

**AMERICAN SAMOAN  
CAREER DEVELOPMENT  
AND LIFE SKILLS  
CURRICULUM**

**GRADE 1**

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## INTRODUCTION

This curriculum is designed to assist the classroom teachers in the delivery of academic, personal/social, and career development content that will enable students to develop the skills and knowledge that will help them to be successful in life, the world of work, and the twenty first century.

Each lesson is designed to help students develop a clearer understanding of themselves, economic and social factors, career opportunities, and educational and career planning. Activities and lesson plans are designed to help students to explore their own interests and abilities.

Students will be able to direct their attention to the importance of understanding themselves, their interests and abilities, and their achievements in order to assess their strengths and limitations in relation to career and educational possibilities. By learning about our changing world, students will be able to trace and understand development of occupations in American Samoa and educational requirements for various types of employment and what it takes to qualify for different types of jobs.

## Teaching Career Development and Life Skills in Elementary Schools

While students must develop a strong foundation in reading, writing, math, and other subjects that make up the curriculum, there must be attention paid to skills that students will develop so that they understand the world around them and their place in it. There are many reasons why career development should be a fundamental part of the elementary curriculum and not just an add-on. The first ten years of life are the crucial years when a child's life goal, achievement, motivation, and perception of self are formulated. As much information about the world of work should be presented to maximize career choices and goals.

A strong case can be made for providing career development activities and guidance at an early age such as the following:

1. Children at an early age have knowledge of the duties of visible occupations and there is already evidence of sex differences in the knowledge of specific occupations. Sex stereotyping begins early.
2. Most young children can give acceptable responses to exercises that measure skills and interest.
3. Most young children think that someone else will take the responsibility for deciding what they will do for a living.
4. The occupations presented in elementary textbooks reinforce sexual stereotyping. Distortions such as emphasizing prestige occupations and not occupations that reflect the reality of the future labor market are often made.
5. The more new things children see and hear, the more things they find of interest in seeing and hearing.
6. Research shows that if a student drops out of school at age 16, he/she dropped out of school psychologically as early as grade 3.
7. The same educational "high-risk dropout" generates resistance to self-fulfilling work.

A good career development curriculum integrated into the academic program in the elementary school will help students to:

1. Realize that understanding oneself is essential for education and occupational choices.
2. Understand that it is possible to achieve future goals by proper planning and preparation in the future.
3. Recognize how school courses can be used in future work options.
4. Identify an increasing number of occupations and information about each as motivational exercises.
5. Develop good work attitudes and values through occupational preparation.
6. Develop decision-making skills based upon accurate information.
7. Knows that there is dignity in work and that work has rewards.
8. Knows that we live in a changing environment where future jobs will change.
9. Know that there are many occupational options from which to choose.
10. Develop a sense of pride and desire for involvement in the community so that they will become productive citizens.

## HOW TO USE INSTRUCTIONAL GUIDE AND CURRICULUM

The career development/life skills curriculum was designed for each grade level teacher to infuse into regular academic courses or to use in a special period designated each day or week for these activities. All lesson plans are divided into three areas:

1. Academic Development
2. Career Development
3. Personal/Social Development

Each “lesson book” contains lesson plans for each competency by grade level. Many of the lesson plans include worksheets for students to use. As you begin to use the lesson plans, you should note additional resources that you have available or other ideas that can enhance the lessons for future use and sharing with other teachers.

This Instructional Guide provides information on the process that allows students to develop attitudes, knowledge, and skills that can help them to be successful – in school, work, and life. Teachers can determine which activities to focus on. It may be necessary to match students’ ability levels and interests when deciding which lesson plans to integrate into the weekly schedule of activities. Teaching strategies such role playing, cooperative learning, teamwork, small group discussion, brainstorming and other teaching strategies will keep interest high.

Teachers should review the competencies and determine how they will teach that competency for their grade level. The chart shows the standards/competencies as well as the benchmarks for grade four and grade eight. This is what you want your students to build upon and achieve by the time they reach that grade. Teachers can review the competencies and decide where students need the most development. The variety of lesson plans allows the teacher the opportunity to choose the one they feel their students will benefit from the most. **Not every competency is covered at grades one through three.** Be sure to refer to the benchmarks. At each grade level, more content is added since career development is a “developmental” process. At each grade level, a foundation of knowledge, skills, and attitudes is introduced. You will note that some of the lesson plans may have similar content but different activities. If the teacher feels that additional reinforcement is needed, these activities may help students to achieve a particular competency. In that instance, more than one lesson plan can be incorporated to give the students additional time to achieve the competency.

