
confers willingly with teacher and peers				
consults appropriate reference resources as needed				
monitors continuous progress				

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**HANDOUT 3: WRITING QUESTIONNAIRE**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How did you learn to put your ideas in writing?
  
2. A) Who helped you learn how to write?  
B) How did that person help you?
  
3. What is the best advice that you have been given about writing?
  
4. A) Do you think that you are a good writer?  
B) Why or why not?
  
5. What would you like to do better when you are writing?
  
6. If you knew someone who was having difficulty when writing, what would you do to help that person?
  
7. What might you stop or try not to do when writing?
  
8. A) When you are writing and you have difficulty, what do you do?  
B) Do you ever do anything else? If yes, what else do you do?

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HANDOUT 4: Essay Writing for Standardized Tests: Tips for Writing a Five Paragraph Essay

Most, if not all, high school and college standardized tests include a writing portion. Students are provided a writing prompt and must then write an essay on the topic. Writing for standardized tests can strike fear in the hearts and minds of students of all ages, but it doesn't have to. If you know what to expect and understand how to write a five paragraph essay, you will be prepared to tackle any essay writing prompt.

Types of Essays on Standardized Tests

When you begin to write your essay for a standardized test, you must first decide what type of essay you are being asked to write. There are many different types of essays, including narrative, expository, argumentative, persuasive, comparative, literary, and so on. The type of essay will determine your topic and thesis. Essays for standardized tests are typically either persuasive, in which you will answer a question, or literary, in which you will write about something you read.

For standardized tests, students usually have to write a five paragraph essay, which should be 500 to 800 words long and include an introductory paragraph, three support paragraphs and a concluding paragraph.

The First Paragraph: The Introduction

The first paragraph will introduce your topic. The introduction is the most important paragraph because it provides direction for the entire essay. It also sets the tone, and you want to grab the reader's attention with interest and clarity. The best way to tackle the introduction is to:

- Describe your main idea, or what the essay is about, in one sentence. You can usually use the essay writing prompt or question to form this sentence.
- Develop a thesis statement, or what you want to say about the main idea. When the writing prompt is a question, your thesis is typically the answer to the question.
- List three points or arguments that support your thesis in order of importance (one sentence for each).

Voila! You've just written your introductory paragraph.

The Second, Third and Fourth Paragraphs: Supporting Details

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These three paragraphs form the body of the essay. They provide details, such as facts, quotes, examples and concrete statistics, for the three points in your introductory paragraph that support your thesis. Take the points you listed in your introduction and discuss each in one body paragraph. Here's how:

- First, write a topic sentence that summarizes your point. This is the first sentence of your paragraph.
- Next, write your argument, or why you feel the topic sentence is true.
- Finally, present your evidence (facts, quotes, examples, and statistics) to support your argument.

Now you have a body paragraph. Repeat for points two and three. The best part about introducing your main points in the first paragraph is that it provides an outline for your body paragraphs and eliminates the need to write in transitions between paragraphs.

#### The Fifth Paragraph: The Conclusion

The concluding paragraph must summarize the essay. This is often the most difficult paragraph to write. In your conclusion, you should restate the thesis and connect it with the body of the essay in a sentence that explains how each point supports the thesis. Your final sentence should uphold your main idea in a clear and compelling manner. Be sure you do not present any new information in the conclusion.

#### Parting Thoughts

When writing an essay for a standardized test, outline your essay and get through each paragraph as quickly as possible. Think of it as a rough draft. When your time is up, a complete essay will score more points than an incomplete essay because the evaluator is expecting a beginning, middle and an end.

If you have time to review your essay before your time is up, by all means do so! Make any revisions that you think will enhance your “rough draft” and be sure to check for any grammatical errors or misspellings.

Online instruction like the Time4Writing essay writing courses for elementary, middle and high school students can help children prepare for state and college-entrance standardized writing tests. These interactive writing classes build basic writing skills, explain essay types and structure, and teach students how to organize their ideas.

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**HANDOUT 5: WRITING FOR CHANGE!**

Directions: Your group is to agree on something on campus or at the school that needs some improvements or changes. Your writing assignment is to create a written campaign document to be presented to the Principal about getting this change to occur. Use all that you have learned about writing to persuade others and workplace writing skills to develop one document for change.

**REMEMBER:**

1. This is something your group agrees needs addressing.
  2. You are preparing to request change on the campus with the administration.
  3. You are to be graded on written document and if the change occurs will receive 10 bonus points.
- 
1. What is being addressed or change is requested?
  2. Why is it being addressed? What is needed or not needed?
  3. What/Who will be impacted by the need being addressed?
  4. What will be the toll/costs of addressing this need?
  5. If there is costs involved, where will the money come from for the project?
  6. How will learning be improved by addressing this need?
  7. What outside sources have you found who support this need change?
  8. What outline or plan do you have to address the need?

**THINK AND IMPROVE! WRITE FOR CHANGE!**

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**GRADE 9 LESSON 24: STAYING ON TARGET: TRANSCRIPT AND GPA**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.9.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies: Students will...**

A.C.9.1.06 Make semester revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.

**GOAL:** Students will learn how to use transcripts for academic and career planning and course scheduling.

**Activity Statements:**

Students will use transcripts to determine their personal class ranking, calculate their grade point average (GPA), and total their credits earned.

**Materials:**

1. Copies of students' transcripts
2. Overhead projector (May use whiteboard or chalkboard)
3. Blank Transparency for procedure to calculate GPA including value of letter grades, formula for determining GPA
4. High School Course description book or enrollment guide (for class point values).
5. Handout 1: Typical explanation of transcript importance and GPA

**Procedures:**

1. Distribute students' copies of transcripts and Personal Educational Plans begun in 8<sup>th</sup> grade.
2. Remembering that this is an extension of an earlier lesson, explain the need for review/re-teaching and the reminder to check at end of each semester to ensure all documentation is correct. Review the purpose of transcripts. Instruct students to locate their class ranking, GPA, credits earned on their transcripts.
3. Discuss other information your high school includes on personal transcripts.
4. Explain that there are times students need to calculate their GPAs on their own (i.e. to verify accuracy). Use the transcript to show students how to compute GPAs. (Refer to website listed under "Additional Resources" for directions, if necessary.)

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5. Ask students to review their transcripts and Personal Educational Plans and what they need to do to continue progress toward post-secondary goals.
6. Handout the Transcript and GPA Handout 1 for students to have for review and explanation to parents. Tell them this information should be kept in their portfolio files.

**Additional Resources:**

Computing GPA: [http://sociology.msu.edu/documents/GPAcomputingMethod\\_000.pdf](http://sociology.msu.edu/documents/GPAcomputingMethod_000.pdf)

**Extension Activities:**

Encourage teachers to have students compute GPAs after each grading period. Teachers could have students keep a grade log sheet in their class.

**Activities:**

Have students fill out their Plan of Study with their marks, enrolled and planned courses, then reflect in portfolio about whether they are on or off track of their graduation and high school goals.

**Resources:**

<http://www.careertech.org/career-clusters/resources/>

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**HANDOUT 1: WHY TRACK TRANSCRIPTS AND GPA?**

Your transcript is your number one most important document in the admissions process. This is the proverbial “permanent record,” at least as far as colleges are concerned. The courses you have taken and the grades you have earned tell a college most of what they need to know about you as a student. More than your test scores, more than your extracurricular, more than your community service, and more than your teacher recommendations, your transcript documents your past and is a pretty good predictor of your academic future.

The rigor of the courses you take is as important as the grades you earn. If you hope to gain entry to the most competitive colleges in the country, you have to take the hardest courses offered and do well in them. So every student should take the most difficult courses they can handle—and get the best grades possible.

Your academic core courses count more than your non-academic electives. The GPA recorded on your transcript takes includes your performance in gym, choir, keyboarding, health, and the like. These courses may be required for graduation, but they are not usually part of the requirements for admission. College is not a vacation resort: it is an academic experience. So you will be judged on your academic performance in the core courses: math, science, English, social studies, and foreign language.

If you take honors, Advanced Placement (AP), or International Baccalaureate (IB) courses, you may be given “extra credit” in your GPA to compensate for the rigor of these courses. Schools do this primarily to reward high performing students with a higher class rank (which is explained in this post). But an A is an A is an A. If you get a B in an honors course, it is never the equivalent of an A in some other course. Don’t rationalize and try to convince yourself otherwise.

Colleges do look at grade trends, so if your transcript has some blotches on it, you always have an opportunity to make improvements. Bad grade in 9<sup>th</sup> grade life science? Do better in 10<sup>th</sup> grade chemistry. Colleges like to see students who pull themselves together and begin performing to potential. You will not be able to erase the stains, but you can make the overall picture more attractive.

So what’s the bottom line? Simple rules

Take the hardest courses you can.

Get good grades.

Don’t rationalize poor performance.

It’s never too late to get your academic act together.

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Calculating one's GPA is a fairly straightforward process. Except for the fact that many high schools report "weighted" and "unweighted" grade point averages. Basically, a weighted GPA takes into account the difficulty of the courses a student is taking, and those taking harder courses are rewarded with extra "brownie points" in their GPA. Usually colleges strip these brownie points from an applicant's GPA in order to fairly compare one student against another.

But merely stripping away the brownie points is not enough to uncover your real GPA, because in today's comprehensive high schools, we give grades for just about every class a student takes, including:

- physical education
- performing groups (including theater and all sorts of music)
- high school sports training
- vocational education classes, like shop, auto mechanics, and the like
- health classes, including sexual education
- student aide or school helper

These courses help pad a high school student's schedule. But they do not constitute the academic core of high school. Grades in these courses do provide a measure of success (I actually have a client who received an "F" as a student aide—I'm hoping that was a clerical error!). But these grades cannot really be counted as a measure of a student's academic abilities.

Therefore, to calculate a student's core GPA, we have to remove the fluff. We have to calculate the GPA based solely on the five academic solids that constitute a high school student's performance:

- Math
- English or Language Arts
- Social Studies
- Science
- Foreign Language

The core GPA is your "real" GPA: this is the measure of your academic performance in high school. (Again, it's not a measure of self-worth.) Unless students come to me with a transcript with nothing but grades of A, most students are disappointed to see their 3.0 cumulative, weighed GPA fall to a more embarrassing 2.3 or lower. Those gym classes and band classes are not only fun, but they artificially prop up one's GPA. Therefore, colleges with relatively selective admissions processes will strip the fluff right out of the GPA in order to get down to brass tacks: how well does this particular student perform in academic work?

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While I hate to be the bearer of bad news, I encourage students from middle school onward to be aware of their “real” GPA as they go through school, and to not be blinded by the number printed on the grade report. They need to be aware that some courses, whether required (health, gym) or not (jazz band, sports conditioning) may artificially inflate their cumulative GPA, and may lead to academic complacency.

The lesson: don’t let yourself be deluded by the numbers on the page. College admissions officers, who must compare one student against another in deciding whom to admit, will strip your GPA of all non-academic fluff. Don’t wait until the fall of your senior year to come to the realization that your GPA may be artificially inflated.

So throw off the rose-colored classes, strip your GPA of all artificial weighting, and strike out all those A grades you received in those electives you love. Ultimately, your “real” GPA is what colleges will consider most carefully.

Now with that out of the way, let’s look at the nuts and bolts of the GPA calculation for students who are awarded letter grades. For each grade in an academic course, assign the following number values to each grade. Then simply divide the sum of these numbers by the number of courses (a simply average). This will be our “Real” GPA.

A = 4.0  
A- = 3.7  
B+ = 3.3  
B = 3.0  
B- = 2.7  
C+ = 2.3  
C = 2.0  
C- = 1.7  
D+ = 1.3  
D = 1.0  
F = 0

To give an example, let’s say that Stan the Student has a B- in Math, a B+ in English, a C+ in social studies, an A in Spanish, and a B in science, we add the following values:  $2.7 + 3.3 + 2.3 + 4.0 + 3.0$ , for a total of 15.3. Divide by 5 course, and the GPA is 3.06. Also, you may want to get an idea of how to translate percentages into the numerical grade point average. You counselor can help you with understanding more so see him/her frequently!

Mark Montgomery  
College Counselor

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**GRADE 9 LESSON 25: Researching Opportunities**

**Time Required: 30-45 minutes**

**Content Standards:** A.S.9.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies: Students will...**

A.C.9.2.08 Learn about and describe course offerings in which post-secondary credit can be earned while in high school.

A.C.9.2.03 Annually revise their five-year high school course plans as appropriate to reflect changes in career and post-secondary plans, standardized test scores, report card grades, and life experiences.

**GOAL:** Students will learn about courses in high school including dual credit, AP and other articulation courses that allow them to earn credit while in high school and save money when completing post-secondary education.

**Activity Statements:**

1. Students will identify the opportunities to earn college/post secondary course credits while in high school.
2. They will explore the opportunity cost through comparison between any associated fees and the costs for college/post-secondary training.
3. They will determine the cost savings by selecting to take the courses at the high school level.
4. They will examine the total college credit earning potential and determine the amount of time they can eliminate paying to attend college. For example, some students may earn a full year of college credit while in high school and only have to attend college for three years after graduation.