As teachers prepare their weekly teaching schedule, it is recommended that they include at least one lesson plan that focuses on the academic, personal/social, or career development component. Teachers should become familiar with the competencies listed in this instructional guide and the corresponding lesson plans. This will help to align the subjects being taught with the lesson plans.

Self-concept development, the acquisition of learning skills, interpersonal relationship skills development, decision-making, skill building, and awareness and beginning exploration of educational and career possibilities are examples of topics that are taught in elementary school years. In grades one through three, students should be introduced to the beginning concepts of work, group membership, and making decisions first before they can be applied to concepts of the American Samoan world of work. Many activities like this are introduced in the earlier grades and reinforced in later grades. It is okay to repeat some lesson plans at various grade levels for reinforcement purposes while the students are developing their own identities and roles. As your students grow and change, many of these activities and discussions will take on a different meaning for them.





## WHAT IS CAREER DEVELOPMENT?

Career development programs are appropriate for all people, at all educational levels, elementary through adult. It is a life-long process so we are all in various stages of the career development process. This process includes:

1. **Grades K-6 (career awareness)** - Children in the elementary grades are gaining new awareness of themselves as they interact with others. Students begin to understand the role of work and some general knowledge of different occupations.
2. **Grades 7-8 (career orientation)** - Self-awareness and knowledge of occupations is strengthened through more actual interventions with work and workers.
3. **Grades 9-10 (career exploration)** – Students are able to match interests to occupations and develop entry level work skills in their high school and post-secondary plans of study.
4. **Grades 11-12 (specialty)** – Students have made a career choice based on their interests and abilities. Their career plans include preparation for work and post-secondary training and education.

Emphasis at all grade levels should be placed on learning skills and attitudes that will help each student become a responsible, productive member of America Samoa and where ever they may live in the future.

## GRADE 1-6

At the elementary school level, students are in the process of forming basic values, attitudes, and interests regarding their future world of work. An effective school team helps children develop positive attitudes toward work, take pride in their own efforts, become aware of the many different career opportunities, and understand and acquire good work habits. The primary goal of an effective career development program in the elementary school is to introduce children to the tasks that are important for a productive and rewarding way of life.

Children should be systematically introduced to workers in their community and begin to relate family and community life, education, and work to the education they are receiving. Teachers can invite speakers from the community to tell students about their jobs. Teachers and counselors should help students to learn good work habits and that personal responsibility is expected of them in school and any career that they enter. They should know that decisions they make during their school years will have consequences for themselves and others in the future.

Students need to become aware of themselves, how they are special and constantly changing, and how they can use school experiences to explore and prepare for their future. If we believe that the information students first learn carries the most weight in their ultimate decisions, then career development exposure in elementary schools must focus attention on:

- positive self-concept
- good school work habits
- broad career awareness,
- decision-making skills
- interaction with a variety of community members and resources,
- fulfillment of responsibilities
- basic economic understanding
- non-stereotypic attitudes and goals.

## GRADES 7-8

Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peer group. As they move from the dependence of childhood to the independence that is expected of productive adults in our society, the new rights and responsibilities bring tension and disagreement between the generations of child and adult. Children at this age are establishing the behaviors that will probably direct their actions for the next several years. It is important at this critical point to assist students in the formation of positive self-concepts, development of responsibility in all phases of their behavior, and an awareness of sex-role stereotyping issues. They also develop an awareness of work and how their interests and abilities help them to make tentative career choices.

Teachers will help youth in grades 7-8 to fine tune the interpersonal and social skills required for positive interaction with others in community, home or future work settings. Students should, as a result of this program, grow in self-confidence and become aware of their interests and abilities. They should have a clear understanding of the relationship between their educational achievements and career opportunities and the importance of expressing positive attitudes while learning and eventually in their work.

The ability to locate and use information in their educational and career planning is also important. They must have knowledge of job seeking and survival skills and begin to develop work competencies and employment credentials.

By developing a career and education plan that includes short and long term goals, students can begin to see themselves in the future. They need to understand the importance of planning in their daily school lives and well as their personal life.

## GRADES 9-12

High school students are at a pivotal time in their lives where decisions about staying in school, entering work directly after graduation, joining the armed forces, or continuing with some form of post-secondary education will have a significant impact on their lives. American Samoan high schools will ensure that their career development program responds to the individual needs of their students while helping all students prepare for transition into the adult world. As American Samoan teachers talk to their students about careers, they should have knowledge of the kind of jobs that exist in the workplace.

The following are key characteristics of successful career development in American Samoan high schools:

1. clarification of individual interests
2. an understanding of personal uniqueness including strengths and skills
3. well developed and tested interpersonal skills,
4. a wealth of knowledge about American Samoa and regional occupations and how they relate to what they see in the world of work
5. good employability skills and work attitudes
6. sound decision-making and life planning skills

Career activities are critical to help all students to transition to the work world. So many things impact the choices that students make. They need to understand the options and how effort and planning can help make their dreams come true. Students need to develop competencies that will help them make the important choices they will face during high school and beyond and the skills needed as they mature in their personal and career development.

## **RATIONALE FOR TEACHING A CAREER DEVELOPMENT and LIFE SKILLS CURRICULUM**

Many people think of career education as focusing on career and occupational choices and believe that it takes place in high schools. While it is true that some career decisions are made in high school, the seeds of these decisions begin long before someone turns eighteen. In an ever-changing world, American Samoan students must have the tools necessary to deal with the issues they will face both at home and away.

To be successful in life, students must achieve personal, academic and technical skills while at the same time, understand themselves and their direction in life. As technology and complex life issues continue to change life and work in American Samoa, it is necessary to have a program that will help all students develop their educational, social, career, and personal strengths. The American Samoa Department of Education (ASDOE) is committed to the development of productive, responsible citizens and intends that teachers will use this curriculum to help students develop skills that will promote and enhance learning. The ASDOE goals are as follows:

Goal 1: All children will leave high school proficient in the English and Samoan languages.

Goal 2: All children will leave high school proficient in Math, Science, Social Studies, and Samoan History and culture.

Goal 3: The health and well-being of all children will be ensured by regular instruction in physical education and health and through safe and healthy learning environments.

Goal 4: All children will be provided opportunities to become proficient arts, technology, life skills, and other academic subjects.

Goal 5: All children will be provided opportunities to become certified through a quality career and technical program.

All these goals lead to knowledge and skills that will help students to enter and be successful in the workplace. The career development curriculum for grade levels 1-8 supports these goals and addresses skill areas in life skills, self-knowledge, educational and occupational exploration, and career planning.

As your students become more skilled and mature in the career development areas of educational and occupational exploration, they will acquire a deeper understanding of the interrelatedness of the various roles they will play as family members, citizens,

friends, and workers. Students become more aware of the nature and structure of the world of work and the major trends that are impacting the American Samoan economy. Information about themselves and the jobs in American Samoa are combined to focus on their interests and career options. Skills required for seeking, obtaining, keeping, and advancing in a job are learned, not in isolation but within the total academic curriculum and guidance.

Developing career planning and decision-making skills takes place over time. Your students will gain experience in relating their personal values and priorities to potential career plans they are considering. They recognize the possible and real impact of career decisions on their lives and on those near to them. Students come to understand that planning their life is a lifelong process. Accepting responsibility for their own choices, for managing their own resources, and for directing their own lives also reflects their career maturity. The career development process also involves academic and vocational skill development. Students need skills to be marketable and in order to be realistic and develop value for the work place. Students also learn that education and work are closely related and that learning never ends.

This career development/life skills curriculum and its lesson plans have been developed for each grade level so that the activities prepare the foundation for students to begin to develop their knowledge, attitudes, and skills within and between grade levels.



## CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM

The career development/life skills curriculum is not intended to force your students to make premature choices or to help steer their choice. Rather, it is to help them focus on awareness of choices that will be available and how they can anticipate and plan for their career goals. Students at this early level need to know that they will have opportunities and information to make choices and that they will have the ability to do so.

### COMPETENCIES – SCOPE AND SEQUENCE

The competencies at each grade level are organized around the areas of Academic Development, Personal/Social Development, and Career Development. These standards and competencies are based on the American School Counseling Association (ASCA) National School Counseling Model with some variation to reflect the American Samoan culture and workplace. Grades 1-8 are included in this curriculum. The competencies describe specific attitudes, knowledge, and skills that individuals need to be success in life and the workplace.