**Materials:**

List of school specific courses offered in the following categories:

- Dual credit courses
- AP courses
- Online course offering credit
- Other articulation courses such as tech prep, vocational, or apprenticeships
- College/community college technical school brochures that can be used for course and cost comparisons
- Handout 1: Researching Colleges

**Procedures:**

Students will receive a list of courses that are offered at their high school that could lead to post secondary credit. Any costs associated with the course should be listed on the handout.

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1. Pass out materials from local college/community college/post-secondary training that identify matching courses and the cost for each.
2. Student will review his/her Individual Student Educational/Career Plan (ISEP) and map out courses from the list that are related to their career choice. The map should include courses for each year of high school.

**Discussion:**

1. How many dual credit courses are offered at your high school?
2. How many Advanced Placement (AP) courses are offered at your high school?
3. What are the requirements to enroll in these classes?
4. Are there any costs associated with these classes? If so, what are they?
5. What would be the cost for the same course offered at a local college?
6. How many of these courses could you take while in high school and what would be the cost savings as compared to college tuition for the same courses?

**Additional Resources:**

AP Courses: <http://www.collegeboard.com/student/testing/ap/about.html>

US College Search Site <http://www.uscollegesearch.org/>

<http://nces.ed.gov/collegenavigator/>

<http://www.collegeview.com/articles/article/college-selection-guide>

**Extension Activities:**

Visit local trade/technical/community college and discuss specific courses you plan to take while in high school that school would grant credit for or allow replacement for a required course for their career training.

Contact 4-year colleges/universities you might be interested in and request information on specific courses you plan to take and what credit(s) might be allowed.

Students:

1. **Complete Handout 1 – College Research Exercise**
2. **Save three schools of interest to your Portfolio**
3. **Complete a listing of Educational Goals as a part of your portfolio and Post-secondary Education Plan.**

**Advisors:**

**The Guidance and Counseling Program Office will have some forms and documents required for counselors to complete during the year and samples of forms for students to use once aligned for your high school. Be sure to follow such guidelines by the AS DOE Office.**

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Handout 1: Researching Colleges

When researching colleges that might be of interest to you there are some specific things to consider. Your assignment here is to review this document and then do some research on several colleges writing a list of what, why and reasons for your choices. Identify three specific colleges and complete as much of the information addressed here as you can learn about your top three choices.

What to consider:

- Location
- Areas of study
- Student body size
- Financial aid available
- Public
- Private
- Disability-friendly
- Campus demographic
- Housing
- Extracurricular activities
- Cost
- Religious affiliation
- Transportation
- Student-faculty ratio

Here are the nine steps to help select colleges that interest you:

- Step 1: Think about possible college majors. (Because even the largest universities don't offer all majors.)
- Step 2: Develop a list of criteria for evaluating colleges. (Because you'll want to narrow your choices and weed out colleges.)
- Step 3: Compile a list of possible colleges and universities. (We'll give you resources to help develop your list of prospective schools.)
- Step 4: Gather all your resources and information about each school. (You'll want to make sure you have plenty of data on each college.)
- Step 5: Use the criteria from Step 2 to narrow your list. (Your goal should be bringing the list down to a manageable number.)
- Step 6: Visit the colleges on your list from Step 5. (Ideally, visit in person, but you can tell a lot from DVDs, websites for that particular college and/or Webcams.)
- Step 7: You would apply to the schools that make the cut. (Each person is different, but typically apply to no more than 10 schools.)
- Step 8: Be sure to check to see what financial needs the college can help you address and if they offer specific scholarships or assistance programs you would qualify for. (If you're lucky enough not to need them, skip this step.)
- Step 9: Make your final college choice and apply.

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**GRADE 9 LESSON 26: Your Job Description and Responsibilities**

Time Required: 30-45 minutes

Content Standards: PS.S.9.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will...**

PS.C.9.7.03 Describe the unique rights and responsibilities students have as young adults.

**GOAL:** Students will understand the difference between rights and responsibilities.

**Activity Statements:**

Students will discuss some of their rights and responsibilities.

**Materials:**

1. Pen/pencil

**Procedures:**

1. Write the words “right” and “responsibility” on the board or on overhead transparency.
2. Ask students to define both of these words.
3. Record students’ definitions on the board or overhead page.
4. Ask students to list on paper what they believe are their school and academic responsibilities.
5. Encourage students to share their ideas with the entire class.

**Discussion:**

1. What is the difference between a right and a responsibility?
2. What rights do you have?
3. How do you define responsibility?
4. Why would educators and employers call these “workplace basic skills?”
5. What are some of your academic responsibilities?
6. What are some of your non-academic responsibilities?

**Closing Statement:**

Remind students that they have a right to a **free public** education, but it is their responsibility to get to school on time, do their work, be prepared, respect others and complete all graduation requirements. Remind them also about the responsibilities to take care of “other people’s property” (i.e., desks, walls, grounds) in their school (workplace) and it is their “right” to be able to attend a well-kept school and classrooms! (Workstations) Remind students that just as in their clothing and behavior reflects to other something about them as a person, the condition of their workplace and their work reflects on who they are and on their place of “employment” and in this case

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that it their school and campus.

**Additional Resources:**

Rights vs. Responsibilities <http://www.vision.org/visionmedia/article.aspx?id=845>

**Extension Activities:** Discuss with parents ways that you can help with family responsibilities in order to reduce family stress.

Lesson Adapted From:  
Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons <http://intranet.cps.k12.il.us/Lessons/Advisory/>  
Grade 9 Week 34

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**GRADE 9 LESSON 27: SAFE DATING/HEALTHY RELATIONSHIPS**

**Time Required: 30-45 minutes**

**Content Standards:** PS.S.9.9 Students will understand safety and survival skills and apply coping strategies.

**Competencies: Students will...)**

PS.C.9.9.05 Identify and apply positive relationship and safe dating practices.

PSD.C.9.9.04 Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g. parents, crisis hotlines, school counselors).

**GOAL:** Students will identify and apply positive relationship and safe dating practices and resources to get help when concerns arise.

**Activity Statements:**

Students will be able to tell the difference between a healthy relationship and one that could put them in jeopardy.

They will explore indicators of potential violence (physical, emotional and sexual) and develop strategies for dealing with a situation.

**Materials:**

1. Handout 1 – Violence Cycle
2. Handout 2 – Violence Wheel
3. Handout 3 – Personal Plan
4. Handout 4 – I think I may be abusive...what can I do?
5. Handout 5 – Dating Bill of Rights

**Opening Statement:**

Relational and dating violence is no laughing matter. If not stopped early, dating aggression can turn into a life time of domestic violence or even death. An average of two **domestic** homicides occurred in many states each month not to mention multiple cases of physical abuse that occurs daily. The intent of this lesson is to help both the potential abuser and victim recognize and stop the cycle of domestic violence.

**Procedures:**

1. Present the ABC's of a healthy relationship - <http://www.pamf.org/teen/abc/define/> - awareness, balance and conscious choices
2. Use Handouts 1 and 2 to identify the indicators of violence in a relationship. Students will develop a plan of action when concerns arise.
3. Distribute and have students complete Handout 3.
4. Handout 4 will be used as a resource to help all get over abusive tendencies.

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5. Divide students in groups and ask them to discuss what they learned from the handouts.
6. Following small group discussion, have group discussion using the following questions as a guide for a personal plan.
7. Instruct students to work independently on a personal plan for dating safely.
8. Instruct students to keep handouts for future reference.

**Discussion:**

1. What behaviors might indicate that you are engaged in an unhealthy relationship?
2. How would you know if the relationship has a problem?
3. If you notice one or more of these indicators in your relationship, what should you do?
4. Where could you go to get help in dealing with a problem?
5. Is possessiveness about control or love? Why or why not?
6. What is the major cause of domestic violence?
7. Name some of your personal rights in a dating relationship.
8. Name some of your responsibilities in a relationship.
9. What are some rights and responsibilities that weren't listed or discussed?

**Additional Resources:**

**National Domestic Violence Hotline** [www.ndvh.org](http://www.ndvh.org)

**Cycle of Abuse** <http://www.domesticviolence.org/cycle-of-violence/>

**Turning Point Services**

<http://www.turningpointservices.org/Domestic%20Violence%20-20Cycle%20of%20Violence.htm>

**Domestic Violence Help Guide :**

[http://www.helpguide.org/mental/domestic\\_violence\\_abuse\\_types\\_signs\\_causes\\_effects.htm](http://www.helpguide.org/mental/domestic_violence_abuse_types_signs_causes_effects.htm)

**Dating Violence Guide** <http://www.acadv.org/dating.html>

**Extension Activities:**

**Recommend to students:** Duplicate handouts and share “privately” with friends or family you feel may benefit. Identify the agencies in your area that provide services to individuals who find themselves in an unhealthy or dangerous relationship such as domestic violence centers, family refuge centers, crisis centers and other local support agencies. The list could include school counselors, teachers, medical doctors, family members or other professionals as sources of help.

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**SAFE DATING/HEALTHY RELATIONSHIPS - Handout 1: Violence Wheel**

The chart below is a way of looking at the behaviors that abusers use to get and keep control in their relationships. Battering is a choice. It is used to gain power and control over another person. Physical abuse is only one part of a system of abusive behaviors.

Abuse is never a one-time event.

This chart uses the wheel to show the relationship of physical abuse to other forms of abuse. Each part shows a way to control or gain power.

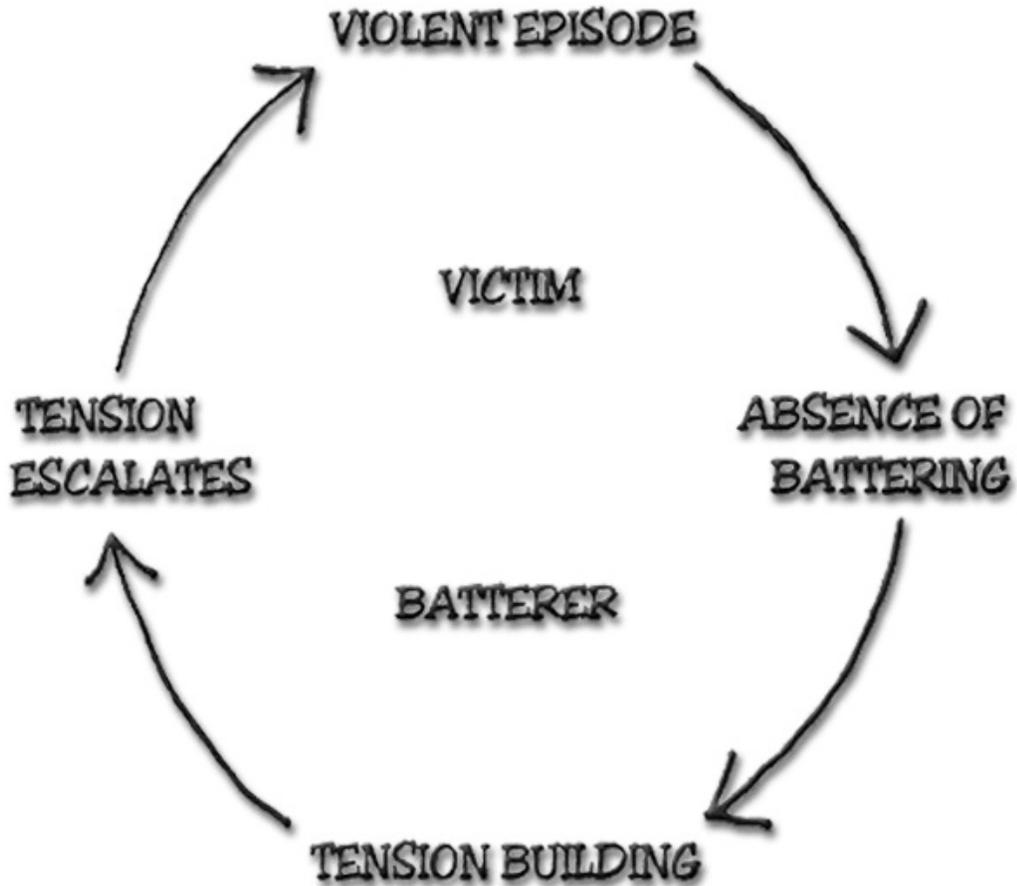


**DOMESTIC ABUSE INTERVENTION PROJECT**  
202 East Superior Street  
Duluth, Minnesota 55802  
218-722-2781  
www.duluth-model.org

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SAFE DATING/HEALTHY RELATIONSHIPS - Handout 2

# THE CYCLE OF VIOLENCE



The Cycle of Violence includes 3 stages:

1. The Tension Building Stage
2. The Violent Episode
3. The Absence of Violence Stage

Domestic violence increases in frequency and severity.

*It is never an isolated incident or a one-time occurrence.*

Resource:

<http://www.turningpointservices.org/Domestic%20Violence%20-%20Cycle%20of%20Violence.htm>

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**Safe Dating/Healthy Relationships Handout 3**

**Personal Plan for Dealing with Unhealthy Relationships**



- **How would I know if I am involved in an unhealthy relationship?**

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- **If I have a concern with an action or behavior in a relationship, what would be the first step?**

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- **Where would I go for help with the problem?**

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- **What would I do to protect myself from unhealthy behaviors?**

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**SAFE DATING/HEALTHY RELATIONSHIPS - Handout 4  
I think I may be abusive ... what can I do?**

**Am I abusive?**

If you are not quite sure whether your actions could be considered abusive or not, read through the Warning Signs of an Abusive Personality and search your heart. Are any of those actions or attitudes ones you tend towards? You may also find it helpful to read the article by John Stibbs on healthy and unhealthy relationships: Emotional Boundaries. Does your relationship tend more towards a healthy or an unhealthy one?

Maybe you could ask yourself some of the following questions:

- Would you treat your boss, mate or next-door-neighbor the same way as you do your partner?
- If someone else were treating your daughter, son, brother, sister or friend the same way as you treat your partner, would you consider it okay or not?
- Has your partner told you that your behavior is unreasonable or abusive?
- Has your partner either left you or threatened to leave you if you don't stop being nasty to her/him?
- Have previous relationships gone ended due to your behavior?

If you have answered NO to either of the first questions, and YES to any of the last three, then the chances are pretty high that you are abusive towards your partner.

**On taking Responsibility**

First of all, if you have realized that some of your actions and attitudes towards your partner may be abusive, you have already made a very important step toward change and being able to enjoy a mutually beneficial relationship. Well done! It is difficult and painful to realize that you may be hurting someone you love, but it is the first step towards change.

The only person who can make a difference is YOU! One of the main problems with repeat abusers and perpetrators is denial of the abusive nature of their actions and attitudes, and denial of any 'real' effect on their victims. Acknowledging to ourselves that we have a problem, or that we are hurting someone we love is very, very difficult and painful, and many people can never quite admit it to themselves.

A lot of abusive behaviors are ingrained, they may have been part of your personality and coping mechanism since childhood, and they are difficult not just to recognize, but also to crack. Nobody else can do that for you, you have to take responsibility for your actions yourself - fully. This means recognizing when you are saying something hurtful or doing something harmful to your partner; learning to recognize your reactions within yourself, how you feel when you get wound up, how you feel after an abusive episode; the thoughts and excuses you make to yourself to allow you to deny you are really doing anything wrong.

Ask yourself some of these questions:

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- Do you regularly vent your frustration on your partner?
- Do you tell yourself that your partner is overreacting to 'being told off'?
- Do you tell your partner they are 'making a fuss about nothing' or 'making a mountain out of molehill'?
- Do you tell yourself what you do is not that bad and that so-and-so would be far worse?
- Do you think that if your partner just didn't 'wind you up on purpose' then the abuse would not happen?
- Do you tell yourself that your partner deserved the abuse, because they are not perfect either?
- Do you tell yourself that because you only get nasty when you are drunk it isn't really the same as if you were really abusive?

If you answered YES to any of the above, you may still not be taking full responsibility for your actions. It may be a good idea to discuss the abuse, your feelings about it and attitudes towards your partner with a third person, preferably someone not involved with either of you, such as a counselor or help line volunteer.

**Where can I get help?**

There are several Perpetrator Programs available and many of these accept self-referrals. To my knowledge, there are none at present that cater for female perpetrators of Domestic Abuse, but there are several counselors and other professionals who are qualified to do so.

The local police and/or health department or women's bureau can provide you with a full list of either programs or professionals in your area.

To find out what these Perpetrator Programs entail, please check out the title locally or on the web and also has some details and some personal stories and impressions from men and women who have been involved in such programs.

If you are facing prosecution for violence towards your partner, the Court has got the option of referring you to such programs, and there are further programs organized and run by the Probation service - though these do not usually take self-referrals. Attendance at one of these will often be included if you are on probation.

In a similar fashion, your local Social Services should have details of any perpetrator programs or related services in your area, and are also able to refer.

**Things which are not recommended**

If violence has been, and especially if it currently still is an issue in your relationship, then **Couples Counseling** is not recommended nor is **Mediation**. Basically the abuse itself has to be dealt with BEFORE any form of joint counseling or mediation can be effective

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In the past **Anger Management** courses have been recommended for abusers, especially men who have been violent towards their female partners. However, more and more research seems to be indicating that such courses are not effective in dealing with abusive behavior as such, as abuse is less about being able to control anger, **and more about basic attitudes and control issues**. In short, anger management may be part of the problem, but is usually not either the main problem or the root cause of Domestic Abuse.

**Will getting help 'save' my relationship?**

It may, or it may not. Often by the time the perpetrator realizes he or she has a problem, too much has already happened and the trust cannot be rebuilt. Sadly a lot of men will refer themselves to perpetrator programs in a bid to stop their partner from leaving or even in a bid to persuade her to come back and give it another try. If you are seeking help with the sole intention of keeping or regaining a partner who has decided to leave due to your abuse, then you are probably approaching it with the wrong motives - more as a tool to get or keep what you want than as a necessary change in yourself.

Perpetrator programs or counseling can really only help if YOU want to change. You may have to accept that due to your behavior you have lost the person you love, but at the very least you can try to ensure that you do not cause more pain and hurt to the next person you get involved in.

Resource: [http://www.hiddenhurt.co.uk/Abuser/abusive\\_help.htm](http://www.hiddenhurt.co.uk/Abuser/abusive_help.htm)

Resource: <http://apps.leg.wa.gov/WAC/default.aspx?cite=388-60>

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**Personal Plan**

**I have the following tendencies towards domestic violence.**

- 1.
- 2.
- 3.
- 4.
- 5.

**I will stop the following behaviors:**

- 1.
- 2.
- 3.
- 4.
- 5.

**I will use the following resources to help me.**

- 1.
- 2.
- 3.

**Who can I turn to for help when things aren't going well?**

- 1.
- 2.
- 3.

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**SAFE DATING/HEALTHY RELATIONSHIPS - Handout 5**

**Dating Bill of Rights I have the right...**

- To ask for or refuse a date
- To be treated with respect ALWAYS
- To be in a healthy relationship
- To be treated as an equal
- To keep my body, feelings, beliefs and property to myself
- To set my own limits and stick to my values
- To suggest activities on a date
- To have my own friends and activities apart from my boyfriend or girlfriend
- To have my own feelings and to be able to express them without fear
- To say I think my date's information is wrong or their actions are unfair or inappropriate.
- To ask someone not to interrupt me
- To have my limits and values respected
- To tell my date when I need affection
- To refuse affection
- To be heard
- To refuse to lend money
- To refuse sex with anyone just because they took me out on an expensive date
- To refuse sex at any time for any reason
- To say no for any reason
- To leave a relationship

**I have the responsibility...**

- To communicate clearly and honestly
- To ask for help when I need it
- To be considerate of others
- To check my actions & decisions and determine whether they are good for me or bad for me
- To set high goals

**Resources:** Domestic Violence Advocacy Program of Family Resources, Inc.  
<http://www.chooserespect.org/scripts/teens/rights.asp>

**American Samoa Comprehensive Career Guidance and Counseling  
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Grade 9 – Lesson 28**

**GRADE 9 LESSON 28: SAFETY AND SURVIVAL SKILLS**

**Time Required: 30-45 minutes**

**Content Standards:**

PS.S.9.9 Students will understand safety and survival skills and apply coping strategies.

**Indicators (Students will...):**

PS.C.9.9.02 Identify at-risk behaviors that challenge young adults and set healthy goals in those areas.

**GOAL:** Students will understand how safe and healthy life choices affect their lives and become familiar with resources that are available to manage life-changing events.

**Activity Statements:**

- Students will utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors.
- Students will address personal/safety issues and management of life changing events through discussion and written assessment.

**Materials:**

- Video or Speaker on a risk taking behavior (i.e. Drugs, Alcohol, Rape, Sexual Harassment, Bullying, Cyberspace, Gangs, Death of Loved One)
- Handout 1 -- “Presentation Review Assessment”

**Procedures:**

- Introduce presenter or video.
- Presenter will present or video will be shown.
- Divide students into small groups and ask each to discuss one thing he/she learned or one interesting point from the presentation/video.
- Distribute “Presentation Review Assessment” worksheets. Discuss when complete.

**Discussion:**

1. How do safe and healthy life choices affect our lives?
2. What resources are available to manage life-changing events?

**Additional Resources:**

*Youth Risk-Taking Behavior: The Role of Schools*  
<http://smhp.psych.ucla.edu/pdfdocs/policyissues/risktaking.pdf>  
*Adolescent Perceptions of Their Risk-Taking Behavior -*  
[http://findarticles.com/p/articles/mi\\_m2248/is\\_n115\\_v29/ai\\_16423342](http://findarticles.com/p/articles/mi_m2248/is_n115_v29/ai_16423342)

**Extension Activities:**

Teacher will refer student to appropriate resources with student concerns.

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**RISK-TAKING BEHAVIOR – Handout 1**



**Presentation Review Assessment**

**(Circle yes or no)**

**Yes No 1. I can identify risk-taking behaviors.**

**Would you like to explain?**

**Yes No 2. I have been involved in a risk-taking behavior.**

**Would you like help with that type of behavior:**

**Yes No 3. I know where to find resources to assist with personal safety issues.**

**Yes No 4. I know how to assist others in finding resources for life-changing events.**

**Yes No 5. Today's program was helpful in addressing personal safety.**

**Would you like to comment on the program?**

**Yes No 6. I know my counselor has appointments and/or resources to assist me.**

**I'd like to know more about ...**

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**GRADE 9 LESSON 29: RESPECTING SELF AND OTHERS**

**Time Required:** 30-45 minutes

**Content Standards:** PS.S.9.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies:** Students will...

PS.C.9.7.09 Understand the influence of a positive self-concept.

PS.C.9.7.10 Develop skills to interact positively with others.

**GOAL:** Students will examine how they demonstrate respect for self and others.

**Activity Statements:**

Students will discuss how to demonstrate respect for self and others.

**Materials:**

1. Paper and Pen/pencil
2. **Handout 1:** The Working Life: Dealing with Difficult Coworkers

**Procedures:**

1. Write the following questions on the board or overhead:
  - a. What would you say to someone who was spreading a rumor about you?
  - b. What would you say to someone who ignores you when you ask a question?
  - c. What would you say to someone who cuts in front of you in line?
  - d. What would you say to someone who makes a nasty comment about you?
2. Divide students into small groups of 3 - 4 students.
3. Select one student to be the presenter for each group.
4. Ask each group to brainstorm solutions to the above questions and list these solutions on paper.
5. Have all groups to share their solutions with the entire class.

**Discussion:**

1. Why is it important to be respectful to others?
2. How can showing disrespect toward others make a situation worse?
3. How do you demonstrate respect for self and others?
4. What can you do to improve how you show respect toward others?

**Closing Statement:**

Learning how to demonstrate respect for self and others is important. Many times how we communicate our feelings to each other can influence the outcome of a situation.

**Additional Resources:**

*Teaching Respect for Self and Others*

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[http://www.parenting.org/archive/discovery/life\\_lessons/2001-02/Aug02\\_teaching\\_respect.asp](http://www.parenting.org/archive/discovery/life_lessons/2001-02/Aug02_teaching_respect.asp)

*Quotations about Self-Respect*

<http://www.quotegarden.com/self-respect.html>

**Extension Activities:**

Set two personal goals of how you will be more respectful of self, peers, family and community leaders.

**Activity:**

Have students read and discuss Handout 1: “The Working Life: Dealing with Difficult Coworkers” for real world reflections.

**Resources:**

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**HANDOUT 1: The Working Life: Dealing with Difficult Coworkers**

The Saboteur. The Exploder. The Demeanor. These monikers sound like characters out of a James Bond novel. In reality, they are sitting in the cubicle next to yours.

Accompanied by the Jerk, the Complainer, the Empty Pit, the Victim, the Micro-manager, the Know-It-All, the Gossip and the Constant Competitor, these difficult and obnoxious coworkers can drive you to distraction. Worse, they can impact your work and the work of others, poison the atmosphere and hurt your company's productivity, not to mention its bottom line.

Dealing with difficult coworkers is a skill that can be mastered, however, with a little knowledge, a lot of understanding and a few tips, you will be able to marginalize these negative forces, overcome workplace difficulties and get back to work.

**Use Your E.Q.**

One of the best ways to deal with difficult coworkers is through your emotional intelligence. People with high E.Q.s are able to understand the motivations and sources of bad behavior, and this is critical to dealing with the problem. Most difficult people are people with very low emotional intelligence; they have no clue what they are doing or either don't know or don't care about the impact of their behavior. But you should use your E.Q. to recognize difficult coworkers and try to discern the motivation behind their behavior. That, in turn, will determine your reaction to it and whether the behavior warrants intervention.