It is important for all teachers to be aware of what is being taught at all grade levels so that they can ensure a continuity of content in each area being taught. Students are introduced to career development activities in their early years and then with similar activities designed to reinforce their learning of a particular competency over time. If students are weak in certain areas, it may be useful to look at lesson plans used in previous grades to help the students bring their skills up to grade level.



**GENERAL STUDENT OUTCOMES  
FOR THE CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM  
GRADES 1-8**

Students that have been taught the career development/life skills curriculum through grades 1-6 will have achieved the following outcomes by the end of grade 6. All students will have an:

- awareness of work, jobs, and careers in America Samoa and the region
- ability to recognize the relationship between education and work skills, their community and their future
- understanding about the importance of learning life satisfaction and productive work
- ability to recognize that they may have a variety of interest areas within the world of work, jobs, and careers
- ability to recognize that there are opportunities for all people in the world of work
- opportunity to relate their personal interests to a variety of work and careers options

**Continuing in this curriculum, students in grades 7-8 will have the:**

- information and experiences/awareness, exploration and beginning preparations necessary to make an informed career path choice
- understanding of the connection between their school performance, work interest, and their citizenship
- ability to demonstrate positive learning and work and career readiness skills
- ability to access, interpret and apply education and labor market information.

The chart on page 24 is organized to show the expectations/benchmarks for students by the time they complete grade 4 and grade 8. Each indicator for grade 4 will begin with the number 4. Each indicator for grade 8 will begin with the number 8. The indicators for grade 8 have also been shaded. Lesson plans have been developed for each grade in order to build upon the knowledge, skills, and attitudes that have been outlined below in the standards, competencies, and indicators.



## DEFINITIONS

The following are descriptions of key words and concepts that are used in the curriculum:

### **ASSESSMENT**

Each classroom activity or lesson plan will have a method to evaluate or measure a student's achievement of a particular competency or benchmark.

### **CAREER**

A series of occupational/employment and educational experiences throughout one's lifetime. The jobs, occupations and educational experiences that share common interests, knowledge, training, and experience.

### **CAREER COUNSELING**

The provision of individual and customized communication that takes place between counselor and student on issues of career preferences, competency needs, interests, achievement, self-esteem, and other factors that will help the student with his/her personal planning.

### **CAREER DEVELOPMENT**

A human growth and development process by which individuals develop and identify their life roles and go through a continuum of career awareness, career exploration, work exposure, and educational activities that helps them to discern their own career path and life plan. One's career represents all their career-related choices and outcomes. Career development is a lifelong process in which individuals come to understand themselves as they relate to the world of work, their community interaction, leisure, and their role in each.

### **CAREER DEVELOPMENT CONCEPTS**

Career development concepts are the terms used to focus students on their many experiences and decisions that are developmental in nature; cognitive, social and career skills; not merely job placement. Counselors, mentors, parents, peers and teachers deliver career development through a variety of methods and leadership.

## **CAREER DEVELOPMENT PROCESSES**

The processes include self-awareness, career awareness, assessment, career exploration, planning/decision making, career preparation, job seeking/advancement, self-assessment and redirection.

## **CAREER EDUCATION**

A concept or direction given to direct education that emphasizes the teaching/learning process and is delivered by teachers and counselors in the classroom. Its purpose is to provide a career (work place) emphasis to learning the basic and life planning skills.

## **CAREER GUIDANCE**

Career guidance is a specific emphasis and set of interventions that assists individuals to manage their career development within a school's total guidance program. It consists of support services that help individuals gain an understanding of their social, intellectual, and emotional development; become knowledgeable about educational, career, and social opportunities, learn decision-making and planning skills, and develop a plan of action for their lives.

## **COMPETENCY**

A specific goal type expectation for students expected to achieve in the areas of self-knowledge, educational and occupational exploration, preparation, and career planning.

## **JOB**

A certain task or group of tasks that a worker performs in an occupation. Any work that a person does for money.

## **OCCUPATION**

A set of specific job titles and tasks that a worker performs to complete his/her work that are put together by an employer for an individual

## **STANDARD**

Standards in career guidance programs are those statements that provide a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular indicator or set of indicators.