Some people just like to vent, and have no idea that this is annoying and distracting to others. Some people like to cause trouble and make others miserable. Some are simply stunted emotionally -- they never learned how to play nice with others. Others get corrupted by power. Some coworkers may be in over their heads, which creates a situation of personal stress and fear.

Still others are replicating behaviors that have made them successful in the past, but which now serve to undermine the workplace. Some are just overly ambitious and are trying to get ahead at any cost. And others may just be reacting to the unwritten value system of the organization. It's sad but true, there are many organizations that actually promote and reward difficult behaviors.

**Assess, Strategize and Act**

Very often, we are terrified to confront others in situations where we really should. In many cases, we enable people to behave poorly by not standing up to them and asking that the behavior stop. This is because most people don't have an effective model or paradigm for making clear requests and delineating clear boundaries. But dealing with difficult people can usually be handled in 2 or 3 minutes using a well thought out and simple request. There is a right way to do this: assess, strategize and act. Here are the steps:

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1. Don't take it personally. Detach yourself emotionally from the situation. Take a walk, calm down and sort through your emotional landscape until you can look at the situation clearly and objectively.
2. Assess the situation honestly. Ask yourself, What is really bothering me? Why does it bother me? What value of mine is being trampled? What boundary is being crossed? How is this hurting my job or ability to perform my job? Can I ignore the behavior and do my job?
3. Third, explore your contribution to the behavior. This is crucial, as many people suffer from a "victim" personality. You know the Victim. This is the person who is always blaming others for their failings or for their poor performance. This is the person who is always waiting for others to change their evil ways and is never willing to look at their own contribution to the problem. So, take a good hard look at yourself. What has been your contribution to the situation? How are your actions, opinions, perspectives, or behaviors impacting the situation? You have to be willing to change your own behavior before you seek to change others. Name your contribution and own your piece of it, so that you can change and stop.
4. Fourth, determine what behavior you want changed or stopped. Think about what exactly you want to change.

Think about and practice how you will speak to your coworker. You must find a way that will resolve the situation and not perpetuate it. Remember, don't phrase it personally. You do not want to come across as attacking the person, just seeking change in a behavior. Make the request in a calm, clear, non-personal and unemotional manner. Do not judge or use the word "should."

If you are a manager or supervisor, use business tools to make the request and follow up. This includes memos, e-mails, follow-up meetings, performance reviews, etc.

There are lots of mistakes you can make when dealing with difficult or irrational coworkers. First, don't take it personally. Don't get emotionally hooked or drawn in by this person. Second, don't respond at their level. Instead, use your E.Q. and take the higher ground. Third, don't fall into the trap of thinking that people "should" behave differently or behave to your own internal code of conduct. Understand that others do not necessarily accept your value system and internal ethos. For example, just because you think that managers should care about their employees, or that managers should be fair and give you credit or that coworkers should be teammates or should be respectful and friendly, doesn't mean that is the way it is. Get real about your workplace.

It is never easy to approach a coworker about bad behavior. In many cases, you do not need or want to go over the person's head. It should be dealt with one on one. But there are many times when it is advisable to include a third party, either a supervisor or someone from HR. This should only be done if you've tried to resolve the situation yourself to no avail, if the difficult people begin to create a toxic and threatening atmosphere, when their behavior is

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threatening organizational productivity or if you believe that person is truly unhinged. Then get a higher up involved.

#### When the Boss Is the Problem

If the toxic person is your boss, then you have a tough situation. In any workplace, it is a smart move to “manage up,” which means you should manage and establish a relationship with your boss in a mutually beneficial fashion. You need to make the boss look good and do what it takes to be in his or her good graces. There is nothing wrong with a little ingratiation (which is not the same thing as brown nosing). If you’ve established a good relationship with the boss, you may be able to talk it out. But if not, you’ve basically got three choices, none of which is great.

First, leave the company. Second, accept the situation and develop strategies to unhook yourself emotionally from your boss’s behavior. Third, try to change your situation at work. Get a new job within the company, try to get your boss fired, or try to change your boss’s behavior.

None are terrific options, but if you choose option two, here are some tips to detach yourself emotionally.

- Tip 1: Reframe how you see things. Change your mental model about what is going on. Instead of seeing your boss as an insensitive jerk, try to see him as someone who is scared and in over his head.
- Tip 2: Hope for the best, but expect the worst. Stop expecting your boss to be someone he/she isn’t. Prepare for worst case encounters
- Tip 3: Practice emotional detachment. Stop linking your self worth to jerks at work. Find another way to value yourself.
- Tip 4: Limit your exposure. Meet with your boss as rarely as possible. Do whatever you can to create buffers.
- Tip 5: Build pockets of safety. Find people with whom it is safe to vent and create strategies. A sort of victim support group.

#### Study and practice

It is not easy to handle and deal with difficult coworkers or supervisors. Even with the above tips you will need to practice your approach. There are lots of places to get help, though, and over the internet, you can find helpful books such as: “Working with you is killing me,” by Katherine Crowley and Kathi Elster; “Boundries” by Henry Cloud and John Townsend, and “Crucial Confrontations,” by Kerry Patterson.

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With a little understanding, a little detachment and some practice, you can figure out the problem, the source and what to do about it. Major thing to remember, “If you let them upset you emotionally, they win!”

Sources:  
Adapted from article by Mary Abbajay

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**GRADE 9 LESSON 30: SERVING YOUR COMMUNITY**

**Time Required: 30-45 minutes**

**Content Standards: PS.S.9.7** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will...**

**PS.C.9.7.04** Recognize increased roles and responsibilities of the individual student within the family, school, and local community.

**PS.C.9.7.06** Identify activities the individual student might participate in to become a contributing member of a school community.

**GOAL:** Students will examine ways to participate in community service and set person goals for involvement.

**Activity Statements:**

Students will discuss the importance of being involved in community service.

**Materials:**

Hand-out 1 -- “Why Community Service?”

**Procedures and Discussion:**

1. Say to students: “Today we are going to talk a about Community Service.”  
Ask students what comes to mind when they hear the words “Community Service?”  
Start a list on the board of their answers. Add serving others and getting no monetary value in return - if they are not mentioned.
2. Define Community Service: A service that a person performs for the benefit of his/her local community.
3. Using a group discussion format talk about the importance of Community Service and being involved. Pass out and discuss with the students Handout 1 -- “Why Community Service?” Review the positive aspects of participating in Community Service. Be sure to stress that it does make a deciding factor on college applications and scholarships as well as on job applications so to be sure to fill that in with details.
4. Discuss the different ways to provide community service opportunities that students can participate in. Start a list on the board or overhead.
5. When time permits and program permits, let students decide on a group community service project that the class can work on.

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6. Ask each student to select a community service project they will contribute to or initiate if the class does not select a group project.

**Additional Resources:**

Community Service: A Family's Guide to Getting Involved

<http://www.kidshealth.org/parent/positive/family/volunteer.html>

**Extension Activities:**

Example: Organize a class project such as a community beautification project, a simple arts and crafts project at a local day care, helping senior citizens in need, providing services or special events to institutions that help senior citizens or children.

**Activities:**

Have students record their Community Service in their Portfolio.

**Resources:**

Additional Ideas for Community Service for Middle and High School Students:

<http://www.kidactivities.net/post/Community-Service-Middle-and-High-School-KIds.aspx>

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**HANDOUT 1: WHY COMMUNITY SERVICE?**

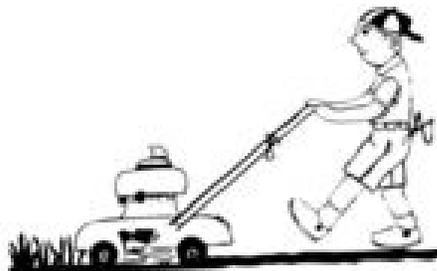
- To help other people
- To feel good about myself
- To keep active in my spare time
- To gain job experience
- To do something fun with friends
- To enhance job resumes and college applications
- To have variety in my life
- To meet interesting people
- To make a difference in my community

Add to your list:

"We make a living by what we get, but we make a life by what we give."  
...Sir Winston Churchill

"Ask not what your country can do for you...Ask what you can do for your country."  
...John F. Kennedy

***Your time and talents can change lives!***



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**GRADE 9 LESSON 31: PEOPLE SKILLS**

**Time Required:** 30-45 minutes

**Content Standards:** PS.S.9.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will...)**

- PS.C.9.7.02 Explore cultural identities and world views within the community.
- PS.C.9.7.01 Learn how to make and keep friends

**GOAL:** Students will make a personal improvement plan for improving relationships with peers, family, school, and community members.

**Activity Statements:**

The students will:

- consider their own behaviors that impact their relationships with others;
- review and learn additional benefits and ways of getting along with others; and
- develop an action plan for improving current behaviors.

**Materials:**

**Handout 1** – *Benefits to Getting Along*

**Handout 2** - *Whys to Improve Getting Along with Others!*

**Handout 3** – *Improving Behaviors Commitment Sheet*

**Handout 4** - **Active listening Reminders**

**Procedures:**

- Give each student Handout 1 and give them 5 minutes to work on independently.
- Have students divide into groups and remind them that the lesson goal is to get to know and develop respect for each classmate.
- Ask groups to share their responses on Handout 1 with each other and come up with more benefits to getting along and more ways to get along.
- Have the students discuss in their groups how the following character traits relate to getting along with others or getting into trouble with others and for them to consider terms like: responsibility, respect, courage, fairness, citizenship, honesty, kindness, and perseverance.
- Have each group list “new” benefits that have not been mentioned and share with the class. Make sure the following are part of the listings they have included:

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Have more friends Parents are proud Others share more Better friend Special privileges Respected by others	Fewer arguments Feel happier Get better opportunities Have better relationships People care more Get better grades
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- Provide Handout 2 to students and discuss with them if these would work for them or for their friends.
- Students will then complete Handout 3 identifying their current behaviors and a plan for improving on the three behaviors.
- Following the discussion questions, share the reflection on the long-term benefits of learning the skills for dealing with others with family, friends and with people they would be working with.

**Discussion: Ask the following questions and get volunteer responses:**

1. What did you learn about your behaviors that could prevent you from getting along with others?
2. What is the biggest issue when it comes to getting along with others?
3. Does placing blame on others “help” in any situation? What is meant by that?
4. There are certain things that are “in our control” and certain things that are “not in our control” when working with others. What are some examples of each?
5. What are ways we let the behaviors of others negatively influence our friendships?
6. What are some of the most common behaviors that create problems?
7. Are there any other ways to improve behaviors than those already mentioned?
8. How does one’s “listening skills” improve or hinder relationships? Go over Handout 4 for reminders and discussion.

**Closing Statements:**

- Sometimes it is not easy to get along with others. If someone does something that you do not like, or says something negative, you may feel like behaving the same way. Don’t! Stop yourself from saying things that can hurt others’ feelings. Teasing, cursing, and insults will only make matters worse. It is better to ignore others’ negative behavior than to act like them. Remember, if they get you to respond in negative ways as well then they won’t!
- Getting along with others takes some effort. It is hard to understand why some people act the way they do. Try to put yourself in their place and maybe it will be easier to understand.

**Additional Resources:**

Website with lesson on “Getting Along With Others”

<http://www.learnnc.org/lp/pages/3811>

<http://www.uen.org/Lessonplan/preview.cgi?LPid=28907>

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**Extension Activities:**

Ask students to reflect on the discussions today and to keep their list of three behaviors to improve on in their folders for followup in later lessons. Remind them that there are additional websites which provide students information about dealing with their emotions and feelings that are good to review.

**Activities:**

Have students discuss how maintaining good relationships with co-workers is a key workplace skill and to give examples they have heard about from family and friends about how not getting along impacted jobs and/or employment.

**Advisors:**

Ask students to let you know in private if there are behaviors that are impacting their learning and school attendance so you might can find ways to help them to improve the situation.

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**Handout 1: Benefits of Getting Along**

Take five (5) minutes and list as many benefits as you can that one gets by getting along with others.



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**Handout 2: - *Whys to Improve Getting Along with Others!***

- Share more with others**
- Be honest in relationships**
- Respect others**
- Smile**
- Forgive others**
- Listen to others**
- Do more favors**
- Invite others to participate**
- Be polite**
- Follow rules**
- Admit mistakes**
- Clean up your own space**
- Compliment**
- Have patience**
- Use manners**



**Now, add to this list with more possibilities:**



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**Handout 3** – *Improving Behaviors Commitment Sheet*

Select three (3) ways you could improve in your relationships and behaviors towards and with others then list a planned way you are going to improve on those three behaviors.

Examples could be: seldom wait for others - making this a major concern and becoming aware of this by listing every time I do wait and be considerate of others on a page in my notebook. When it is more common than not, then my behavior has improved.

Examples could be: often blame others – each time I have a problem, I am going to write down the way it was resolved and for each time that I used the “blame game” I will put a mark in a negative column on my page in my notebook. When I have learned that blaming is not a solution, then there will be less marks in the negative column and I have improved.

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**HEAR MODEL FOR ACTIVE LISTENING: *HANDOUT***

The **HEAR** model stands for *hear, empathize, analyze, and respond*, all essential to active listening. Use it to better understand the facts, ideas, and feelings of the speaker, and to help the speaker clarify her own thoughts, problems, and solutions.

**H—Hear** the speaker’s words.

- Listen attentively to her words *and* feelings.
- Keep an open mind. Avoid letting your own feelings, attitudes, or opinions interfere with your ability to listen.
- Do not evaluate, censor, or try to monopolize the conversation.
- Do not interrupt. It is important to listen to the speaker’s entire thought before you respond.

**E—Empathize** with the speaker; put yourself in her shoes.

- Display an interest in her point of view, even or especially, if it differs from your own.
- Listen for facts, ideas, and feelings.
- Listen for the thoughts behind the words.
- Check for understanding, by paraphrasing the facts as well as the speaker’s position. (“Are you saying that we need to improve our data collection systems based on records you looked at and conversations you’ve had with staff across the organization?”)

**A—Analyze** the speaker’s words and thoughts.

- Listen for the thoughts behind the words. Thinking is faster than speech. Use your extra “thought time” to summarize, review, and anticipate.

**R—Respond** is the last stage of hearing.

- Pay attention and show it.
- Include statements such as “I see,” “yes,” and “I understand.”
- Hold off on your evaluation. Hear the speaker out. Avoid premature advice.
- Do respond. It is especially difficult to talk to someone when there is no apparent reaction.
- Check to be sure the speaker understands your response.

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**GRADE 9 LESSON 32: BEHAVIOR TYPES AND DIFFERENCES**

**Time Required: 30-45 minutes**

**Content Standards:** PS.S.9.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will...**

PS.C.9.7.07 Learn how to communicate effectively.

PS.C.9.7.08 Use effective communication skills.

**GOAL:** Students will understand the difference between “assertive”, “aggressive” and “passive” behaviors.

**Activity Statements:**

Students will discuss and identify “assertive,” “aggressive,” and “passive” behaviors.

**Materials:**

Handout 1 *Assertive vs. Aggressive Behavior*

Handout 2 *Tips for Behaving More Assertively*

Handout 3 *Tips for Behaving Less Aggressively*

**Procedures:**

1. Define for students:
  - **Aggressive** - boldly hostile
  - **Assertive** - persistently positive or confident.
  - **Passive** – persistently withholds comments
2. Ask students to give some examples of some aggressive vs. assertive vs. passive behaviors.
3. Divide students into groups of 3 or 4 students and ask them to review Handouts 1, 2 & 3 and give more examples of the above behaviors.
4. Describe several “real life” situations one at a time and have students describe how to handle the situation in an assertive, not aggressive manner.

**Samples:**

- You went to a party with some people but the person who was driving had too much to drink and refuses to let anyone else drive.
- You are walking home with a friend and realize it is getting late. A car pulls up and asks if you want a ride. Your friend is tired and wants to take the ride but you think it's too risky.
- The new shoes you bought three weeks ago are already starting to fall apart. You take them back to the store where you bought them.

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- You are being interviewed for a job in a new field and the director asks, "Why should I hire you when you have no experience?"

**Discussion:**

1. Are you more assertive, aggressive or passive toward others?
2. How would you describe someone who is assertive?
3. How would you describe someone who is aggressive?
4. What are primary differences between being passive, aggressive and assertive?
5. Do people sometimes judge behaviors of these types based on gender? Example: If a man and a woman say the exact same thing in certain settings would they be considered to be the same type or would a woman saying some things the same as a man be considered "aggressive" where the man would be "assertive?" Why do you think this happens?

**Closing Statement:**

Communication is the key to all successful relationships at school and in the workplace. Learning how to be assertive instead of aggressive or passive can improve communication and interpersonal skills, improve self esteem and increase your productivity at school and work.

**Additional Resources:**

<http://www.mtstcil.org/skills/assert-intro.html>

**Extension Activities:**

Encourage students to check with the library and/or online and sample a few tests to increase your awareness about assertive vs. aggressive vs. passive behaviors and to review other resources on the website to learn more about this topic.

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**Handout 1: Assertive Versus Unassertive and Aggressive Behavior**

Many people are concerned that if they assert themselves others will think of their behavior as aggressive. But there is a difference between being assertive and aggressive.

Assertive people state their opinions, while still being respectful of others. Aggressive people attack or ignore others' opinions in favor of their own. Passive people don't state their opinions at all.

The list below gives some examples of the differences between passive, aggressive, and assertive behavior.

Passive Behavior: Is afraid to speak up  
Aggressive Behavior: Interrupts and 'talks over' others  
Assertive Behavior: Speaks openly

Passive Behavior: Speaks softly  
Aggressive Behavior: Speaks loudly  
Assertive Behavior: Uses a conversational tone

Passive Behavior: Avoids looking at people  
Aggressive Behavior: Glares and stares at others  
Assertive Behavior: Makes good eye contact

Passive Behavior: Shows little or no expression  
Aggressive Behavior: Intimidates others with expressions  
Assertive Behavior: Shows expressions that match the message

Passive Behavior: Slouches and withdraws  
Aggressive Behavior: Stands rigidly, crosses arms, invades others' personal space  
Assertive Behavior: Relaxes and adopts an open posture and expressions

Passive Behavior: Isolates self from groups  
Aggressive Behavior: Controls groups  
Assertive Behavior: Participates in groups

Passive Behavior: Agrees with others, despite feelings  
Aggressive Behavior: Only considers own feelings, and/or demands of others  
Assertive Behavior: Speaks to the point

Passive Behavior: Values self less than others  
Aggressive Behavior: Values self more than others  
Assertive Behavior: Values self equal to others

Passive Behavior: Hurts self to avoid hurting others  
Aggressive Behavior: Hurts others to avoid being hurt

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Assertive Behavior: Tries to hurt no one (including self)

Passive Behavior: Does not reach goals and may not know goals

Aggressive Behavior: Reaches goals but hurts others in the process

Assertive Behavior: Usually reaches goals without alienating others

Passive Behavior: You're okay, I'm not

Aggressive Behavior: I'm okay, you're not

Assertive Behavior: I'm okay, you're okay

Things to consider:

1. Do you know people who meet these descriptors?
2. Which one best fits you?

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**HANDOUT 2: Tips for Behaving More Assertively**

If you want to be more assertive, but aren't sure how, here are some tips to get you started. But remember, the best way to become more assertive is through practice.

Speak up when you have an idea or opinion.

This is one of the biggest steps toward being more assertive and can be easier than you think. It may be as simple as raising your hand in class when you know the answer to a question, suggesting a change to your boss or coworkers, or offering an opinion at a party (even if it's just your opinion of a new movie or book.)

Stand up for your opinions and stick to them.

It can be a little harder to express opinions and stick to them when you know that others may disagree, but try to avoid being influenced by others' opinions just out of the desire to fit in. You may change your mind when someone presents a rational argument that makes you see things in a new light, but you shouldn't feel a need to change your mind just because you're afraid of what others may think. Like as not, you'll gain more respect for standing up for yourself than you will for not taking a stand.

Make requests and ask for favors.

Most people find it hard to ask for help when they need it, but people don't always offer without being asked. As long as your requests are reasonable (for example, "Would you mind holding the door while I carry my suitcase to the car?" as opposed to "Would you mind carrying my suitcase to the car while I hang out and watch TV?") most people are willing to help out. If your requests are reasonable (meaning, would you agree or respond kindly if someone asked the same of you?), don't feel bad about asking.

Refuse requests if they are unreasonable.

It's perfectly appropriate to turn down requests if they are unreasonable or if you don't have the time or resources. For example, if someone asks you to do something that makes you feel uncomfortable or you think is wrong, it's fine to simply say no ("I'm sorry but I don't feel right doing that" or "I'm sorry but I can't help you with that.") It's also fine to turn down someone if you feel overwhelmed. If you are concerned that you aren't being fair to others, ask if their favors are fair to you (would you ask the same of them? would you expect them to say yes every time?) You can always offer to help in the future or help in another way ("I'm sorry but I don't have time to help you with that today, but I could help you tomorrow" or "I won't write your report for you, but I'd be happy to talk to you about it and read it over when you're done.") As long as you don't turn down every request that comes your way, you shouldn't feel guilty.

Accept both compliments and feedback.

Accepting compliments seems easy, but people often make little of them because they are embarrassed ("Oh it was nothing" or "It's not a big deal".) But don't make less of your accomplishments. It's fine to simply say "thank you" when people give you compliments -- just don't chime in and begin complimenting yourself or you'll lose their admiration pretty quickly! ("You're right, I AM great!") Similarly, be prepared to accept

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feedback from others that may not always be positive. While no one needs to accept unwarranted or insulting advice, if someone gives you helpful advice in the right context, try to accept it graciously and act upon it. Accepting feedback (and learning from it) will often earn you respect and future compliments.

Question rules or traditions that don't make sense or don't seem fair.

Just because something 'has always been that way' doesn't mean it's fair. If you feel a tradition or rule is unfair to you or others, don't be afraid to speak up and question why that rule exists. Rather than break a rule or law, find out the reasoning behind it. If you still think it's wrong, talk to friends or coworkers, work with counselors and legislators, and see if there is a way to change it. While some rules are less flexible and should be respected (for example, a family's decision not to allow cigarette smoking in their house or the state laws about drunk driving), others may be open to debate (for example, why a public place doesn't have wheelchair access or your school computers aren't compatible with assistive technology.)

Insist that your rights be respected.

While you want to choose your battles carefully (the right to equal pay in the workplace is probably more important than your right to wear your Hawaiian T-shirt to work on Fridays), you do have basic rights that you should feel comfortable standing up for. Some of these rights may be guaranteed you under law, such as your medical, employment, and educational rights. Other rights may involve basic courtesy - such as the right to be treated fairly, equally, and politely by friends, coworkers, and family.

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**HANDOUT 3: Tips for Behaving Less Aggressively**

If you want to be assertive but are concerned that others may find you too aggressive (or others have told you that you are too aggressive), here are some recommendations for turning aggressive behavior into assertive behavior.

Give others a chance to speak.

It's important to express yourself, but if you're the only one speaking or you constantly control conversations, you may not be giving others the chance to express themselves.

Respect others' opinions.

You may disagree with other people's opinions (and some of them may be outrageous!), but everyone has a right to their opinion and the right to express it. If you disagree with someone, try to discuss your differences rationally.

Be diplomatic.

Expressing your opinion is important, but not always at the expense of others. If you know what you are going to say could be painful, yet you feel it still needs to be said, try:

Saying it in a kinder way (for example, "I disagree" instead of "You're wrong");

Cushioning your comment with a compliment (for example, "Mary has had some great ideas, but I just don't think this one will work" instead of "That's stupid"); or

Recognizing it's a difficult topic and handling it discreetly (for example, "You know, I really don't want to hurt your feelings, but I think you should know ... ")

Choose assertive (not aggressive) language.

Focus on specific behavior and facts instead of opinions (for example, "These documents weren't filed in order" instead of "You're sloppy and disorganized")

Avoid exaggerations (for example, "You were late for the third time this week" instead of "You're never on time")

Focus on "I" not "You" language (for example, "I would like a chance to say something" instead of "You're always interrupting")

Avoid bullying and demanding behavior.

When making requests, avoid phrases that may make people feel bullied like "you must" or "you have to" and focus on language like "I think it would be better if ... " Also, think about what you are asking of others -- are your requests reasonable, or are they are unrealistic, unfair or selfish?

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Avoid physically aggressive behavior.

Behavior such as glaring, shouting, slamming doors, throwing things, or invading others' personal space (for example by speaking 'in their face', pointing or jabbing them, or grabbing their arm) is physically aggressive. This behavior both scares and alienates people. No matter how angry or passionate you are about an issue, it is important to exercise physical control. Others won't respect you if your behavior indicates that you don't respect them.

Work and School

You have the right to:

Equal opportunity

No matter what your race, gender, or abilities, the law guarantees you equal access to jobs and an education. You cannot be turned down for a job or be rejected from a school based simply on your physical attributes. You cannot be denied the same opportunities available to others.

Equal rewards

Just as you have the right to the same opportunities, you have the right to the same rewards. If you perform as well as others at work or at school, you deserve the same compensation (be it in the form of a grade or a paycheck.)

Family and Friends

Sometimes, asserting oneself around people you care for can be harder than asserting oneself elsewhere in life. That's because these are people you care for and depend upon. However, that doesn't mean you don't deserve to be treated fairly by them. Just as you expect fair treatment from your boss, coworkers, or teachers, you should expect the same from those who care for you. That includes:

Equal treatment

You deserve to be treated the same as other family members and friends when it comes to responsibilities (such as doing chores, sharing, or taking turns) and rewards (such as choosing which movie you'll see with your friends or the right to time on the family computer.)

Respect

Just like everywhere else in your life, you also deserve to be treated with respect. While family members and friends may be casual around each other (that's part of the comfort that comes with friendship), if their actions or behaviors offend you or hurt your feelings, you have the right to tell them and ask them to change those behaviors.