## TEACHING STRATEGIES FOR THE CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM

The career development curriculum emphasizes development and enhancement of students' self-knowledge, skills to explore education and career options, understanding the relationship of school skills to job, career, and life skills, and planning for the future. Throughout the lesson plans a variety of teaching strategies are utilized. General directions for these strategies are listed below:

**Sharing Circle-** The sharing circle allows students to share, discuss issues, reflect on their inner thoughts, become more confident when expressing their feelings, and build a sense of belonging to a group. The discussion group can be a one-time event or it can be a group that meets over a period of time. Ground rules should be established at the beginning.

- Everyone is welcome to participate, but no one will be forced to talk if uncomfortable.
- Each person will respect the feelings of others; it is important to try not to purposely hurt others.
- Everyone must listen.
- One person speaks at a time. (An order of speaking can be established by the teacher or may flow easily as a discussion progresses)
- Honesty is important.
- Teasing and other negative behavior cannot be allowed. Communicate that respecting the rights and feelings of others is important.
- What is shared in the group stays in the group unless the topic is something that needs to be reported to the whole class.

**Brainstorming** - This technique is used to generate as many ideas as possible about a topic without evaluating or judging those ideas. This activity can be conducted by dividing the students into teams or working individually with you, the instructor, serving as the facilitator for the large group. The students are given a problem to solve or a topic to discuss with the purpose of generating a large number of responses. The following guidelines should be provided to the students:

- No Criticism. This means that all ideas are accepted and recorded by team members.
- Free Wheeling. During the brainstorming process, students should be encouraged to think of unusual ideas. Members should feel free to take a risk and suggest things that may be a little bizarre.
- Quantity. The purpose of brainstorming is to generate a large number of ideas. The weaker ideas can be sorted out later. The more ideas that are generated, the greater the chance of coming up with quality solutions.

- **Hitch Hiking.** Team members should be encouraged to jump on a teammate's idea and add to it or combine it with another idea.

**Demonstrations** – A student or group of students shows other how to do a process. Demonstrations challenge students to take factual material and turn it into a presentation that they must organize and explain. In preparing to teach, the students delve more deeply into the topic. Audiences could include parents, other classes, teachers, peers or community members.

**Exhibits** – Students research a topic and prepare an exhibit to display what they have learned. Examples: Students visit the bank and prepare an exhibit or poster of jobs at a bank. Students prepare a collage showing their hobbies, after school activities, etc.

**Products** – Students make objects that are the end result or product outcome connected with a particular lesson plan. This is especially helpful to teach students how to be part of a team where each person has to contribute to the product.

**Questions, All Write** – The teacher poses a question and gives the class time to write a response before discussing it orally. This process requires all students to think about the question, not just the first student to raise his or her hand.

**Teamwork** – Cooperative learning in the form of teamwork is a technique that should be used on a regular basis. Students are assigned to groups, or may be allowed to form their own groups to complete projects and activities. Team members working together tend to stimulate and invigorate the thinking of one another with the result being more ideas and ideas that are of a higher quality.

**Research Papers/Projects** – A traditional research paper can integrate both career and academic information. It can also be a team project, with each team member responsible for a certain section of the project.

**Strategies to Extend Student Thinking** – These questioning techniques can be used to assist you in formulating discussion questions that require more than a “yes” or “no” answer.

- **Remember, “Wait 1 and 2”.** Provide at least three seconds of waiting time after a question and after a response.
- **Utilize “think-pair-share”.** Allow individual thinking time, discussion with a partner, and then open up for the class discussion.
- **Ask “follow-ups”.** Why? Do you agree? Can you elaborate? Tell me more. Give me an example.
- **Without judgment.** Respond to student answers in a non-evaluative fashion.
- **Ask for summary (to promote active listening).** Could you please summarize Lorenzo's point?

- **Survey the class.** How many of you agree with the author’s point of views?
- **Allow for student calling.** “Isabella, would you please call on someone else to respond?”
- **Ask students to “unpack their thinking”.** “Describe how you arrived at your answer.”
- **Call on students randomly.** Call on all students, not just those with raised hands.
- **Student questioning.** Let the students develop their own questions.

**Role-playing** – Provides an opportunity for the students to pretend to be someone else for a short time. The activity often assists students in understanding the feelings of others and also in understanding how their behavior can affect the behavior of others. Role-play is an activity that works well with people of different ages and can be used with many topics. For example, students can role-play classroom situations, social situations, interviewing for a job, getting along with others, job responsibilities, and asking for information. How do you use it?