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**GRADE 9 LESSON 33: DECISIONS AND CHOICES**

**Time Required:** 30-45 minutes

**Content Standards:** PS.S.9.8 Students will make decisions, set goals, and take necessary action to achieve goals.

**Competencies: Students will...**

PS.C.9.8.02 Use a decision-making and a problem-solving skills.

**GOAL:** Students will learn and practice a process for good decision-making model.

**Activity Statements:**

Students will learn how to make good decisions using a five-step process known as the IDEAL strategy.

**Materials:**

Handout 1 – “*Decision Processing Models*”

Handout 2 - Career Decision Making

**Procedures:**

1. Distribute Handout 1 – “Decisions Processing Models”
2. Call on students to read aloud each of the five steps in the IDEAL strategy found on the handout and to give comments as to the step and how it works based on the previous item.
3. Pass out Handout 2 and have student “teams” to prepare a brief on the benefits or problems with the information provided. Remind them to identify this type of decision by using the IDEAL model AND be prepared to share with the rest of the class.

**Discussion:**

1. What process have you used to make decisions in the past?
2. How anyone given you ideas on a process for decision making before?
3. Have the processes you have used before worked well for you?
4. What are the five steps of the IDEAL strategy?
5. Which one of the five steps is most important in helping you to make your decision?
6. What part of this model do you think will be the hardest for you?

**Closing Statement:**

You can learn to make good decisions with the aid of a good plan. The IDEAL strategy is simple and easy to follow and is just one model. If you have problems with this model, you might search for a different model online as there are some that have six steps and other with eight steps. See which works best for you, but know you must actively make decisions, not just on a whim.

**Additional Resources:**

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Problem Solving Study Guide <http://www.studygs.net/problem/index.htm>

<http://www.business-analysis-made-easy.com/Decision-Making-Model-In-Five-Steps.html>

<http://www.scribd.com/doc/28710018/Decision-Making-Process>

<http://www.csulb.edu/~tstevens/c15-carp.htm>

**Extension Activities:**

Practice using the IDEAL five-step strategy when faced with difficult decisions. Teach your friends and family this five-step process and help them work through difficult situations. One tends to learn well that which they have had to teach!

Activity:

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**HANDOUT 1: WISE CHOICES/SMART DECISIONS**

**An IDEAL strategy for making decisions:**

**I -- Identify the problem.**

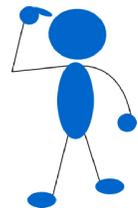
**D -- Determine all the possible solutions or alternatives.**

**E -- Evaluate the positive and negative consequences of each alternative.**

**A -- ACT. Develop a plan of action.**

**L -- Learn from your decisions.**

**Directions: Think of a problem. Identify how you plan to resolve this problem in the spaces below.**



**1. Identify the problem.**

**2. Determine all the possible solutions:**

a)

b)

c)

**3. Evaluate the positive and negative consequences of each:**

**Positive**

**Negative**

A)

A)

B)

B)

C)

C)

**4. Develop an action plan.**

**5. What did you learn?**

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**HANDOUT 2: THE STEPS TO MAKING A CAREER DECISION**

The process of making any career decisions is very similar.

- ◆ If you learn this career decision process, it can help you with every career decision throughout your life. This problem-solving model can also be used to help you make other important life decisions--such as choice of a partner or buying a house or a car.
- ◆ Research has supported the conclusion that persons who were more systematic in choosing their careers tend to be happier and more successful in their careers.

You can use the following section as a guide to the steps of making a career decision. You may not use all of the steps exactly as described below; however, this section may help guide you through the process. The steps to making a career decision include the following.

**STEP 1: GET READY**

**STEP 2: SELF-EXPLORATION--Gather information about yourself**

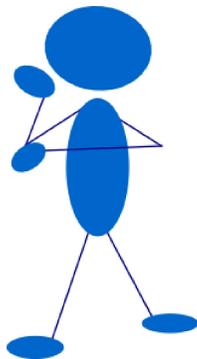
**STEP 3: CAREER EXPLORATION--Gather Information about the world of work and generate alternative career options**

**STEP 4: MAKING A DECISION--NARROW THE ALTERNATIVES**

**STEP 5: PLANNING--MAKE A CAREER PREPARATION PLAN**

**STEPS 6&7: ACTION AND FEEDBACK--TRY OUT YOUR CHOICES**

Now we will take one step at a time for you to examine in more detail. Do the suggested activities at each step as you are ready for them.



**STEP 1: GET READY**

**ASSIGN TIME TO EXPLORE AND DECIDE**

Many students spend very little time on one the most important decisions in their lives. Spending the equivalent of a 3-unit course to decide which courses you will take for the other 121 or more units seems only reasonable.

**WHICH DECISION ARE YOU MAKING?**

Look at the examples above and try to clarify what you need to decide and when need to make the decision. **WHAT ARE YOUR INITIAL ALTERNATIVES** Make a list of the majors or occupations which you are currently considering. At this point make it as large as it is reasonable. Use general statements if necessary.

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STEP 2: SELF-EXPLORATION– Gather information about yourself

1. WHAT IS YOUR OVERALL GOAL THAT YOU WANT FROM YOUR CAREER (or your life)?
2. What do you want most out of a job or career? Many answers from people include money, security, job satisfaction, or helping other people. However, it maybe that most people would really rather have a happy life and help contribute to the happiness of others in some way. In other words if you had a conflict between being a rich, unhappy person and a non-rich, happy person--which would you choose? That is a way to tell which of your values or selection criteria are the most important to you. Understanding more clearly what you want out of a career increases your chance at getting it.

If overall goals in your life are to be a happy person and to contribute to others, then the next step is figuring out what it is that you need to make you happy and productive. Most of us assume that a higher income will increase our chances at being happy. What else do you need? Whatever you need in general tells you something about what you want at work as well. You are not a different person at work than at home. You have the same needs and values. If you like meeting people or reading, then you will probably like meeting people or reading as part of your work.

3. MAKE A LIST OF CAREER SELECTION CRITERIA

The key objective of gathering information about yourself is to make a list of your Career Selection Criteria. Your Career Selection Criteria are the result of all of your thinking about what you realistically want in a career. Each criteria might represent one aspect of something that can make a difference in your overall happiness or productivity. Examples of Career Selection Criteria which might be important to you include "income," "variety," "vacation," "amount of education required," "amount of contact with other people," "amount of freedom," "opportunities for advancement," "difficulty in getting into graduate school," etc.

Your list of Career Selection Criteria is a result of exploring your interests, your skills and abilities, and all your other values and needs. Thus they summarize everything that is important to you in making a career decision. They are the dimensions by which you weigh the pluses and minuses of any particular career or job that you might be considering. You will be able to use these selection criteria more systematically in step 4 below. You can also use your criteria list to think of questions when reading about occupations or interviewing people in the actual occupations. This will make the career information you get more specific to your own unique interests and needs. Making a good selection criteria list and interviewing people in the careers are about the two most important things you can do to make a good career decision. TRY DOING THE FOLLOWING.

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1) **MAKE AN INITIAL LIST.** Take out a piece of paper and first give yourself 5 minutes or less to write down everything that you can think of that is important to you in a career.

2) **EXPLORE THE POSSIBLE SELECTION CRITERIA BELOW.** When you have completed that initial list, then explore the following questions in order to help you think of additional criteria which may be important to you. Try thinking about or writing answers to each of the following questions. But remember to add each important item to your Career Selection Criteria list. Explore each of the following sections:

1. ACTIVITIES & PRODUCTS ON THE JOB
2. WORKING WITH OTHERS
3. ENTRY & ADVANCEMENT REQUIREMENTS
4. CAREER-RELATED SKILLS
5. EDUCATION, EXPERIENCE, & OTHER REQUIREMENTS
6. EXTRINSIC BENEFITS OF THE CAREER
7. WORK CONDITIONS
8. TRAVEL, MOBILITY, & GEOGRAPHIC LOCATION
9. TYPE OF ORGANIZATION
10. YOUR FUTURE
11. EFFECTS ON YOUR LIFE OUTSIDE OF WORK

1. **ACTIVITIES AND PRODUCTS ON THE JOB**

**What Are Your Interests?** List your main interests and activities whether or not they seem to relate to jobs.

**How Do You Want To Spend Your Time On Your Job?** What do you like doing? Imagine what some typical days might be like. Examples of types of job activities you may want to seek or avoid:

**THING-ORIENTED ACTIVITIES \* CREATIVE & IDEAL-ORIENTED**

- Machine or manual activities? Creative writing?
- Athletic activities? Art?
- Engineering or other design?

**DATA-ORIENTED ACTIVITIES**

- Program development?
- Detailed data processing?
- Scientific or knowledge discovery?
- Numerical or accounting?
- Learning & education?
- Clerical work? Designing computer programs?

**MANAGING OTHERS \* SALES & MARKETING**

- Organizing, planning? Persuading others?

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- Supervising? Self-direction?
- Conflict resolution? Creative interpersonal ideas?
- Motivating others? Conversing with many others?

**HELPING, TEACHING, COUNSELING ACTIVITIES**

- Speaking to groups?
  - Counseling, advising, consulting?
  - Instructing, teaching?
  - Learning, reading?
- 
- ▶ How Much Change And Variety Do You Like? Do you like doing a lot of different things each day or would you like to work on one big project until it is completed? Would you like to change jobs or projects frequently or not?
  - ▶ How Mentally Challenging or Difficult Do You Want Your Work To Be?
  - ▶ What Do You Want To Contribute To Others? Do you like to have others directly express appreciation for what you do? How important is it to you that you are making a certain kind of contribution to society?
  - ▶ What Products or Services Do You Have An Interest In? Which type of product do you have more interest in? airplanes, cars, electronics, fashion merchandise, art products, media, office products, computers, home furnishings, houses, buildings, highways, plants, animals, food, entertainment, manufacturing equipment, paper products, appliances, military-related, or what?
  - ▶ Or perhaps you would rather work in an organization that produces a service such as education, counseling, religious activities, personal care, health care, repair, consulting, accounting, food service, entertainment, artistic services, sports training, personnel services, sales, marketing, research, writing or media production, or one of many others.

Think about what natural interests you have and the type of organization you might want to work for. Perhaps you could begin working or that type of organization before graduation to get an early start and make your part-time work more interesting and informative. It may help you get a good job after graduation.

**2.WORKING WITH OTHERS--WHAT DO YOU WANT?**

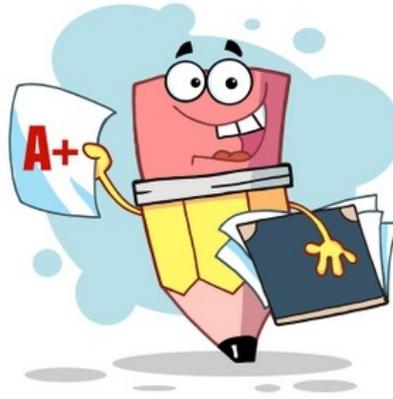
Which Are Most Important To You On The Job?

- Think about how you feel about each of these different types of relationships on the job. How much do you want to do of each? How important is each?
- Managing Others? Being Managed Well?
- Freedom To Do What You Want? Working Alone?
- Helping Or Teaching Others? Being Part Of A Team
- Receiving Support From Others? Having Friends At Work?
- Persuading Or Selling To Others?

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Type and Amount of Supervision You Receive? Pay special attention to the questions above concerning the type and amount of supervision you receive. For example, if you like a lot of freedom to work without someone constantly telling you what to do, and you don't get that freedom, it could lead to a lot of unhappiness on your part. What type of supervision setting do you want?

Continue with each category even if you must research information to find your answers. Remember, this is decision-making that will impact your life! Take your time and remember, there are next steps to be covered with class or group activity.



**Source:**  
**<http://www.csulb.edu/~tstevens/c15-carp.htm>**

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**GRADE 9 LESSON 34: BUILDING A BEGINNING RESUME**

**Time Required: 30-45 minutes**

**Content Standards: C.S.9.4 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

**Competencies: Students will...**  
**C.C.9.4.05 Learn how to write a resume.**

**GOAL: Students will look at sample resumes, understand components of resumes and complete a draft of a personal resume.**

**Activity Statements:**

Students will examine elements of a good resume and discuss items that they should include in their own resume. The students will develop a draft resume using the appropriate elements.

**Materials:**

Handout 1 – Sample Resume  
Handout 2 – Develop Your Own Resume

**Procedures:**

Introduction - Creating Your First Resume. If you are worried about writing a resume, or struggling with the task, you're not alone! Creating your first resume doesn't have to be an intimidating task if you understand the goal of your resume - to generate interest and interviews. It doesn't have to get you into a college or a job and it doesn't need to cover your life history. It simply has to pique the interest of the reader and answer the only question he cares about: will this candidate add value to us? If your resume answers this question effectively - by clearly communicating your strengths – recruiters and employers will want to meet with you. It really is that simple.

**Distribute Handout 1 – Sample Resume.** You will need to get several samples of resumes to share with students and try to obtain those with a variety of backgrounds and informational components. Discuss with the students the different components found in the samples you have available.