- **Introduce the activity to the student.** Be sure the students understand the purpose of the role-play and the situation to be dramatized.
- **Identify students to assume roles.** Be sure that each student understands his/her role.
- **Give instructions to the class.** The class should understand their role as spectators. Do they evaluate the performance, comment on the action, provide answers to questions raised, give suggestions for other behaviors, select behaviors that are positive or negative, etc.?
- **Discuss the role-play.** What did students learn from this activity? How will their learning affect future decisions or behaviors?
- **Thank the participants.** Thank the students who played the roles for taking the risk to act out behaviors before their peers and thank the students that observed for serving as a good audience.

**Interviews** - A strategy for person-to-person gathering of information through questions and reporting the results of the session. How do you use it?

- Students pre-plan a set of questions, a format for the interview, and a presentation.
- Students should practice the interview prior to the actual interview.
- Students should select the person, and make an appointment for the interview.
- Conduct the interview and write the report.
- Students should follow-up with a thank you letter.

**School Based Enterprises** - An activity that engages students in providing services or producing goods for sale/use to people other than the participating students. This could also be connected to other academic courses that could provide skills needed for entrepreneurship through student run businesses. How do you use it?

- Students learn how to operate a business.

- Students practice all steps and roles in the enterprise under close supervision of teachers and business representatives.
- Students understand first hand success or failure in an enterprise.
- Opportunity to analyze situation and apply quality tools and steps to improve.
- Requires in-depth application learning aspects of the industry.
- Opportunities unlimited.
- Can apply most academic areas to the enterprise.



## **CAREER DEVELOPMENT AND LIFE SKILLS CURRICULUM/STUDENT STANDARDS**

### **ACADEMIC DEVELOPMENT**

Standard 1: Students will acquire the knowledge, skills, and attitudes that contribute to successful learning in school and for lifelong learning.

Standard 2: Students will develop the academic skills and attitudes necessary to make effective transitions from grade to grade and to a wide range of postsecondary options.

Standard 3: Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

### **CAREER DEVELOPMENT**

Standard 4: Students will acquire the self-knowledge necessary to make informed career decisions.

Standard 5: Students will understand the relationship between educational achievement and career development.

Standard 6: Students will employ career management strategies to achieve future career success and satisfaction.

### **PERSONAL/SOCIAL DEVELOPMENT**

Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds of others.

Standard 8: Students will make decisions, solve problems, set goals, and take necessary action to achieve goals.

Standard 9: Students will understand and use safety and survival skills.

Standard 10: Students will develop an understanding and appreciation of American Samoan cultural values, traditions, and family responsibilities.

**AMERICAN SAMOAN STUDENT COMPETENCIES  
CAREER DEVELOPMENT AND LIFE SKILLS  
GRADES 1-8**

This chart is set up to show the expectations/benchmarks for students by the time they complete grade 4 and grade 8. Each indicator for grade 4 will begin with the number 4. Each indicator for grade 8 will begin with the number 8. The indicators for grade 8 have also been shaded. Lesson plans have been developed for each grade in order to build upon the knowledge, skills, and attitudes that have been outlined below in the standards, competencies, and indicators.

<b>ACADEMIC DEVELOPMENT</b>	
<b>Standard 1: Students will acquire the knowledge, skills, and attitudes that contribute to successful learning in school and for lifelong learning.</b>	
<b>COMPETENCY</b>	<b>By the end of 4<sup>th</sup> grade students will be able to: (indicators that begin with a "4")</b> <b>By the end of 8<sup>th</sup> grade, students will be able to: (indicators that begin with an "8")</b>
1.1 Demonstrate an understanding of and responsibility for self as a learner	4. 1.1.1 Demonstrate competence and confidence as a learner 4. 1.1.2 Set realistic expectations for work and achievement 4.1.1.3 Recognize and accept mistakes as essential to the learning process 4.1.1.4 Identify and model personal attitudes and behaviors that lead to successful learning
1.2 Acquire the skills for improving effectiveness as a learner	4.1.2.1 Use communication skills to know when and how to ask for help when needed 4. .2.2 Demonstrate how effort and persistence positively affect learning  8.1.2.3 Apply time management and task management skills 8.1.2.4 Apply knowledge of learning styles and multiple intelligences to positively influence academic performance
1.3 Demonstrate responsibility for achieving school success	4.1.3.1 Demonstrate taking responsibility for actions in school 4.1.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students 4.1.3.3 Share knowledge  8.1.3.4 Demonstrate the capability to develop a



	broad range of interests and abilities
<b>Standard 2: Students will develop the academic skills and attitudes necessary to make effective transitions from grade to grade and to a wide range of postsecondary options.</b>	
2.1 Apply the skills necessary to improve learning and make successful academic transitions	<p>4.2.1.1 Demonstrate the ability to seek information and support from faculty, staff, family, and peers</p> <p>8.2.1.2 Demonstrate the importance of motivation to achieve individual potential</p> <p>8.2.1.3 Apply critical thinking skills for making successful academic transitions</p> <p>8.2.1.4 Apply the study skills necessary for academic success at each level</p> <p>8.2.1.5 Demonstrate the ability to organize and apply academic information from a variety of sources</p>
2.2 Apply knowledge in establishing and achieving academic goals	<p>4.2.2.1 Demonstrate the ability to establish challenging academic goals in elementary school</p> <p>8.2.2.2 Demonstrate the ability to establish challenging academic goals by the eighth grade</p> <p>8.2.2.3 Use assessment results in educational planning</p> <p>8.2.2.4 Develop and implement an individual learning plan to maximize academic ability and achievement</p>
<b>Standard 3: Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.</b>	
3.1 Understand how to relate school to life experiences	<p>4.3.1.1 Understand the relationship between learning and work</p> <p>4.3.1.2 Compare the relationship between parent(s)' education and career choice, while examining other education and career examples that are similar or different</p> <p>8.3.1.3 Participate in co-curricular and community experiences to enhance the school experience</p> <p>8.3.1.4 Understand that education is essential to becoming a contributing member of society</p>
<b>CAREER DEVELOPMENT</b>	
<b>Standard 4: Students will acquire the self-knowledge necessary to make informed career decisions.</b>	
4.1 Develop the ability to make informed career decisions based on self-knowledge	<p>4.4.1.1 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)</p> <p>4. .1.2 Discuss and explain behaviors and</p>

	<p>decisions that reflect interests, likes, and dislikes</p> <p>8.4.1.3 Demonstrate individual abilities, strengths, skills and talents.</p> <p>8.4.1.4 Demonstrate knowledge of work values and needs</p> <p>8.4.1.5 Demonstrate positive behaviors and attitudes about the world of work</p> <p>8.4.1.6 Give examples of how behaviors and attitudes affect one’s future educational achievement and career success</p>
4.2 Develop positive interpersonal skills necessary to be effective in the world of work	<p>4.4.2.1 Practice positive social skills while interacting with others in a way that is respectful, honest, helpful, and appreciative</p> <p>4.4.2.2 Demonstrate the ability to resolve conflicts peacefully and to negotiate acceptable solutions with an adult’s assistance if necessary</p> <p>8.4.2.3 Demonstrate the ability to work in and across groups by applying teamwork skills in preparation for the world of work</p> <p>8.4.2.4 Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior</p>
4.3 Integrate personal growth and change into career development	<p>4.3.1 Explain how good nutrition, adequate rest, and physical activity affect energy levels and productivity in school and at work</p> <p>4.3.2 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people</p>
<b>Standard 5: Students will understand the relationship between educational achievement and career development.</b>	
5.1 Attain educational achievement and performance levels needed to reach personal and career goals	<p>4.5.1.1 Learn to work together in a classroom setting</p> <p>4.5.1.2 Acquire age-appropriate employability skills, such as, organizing and problem-solving</p> <p>8.5.1.3 Demonstrate an understanding of educational levels (work-based learning, certificate, 2-year, 4-year, and professional degrees) and performance skills needed to attain personal and career goals</p> <p>8.5.1.4 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance</p> <p>8.5.1.5 Identify individual learning styles and</p>