**Distribute Handout 2 - Develop Your Own Resume.** Direct the students to use this format to start their own beginning resume and to complete as much as possible about themselves. Tell them to consider what they will be using the resume for - college applications and/or employment applications.

Resume Wizard found on Microsoft Word...one or more computers needed

If available, each student will access a computer and enter their information into the Resume Wizard. Once completed, the student should save the file and print a copy.

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This should be considered the first draft.

**Discussion:**

1. What is a resume?
2. Why might you need a resume in the tenth grade?
3. How often should you update your resume?
4. How do you plan to use your resume?

**Additional Resources:**

**Job Star Resume web site** <http://jobstar.org/tools/resume/index.php>  
**Resume examples for high school students**  
<http://www.aie.org/HighSchool/Jobs/SampleResumes/index.cfm>

**Microsoft Student Resource Center** <http://office.microsoft.com/en-us/FX102513841033.aspx>

**Beginner Resume Template**

<http://office.microsoft.com/enus/templates/TC300018961033.aspx?CategoryID=CT101449351033>

**Extension Activities:** Students should complete their resumes and include a copy of the resume in their portfolios. The resume file should be saved so that students can easily update it throughout high school and beyond.

Activity:

Resources:

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**HANDOUT: Building Your Own Resume**

**NAME:** \_\_\_\_\_

**Address:**

**Phone:**

**City, State, Zip:**

**Email:**

**Education:    Years:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Work Experience:    Years:** \_\_\_\_\_ **Company:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**(Brief description of duties performed and any recognitions you may have received while doing this work.)**

**Work Experience:    Years:** \_\_\_\_\_ **Company:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**(Brief description of duties performed and any recognitions you may have received while doing this work.)**

**Volunteer Work Experience:    Years:** \_\_\_\_\_ **Organization:** \_\_\_\_\_

**Describe what you did:**

**Volunteer Work Experience:    Years:** \_\_\_\_\_ **Organization:** \_\_\_\_\_

**Describe what you did:**

**Awards Received (with school or other activities/organizations)**

**Extracurricular Activities: (sports, clubs, offices held, etc.)**

**Interests and Hobbies:**

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**References: (Remember to ask the person before using their names as references!)**

**Name:** \_\_\_\_\_

**Title or Relationship:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Contact Address:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Title or Relationship:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Contact Address:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Title or Relationship:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Contact Address:** \_\_\_\_\_

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**GRADE 9 LESSON 35: PEER MENTORING AND CAREER AWARENESS**

Time Required: 30-45 minutes

**Content Standards:** C.S.9.5 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and post-secondary training/education.

**Competencies: Students will...**

C.C.9.5.03 Develop skills to locate, evaluate and interpret career information.

**GOAL:** Students will discuss career interests, identify sources they have used to explore careers, and share key facts about the most interesting new careers they have learned about.

**Activity Statements:**

1. All students will learn about potential career fields that begin with Career and Technical Education (vocational) (CTE) courses available in their high school.
2. Each student will explore a potential career in one of the career clusters and will prepare a detailed information sheet about the potential career of their interest through researching the career information through the labor market information on the DOE and DHR websites.

**Materials:**

Handout 1 – *Outline for Career Presentation*

Student reports, videos, posters or websites

Programs of Study forms obtained from the Vocational Education Department

**Procedures:**

1. A minimum of two (2) weeks prior to this lesson, contact all of the CTE teachers on your campus and ask for their assistance in this assignment. You will be requesting that the individual teachers select 2 to 3 students in their program to deliver a presentation to your 9<sup>th</sup> grade students about the program field (cluster) they are learning about and the skills they are learning in that class. Tell the teacher you want the students to try to “sell” their program and career fields and pathways to the class they will be presenting to. Ensure that the teacher will provide a grade to the students willing to do this Peer Assignment and that he/she will work with the students to ensure a complete presentation on that program cluster and the career pathways that are possible with that type of training. Provide the teacher with a presentation form for their use if needed.
2. Tell your students that over the next several sessions there will be guests presenting information to them and provide students with a form to take notes and descriptions and questions on during the presentations.
3. Once all the CTE programs have been presented to you students, tell them they are to develop a program sheet based on a career field they are interested in and to specify their choice of programs to enter into while in high school on a first, second

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and third choices basis. Explain that they are also to describe the type of post-secondary training they plan on pursuing based on these decisions and plans and include that information in their report.

This report should include:

<b>Job Title</b>	<b>Nature of Work</b>	<b>Training/Education Requirements</b>
<b>Other Qualifications</b>	<b>Advancement</b>	<b>Employment</b>
<b>Job Outlook</b>	<b>Earnings</b>	<b>Related Occupations</b>
<b>Other sources of Information</b>	<b>Recommended courses</b>	<b>Post Secondary Options</b>

**Discussion:**

1. Provide the students with the “Pathways Pages” found in the Career Pathway Guides from each of the programs offered at your school. These can be obtained at the Vocational Department Office or from the CTE teachers.
2. Download the information about the 16 Career Clusters from one of the following website:

<http://www.careertech.org/career-clusters/clusters-occupations.html>

<http://www.onetonline.org/find/career>

3. During Peer Presentations, students will complete worksheets on each presentation.

**Additional Resources:**

**Occupational Outlook Handbook** <http://www.bls.gov/oco>

**American Career Resource Network** [www.acrnetwork.org](http://www.acrnetwork.org)

**Extension Activities:**

- You might want to extend the sessions to include guests from programs from the local American Samoa Community College and have them do a similar format on programs available there and what the programs prepare students to be employed as in terms of workers of the future.
- OPTION: Request someone from Student Services at the college come and present information on programs and financial aid available.
- Ask students to explore the above websites to continue to research careers.
- Remind students they will be required to select a career concentration in the next year and that you want them to make an informed decision.
- Explain classroom behavior with Peer Presenters and guests.

Activity:

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**HANDOUT 1: REVIEW CAREERS**

Directions: Use the following outline to conduct your research on at least one career you have identified. You may obtain accurate information from the following websites: Occupational Outlook Handbook <http://www.bls.gov/oco> You will also use this format to take notes and have a completed outline for each of the Presentations we will be having on Career Clusters over the next several class periods. You will write this information onto your paper prior to the speaker class beginning and be ready to take notes.

Outline for Career Presentation

Career Title:

Nature of Work:

Education/Training Requirements:

Other Requirements:

Earnings:

Advancement:

Employment: (Where can I find employment in this career? Which companies? Which counties or states?)

Job Outlook: (Is this a fast growing job? Is this a “green” job?)

Related Occupations:

Recommended courses: List courses to take in high school to prepare for career)

Post Secondary Options: (Where can I go for training after high school?)

Other Sources of Information:

**American Samoa Comprehensive Career Guidance and Counseling  
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**GRADE 9 LESSON 36: PERSONAL FINANCE AND RESPONSIBILITY**

Time Required: 30-45 minutes

Content Standards: PS.S.9.8 Students will make decisions, set goals, and take necessary action to achieve goals.

**Competencies: Students will...**

- PS.C.9.8.01 Demonstrate when, where, and how to seek help for solving problems and making decisions.
- PS.C.9.8.02 Use a decision-making and a problem-solving model.
- PS.C.9.8.03 Develop an action plan to set and achieve realistic goals.
- PS.C.9.8.04 Describe challenges that are typical for young adults and successful methods for addressing them.

**GOAL:** Students will discuss how to apply decision-making skills when making personal finance choices and the need to take responsibility for their decisions.

**Activity Statements:**

Students will explore the financial needs of their remaining years in high school and develop a plan to meet those needs. They will also identify strategies for responsible spending and saving for future needs.

**Materials:**

- Handout 1** – *Personal Needs and Wants*
- Handout 2** – *Identifying Future Needs*
- Handout 3** – *Decision-Making Strategies*

**Procedures:**

**Introduction:** Throughout your childhood, most of you have depended on your parents to provide for all your needs and wants. It is now time to begin taking some personal responsibility and begin “paying your own way.” Your own personal finance plan is one that will give you frequent opportunities to apply good decision-making skills and long term planning. You will be deciding between needs and wants and determining how to use your resources wisely. Today’s lesson will give you the opportunity to look to your final years in high school and set goals for meeting your needs.

1. Ask the students if they would like to be out of school, with a place/apartment or home of their own, a car and other things they chose to have? Allow for a few comments.
2. Distribute Handout 1 – Each student will list his/her needs and wants. Students will identify their needs and wants and learn how to distinguish between the two.
  - Discuss the student responses and have the group if they agree to the designations.

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3. Distribute Handout 2 – Working in small groups, the students will identify common expenses they should plan for. Examples include special camps, vacations, taking college courses while in high school, sports uniforms, junior/senior proms, school pictures, graduation expenses, AP courses, saving for post-secondary education, and such options as buying and operating a car including insurance, new tires, tags, gas, etc. Each group will share their list for ensuring that all mentioned get added to each group's list.
4. Distribute Handout 3 – Each student will explore the decisions they will need to make and strategies for securing funding for their needs.

**Discussion:**

1. How many of you live on your own and not with any family member or friend?
2. How many of you have a savings account? How do you plan to use the money you have saved?
3. What are some of the sources you have for securing funds? Do you have a part-time job? Do your parents give you an allowance? Do you get gifts from relatives and friends?
4. Who do you think is most responsible for providing the funds for your needs?
5. What are some decisions you will be making where funding will be necessary?
5. Have students identify someone who has graduated from your high school in the last three years and interview them about the expenses that occurred while they completed their 10<sup>th</sup> through 12<sup>th</sup> grade years.
6. For students who think they may go to the states to finish their high school years, refer them to read the articles listed below for some ideas about costs there.

**Additional Resources:**

**High Cost of the Senior Year** – normal expenses - [http://high-school-culture.suite101.com/article.cfm/high\\_cost\\_of\\_senior\\_year](http://high-school-culture.suite101.com/article.cfm/high_cost_of_senior_year)

Managing the High Cost of High School -  
<http://www.bankrate.com/brm/news/advice/20060516a1.asp>

**Extension Activities:** Students should be encouraged to discuss their identified needs and wants with their parents. Together, they should develop a plan for ensuring that funds are available for the usual high school expenses. In addition, plans should be made for funding post-secondary education and determine who is responsible for securing those funds.

**Activity:**

Have students review articles and complete worksheets from online websites and the library.

**Resources:**

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 36**

**HANDOUT 1: NEEDS AND WANTS**

You are to identify needs and wants you are considering that require personal financing decisions.

First, list those things you consider as “NEEDS”

Now, list those things you know would be “WANTS”





**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 37**

**GRADE 9 LESSON 37: Self-Evaluation and Goal Setting**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.9.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies: Students will...**

A.C.9.2.02 Establish challenging academic goals in high school.

**GOAL:** Students will review their progress on goals established for the semester.

**Activity Statements:**

Students will identify goal-setting strategies and discuss their importance.

**Materials:**

Students' Completed Copy of Lesson 9.4 Handout 1

Handout 1 *Freshman Goal Setting Sheet*

Goals Letter

**Procedures:**

- Ask students to discuss if they have met their 9<sup>th</sup> grade goal or goals they identified earlier and are on track to meet long-term goals in letter written in previous lesson.
- Inform students that they will be reviewing their goals and writing short-term goals for the summer and next year.
- Divide class into small groups of three or five students. Encourage students to discuss some of the following questions in their small group so everyone can assess their progress.
- Toward the end of the session, bring everyone together so they can identify common experiences and strategies used to reach goals.
- Distribute to students a new goal worksheet and ask them to write goals for the next year. Give support.

**Discussion:**

1. Were your freshman goals realistic?
2. Did many of you have similar or the same goals? What were they?
3. How did it feel to meet your goal(s)?
4. How did it feel when you did not meet your goals?
5. What strategies did you find useful in meeting your goal?
6. What obstacles prevented you from meeting your goal?
7. What do you intend to do differently to meet your goals next year?
8. Why is it important to set goals?

**Closing Statement:**

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 37**

Setting good goals is a learned activity. All of us need assistance in making this meaningful to us. “Failing to plan is planning to fail.” Goal setting is an essential skill for the success of students in school, and it enhances their personal growth. Sometimes, we don’t achieve our goals, but the effort that comes from trying and assessing what progress we make is useful in helping us set new goals and meeting them successfully.

**Additional Resources:**

**Extension Activities:** Discuss with you parents some goals you may need to make your summer a productive positive experience? Will you get a summer job, go to a special camp, start a small community business, complete community service? What will you do for self-improvement and to contribute to the family and community?

Students and Advisors should take the Guidance and Counseling Program Assessment provided by the Program Staff. Data from this survey will be used to educate others about student advisement program impact and to make program improvements.

Activity:

Resource:

STUDENTS: Finalize course selections in Grade 10 Education Plan following ISTP meeting – High School Education Plan)

Advisors: View Portfolio Completion Status by Student Report to check that Portfolios are complete. Pull aside students who have incomplete portfolios and offer support. Ask students if they need suggestions on how to access the internet over the summer to continue career exploration.

**American Samoa Comprehensive Career Guidance and Counseling  
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Grade 9 – Lesson 37**

GOAL SETTING – Handout 1: **FRESHMAN GOAL SETTING WORKSHEET**

**Guidelines for writing goals:**

1. Select a goal over which you have control.
2. Ask if the goal is too big or too easy.
3. Avoid using vague words, such as: *some, more, often, better*. Use measurable terms.
4. Be sure the goal is YOURS, and not someone else's.

Name \_\_\_\_\_ Date \_\_\_\_\_

Second Quarter Goal: (short-term)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Semester goal (long-term):

4. \_\_\_\_\_

How will you measure your progress? Be specific.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Who or what will verify that you have reached the goals?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What do you need to do differently to help you to obtain these goals? List ideas on the back of this worksheet.

Adapted from:  
Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 38**

**Grade 9 Lesson 38: EVALUATING GUIDANCE CURRICULUM EXPERIENCE**

**Time Required: 30-45 Minutes**

**Content Standards:** A.S.9.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies: Students will...):**

A.C.9.1.01 Identify attitudes and behaviors that lead to successful learning, personal development, and working cooperatively with others in the Guidance and Counseling program.

**GOAL:** Students will complete an evaluation of the 9<sup>TH</sup> grade experience including the activities and program.

**Activity Statements:**

Students will complete a survey sometime during the week prior to the last session. Students will discuss successes and challenges of the 9<sup>th</sup> grade year, including the career awareness and guidance and counseling program and revise and plan for future goals.

**Materials:**

Goals letter  
Handout 1 *Goals Reflections*  
Handout 2 *Setting and Achieving Goals*

**Procedures:**

1. Ask each student to secure their goals letter from their portfolios.
2. Students will finish reviewing their goals letter, complete the checklist and questions on Handout 1 and set three goals to work on over the summer.
3. Students will divide into groups and discuss three successes and three challenges of the school year.
4. Students will share in large groups their successes and challenges.
5. Using the following discussion questions, students will evaluate their 9<sup>th</sup> grade year and answer the question: *Am I on target for successful completion of high school? If not, what can I do to move in that direction?*

**Discussion:**

1. What did you find most challenging this school year?
2. Describe something that surprised you about being a freshman.
3. What are some things you are most proud of?
4. What are some things you are most disappointed about?
5. What are some things you would do differently if you had your first year of high school to do over?

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6. What are some of the important lessons you learned about setting and reaching goals?
7. What do you plan to do differently during the rest of high school?
8. What was the most valuable thing you learned in Guidance Advisory this year?
9. What worked for you in the best in this Advisory Program? What didn't work?
10. How do you think these sessions were beneficial in academic planning, career planning and helping you with social issues?
11. What is the most important thing you will take away from your ninth grade year and this program?
12. What is something you would change if you had it to do over?
13. Describe one goal you wish to accomplish over the summer to prepare for the upcoming school year.

**Additional Resources:** Students and Advisors should take the Guidance Program survey if you have not done so. Data from this survey will be used to educate others about student advisement program impact and help schools make program improvements.

**Extension Activities:** Reflect on your goals. Are there some goals that you can still obtain during the final nine weeks? *What are they? What do you need to do to reach them? Who can you enlist to help you?* Use Handout 2 to set work towards setting and reaching goals. Double-check required classes and schedule requests for next year. Complete all summer reading and other assignments over the summer. Work on taking steps to meet deficiencies in goals letter. Ask your counselor where to go for help, if needed.

Activity:

**ADVISORS: View Portfolio Completion Status by Student Report to check that Portfolios are complete. Record notes from final advisement meetings in students' advisement logs (schedule accordingly).**

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 9 – Lesson 38**

**GRADE 9 LESSON 38: GOALS REFLECTIONS HANDOUT**

**This lesson gives you the opportunity to reflect on your 9<sup>th</sup> grade experience by reviewing the goals you set for yourself in your goals letter.**

**Directions: Read your goals letter. Are you moving toward your targets? Check off all the goals you meet, then complete the self-reflective questions below.**

- Grade Point Average**
- School Attendance**
- Behavior**
- Friends**
- Family**
- Community Service**
- Extra-curricular Activities**
- Clubs**
- Athletics**
- Study Skills**
- Time Management**
- Organization**
- Employability Skills**
- Post Secondary Preparation (dual credit, AP courses, technical programs, etc.)**
- Post Secondary Goals**

**I am on target to meet \_\_\_\_\_ number of goals.**

**I am most proud of \_\_\_\_\_**

**I am most disappointed in \_\_\_\_\_**

**If I had to do over I would \_\_\_\_\_**

**The main reason(s) I did am not reaching some goals are: \_\_\_\_\_**

\_\_\_\_\_

\_\_\_\_\_

**What I have learned this year is \_\_\_\_\_**

**What I will do differently in the future is \_\_\_\_\_**

**American Samoa Comprehensive Career Guidance and Counseling Program**  
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**9<sup>th</sup> Grade Evaluation Handout 2**

**Directions:** Students will review goals letter and reflect on those they wish to accomplish. Please complete this worksheet reflecting on what you must do to make you dreams come true.

Goals I Wish to Accomplish	What I Might Need to Know About	Ways I Could Find Out About These Things	What Else I Might Need to Make it Happen	Self-Defeating Behaviors I Must Overcome

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# DRAFT

APPENDICES

**Appendix 1: Sample Ice Breakers**

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# Sample Ice Breakers: DRAFT

If you have ever joined a group or gone to a new place where you didn't know anyone, you know how awkward it can be trying to step out of your comfort zone and get to know new people. As a counselor, you want to get the grade levels of students to become supportive of each other and to have pride in their class group. You will be doing “advisory” sessions in classrooms with students and need to get them to relating to each other and your school. You also will be conducting “Group Sessions” before school, after school, or during lunch to cover areas/topics that student have identified as needed or that is on the listing from the Guidance Department. One way for group leaders to help individuals get to know each other better is to play ice breaker games. These games are designed to help ease anxiety or "break the ice" and allow those in the group begin to get to know one another and not feel alienated. Ice breaker games are a fun way to begin meetings. You'll find that these games will help everyone involved feel more at ease, open up, and give an overall relaxed feeling at your meetings. Below are some examples :

## **TRUTHS AND LIES: Party Game**

Start by having one person state 2 things about themselves that are true and one thing about themselves that is NOT true. As each person states their three (3) things, ask the rest of the group to try to guess which thing is NOT true. This ice breaker can generate a lot of conversation as people elaborate on their "truths" and have the opportunity to talk about themselves.

## **CENTER OF ATTENTION!**

Following the format of the children’s game of Musical Chairs, Have everyone sitting except one person who stands in the middle of the circle of chaired students. Have the person say something about themselves that there might be others relate to. Example: Person in the middle says, “I have lived in France.” Then all who have ever been to or lived in France, gets up and changes chairs and the person in the middle grabs one of their chairs leaving one person standing to start over by saying something about themselves. One never knows what the person standing is going to say about themselves and who is going to relate to that or who will be left standing.

## **SCAVENGER HUNT - PURSE OR POCKET?**

Divide class/group into two or three or more teams depending on the size. Give each team a basket/box with a copy of a Scavenger Hunt List for them to use. Give the Groups 2 to 3 minutes to find as many of the items as possible in their team members pockets and/or purses. Each team member tries to find items to help make their team the winner by finding the most items on the list.

✓ Gum	✓ Pink Lipstick	✓ Pen
✓ Child's Toy	✓ Ipod	✓ Nail polish
✓ Lifesavers or Mints	✓ Flash drive	✓ Wallet
✓ Safety Pin	✓ Cell phone	✓ Discount card
✓ Calendar	✓ Memory Card	✓ Coupon
✓ Comb	✓ Love note	✓ Candy wrapper
✓ Grocery Receipt	✓ Agenda	✓ Church bulletin
✓ Shopping List	✓ Pencil	✓ Directions to some location

**SAMPLE TEAM BUILDERS (Can be IceBreakers as well!)**

**Past and Present**

Tell each person to write something about themselves for past and present and be prepared to share with the rest of the group. What could be shared as examples:

“In the past, I did not do my homework so for the present, I am going to work harder at doing it better.”

“In the past, I did not like sports, but now in the present, I am going to start playing tennis.”

“In the past, I was an only child, but now in the present, I have a brother/sister.”

After the students have had a few minutes to write down their past and present, ask them to gather in one of the four corners of the room based on what their “past/present” related to.

If their's related to school, go to right front corner.

If their's related to family, go to left front corner.

If their's related to “places outside of school” go to the back right corner.

If their's related to anything else, go to the back left corner.

Then, give the students time for each person in the group to tell their team members their listing for past and present. As a team, they must agree on 4 “past/present” items that would make the greatest difference in a person's future life and then be ready to share and support their reasons for the team's choices.

**Raising the Bar**

Line up your team members in rows consisting of four people each and spaced about a foot apart. Ask each team member to extend their right arm and point their pointer finger straight out. Then lay a 5 foot long small pole across their index fingers. Lightweight PVC pipe with a 1/4-inch diameter works well. Then ask each team to slowly lower the bar to level that is 6 inches above the floor, and then raise the bar back to the original level without dropping it. This helps your team members to understand what it takes to work in sync with each other and be an efficient team.

# DRAFT

## School Poster

Break your team down into groups of three people, and supply each group with a variety of colored markers and a piece of poster-sized white paper or poster board. Give each team an hour to decide on something at their school that needs to be changed, supported, or improved and to make a poster to start a movement to support, change or improve what they chose. The entire exercise is a chance for your team members to work on making decisions as a group, and then executing creative ideas together. The posters must be original and pertinent to the betterment of the school. Once time is finished, have the group's leader describe the poster and why they did it the way they did (why certain colors or designs, etc., and why they chose the topic they chose). Use the posters in the room or office or lunch hall as a display.

## Improve Our School's Report Card

Using the poster method described above, assign groups to come up with a poster that would improve or motivate students to improve academically and in school attendance. Have the teams create a poster to "get the word out" on the topic they choose. Then, place the posters where all of the school can see that this "grade level" of students (i.e., 9<sup>th</sup> Grade Class) wants to make their school the "BEST" academically and in improved school attendance (fewer absentees).

## Marooned

This icebreaker can be used for any number of sets of teams of up to 12 persons each. Ask participants to work as a small group on the following question: "You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded?" Since this is a team building, consensus work activity, the team must agree on the five items. Teams should note their items on a chart and discuss and defend their choices with the whole group following their team's introduction of themselves.

## Names and Adjectives

This icebreaker can be used with groups of up to 30 persons: Ask each participant to take a few moments to think of an adjective that starts with the same first letter as their first name (e.g., "Merry Marilee"). Start by modeling it yourself. Then move around the group, asking each person to introduce themselves, stating their name/adjective combination. At various points during the introductions, or at the end, ask for volunteers to remember each of the names, with adjectives, that have been volunteered thus far. *This helps students to relax with who they are by coming up with a descriptor of their choice and maybe even a funny one. Young people are very sensitive to others coming up with such descriptors so this is a chance for them to start their own!*

# DRAFT

## Rainbow Cards

Have participants seated at round tables and place a variety of different colored cards at each table. Each color card should have a different command that participants are asked to follow—e.g., “tell us a way to make better grades” or “tell us something about your name.” Each person should introduce themselves and then follow the instruction on their card. Participants will get a kick out of hearing how the responses and stories told by others who have the same colored cards compare to their own! Depending on the size of the group you add more colors and topics or add to the colors and topics you have.

Sample Ideas:

2 Pink Cards which means 2 people will give this - Tell us a way to make better grades

3 Yellow Cards = 3 people in the group will respond - Tell us how to be a good friend

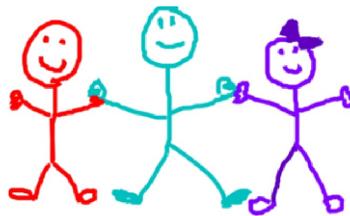
6 Green Cards = 2 people in the group will respond - Tell us how you got your name (example: Mom named me this because it was the name of her favorite Aunt)

4 Blue Cards - Tell us a good way to study for a test

2 Purple Cards - Tell us about your favorite food and why it is the best

## Birth Order (10-15 minutes)

Put one of the following signs in each room corner: **Only Child, Oldest Child, Youngest Child, Middle Child**. Have participants go to the appropriate corner of the room based on their own birth order position. When everyone is assembled, ask them to discuss with their group what special characteristics their birth order has and how it is reflected in their choice of job. Tell the group to assign a recorder to take notes and be ready to report back to the other groups. *This icebreaker gets people moving and interacting with a larger group.*



**Appendix A: Master Calendar**

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## **Appendix B: Additional Lessons as Required**

**(Insert Lessons you have developed and have or will use in the section above where most relevant!) Include here those assignments by the Guidance and Counseling Office.**

## **APPENDIX C: STUDENT WORKSHEETS**

**Copies of student worksheets and handouts for all lessons will be included here without the headers and page numbers of the curriculum materials you are using.**

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