	<p>multiple intelligences and understand how to apply them in different learning and work situations</p> <p>8.5.1.6 Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement</p> <p>8.5.1.7 Develop an individual learning plan to enhance educational achievement and attain career goals</p>
<b>Standard 6: Students will employ career management strategies to achieve future career success and satisfaction.</b>	
6.1 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management.	<p>4.6.1.1 Demonstrate appreciation for one’s own cultural background and for the cultural background of others</p> <p>4.6.1.2 Identify similarities and differences among people that are valuable at work and in society</p> <p>8.6.1.3 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including new or nontraditional</p> <p>8.6.1.4 Define how one’s own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans</p> <p>8.6.1.5 Demonstrate an acceptance of and respect for other people and their career choices</p>
6.2 Access and use current and accurate career information in career planning.	<p>4.6.2.1 Identify a variety of career options in the community</p> <p>8.6.2.2 Demonstrate the ability to find and use different types of career information resources</p> <p>8.6.2.3 Show how career information has contributed to one’s current plans and how it can be used in future plans</p> <p>8.6.2.3 Give examples of how career clusters and pathways can be used in career planning</p>
6.3 Create and manage an educational and career plan that matches career goals	<p>8.6.3.1 Use career planning strategies and tools to develop career awareness and a career plan</p> <p>8.6.3.2 document actions taken to attain short-term and long-term educational and career goals</p>
6.4 Develop employability skills to gain, maintain, advance in , or transition to a new job or career	8.6.4.1 Identify skills and how they are transferable from one job to another
6.5 Apply decision-making skills to career planning	8.6.5.1 Recognize and demonstrate the use of

and development	<p>various decision-making styles and their effect on career planning</p> <p>8.6.5.2 Give specific examples of how education work, and family experiences influence career decisions</p> <p>8.6.5.3 Demonstrate the use of information (i.e., about oneself; local, national, and global economic trends; and educational options) to consider in career decisions</p> <p>8.6.5.4 Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions</p>
<b>PERSONAL/SOCIAL DEVELOPMENT</b>	
<b>Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds of others.</b>	
7.1 Develop self-knowledge and self acceptance	<p>4.7.1.1 Demonstrate positive attitudes toward self as a unique and worthy person</p> <p>4.7.1.2 Identify and express feelings appropriately</p> <p>4.7.1.3 Practice self-control</p> <p>4.7.1.4 Identify and acknowledge personal strengths and assets</p> <p>8.7.1.5 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (gender, disability, economic status, religion, and other human differences)</p>
7.2 Develop appropriate attitudes and behaviors	<p>4.7.2.1 Discuss and explain the differences between appropriate and inappropriate behavior</p> <p>4.7.2.2 Identify basic human rights and responsibilities</p> <p>4.7.2.3 Respect alternative points of view</p> <p>4.7.2.4 Respect and accept individual differences</p> <p>4.7.2.5 Describe and demonstrate socially-acceptable group behavior</p> <p>8.7.2.6 Demonstrate effective writing, speaking, listening, and nonverbal communication skills</p>
<b>Standard 8: Students will make decisions, solve problems, set goals, and take necessary action to achieve goals.</b>	
8.1 Apply self-knowledge in the decision-making, problem solving, or goal-setting process	<p>4.8.1.1 Identify and compare potential consequences of a decision</p> <p>4.8.1.2 Create an effective plan of action that</p>

	<p>could result in a successful outcome</p> <p>4.8.1.3 Identify and differentiate alternative solutions to a problem or decision</p> <p>4.8.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions</p> <p>4.8.1.5 Identify and explain the ways peer pressure can influence a decision</p> <p>8.8.1.6 Develop an action plan to achieve short and long-term goals</p> <p>8.8.1.7 Identify alternative ways of achieving a goal, solving problems, and making a decision</p> <p>8.8.1.8 Apply effective conflict resolution skills to a current issue or problem</p>
<b>Standard 9: Students will understand and use safety and survival skills.</b>	
9.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior	<p>4.9.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact)</p> <p>4.9.1.2 Practice respect for the rights and privacy of self and others</p> <p>4.9.1.3 List and describe the skills related to personal safety and protective behaviors</p> <p>4.9.1.4 Identify and use resource people in the school and community</p> <p>4.9.1.5 Explain the relationship between rules, laws, safety, and the protection of rights of the individual</p> <p>4.9.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>8.9.1.7 Describe the emotional and physical dangers of substance use and abuse</p> <p>8.9.1.8 Apply the skills needed to cope effectively with peer pressure</p> <p>8.9.1.9 Utilize techniques for managing daily stress and conflict</p>
<b>Standard 10: Students will develop an understanding and appreciation of American Samoan cultural values, traditions, and family responsibilities.</b>	
10.1 Acquire knowledge and appreciation of American Samoan culture and traditions.	<p>4.10.1.1 Describe family responsibilities</p> <p>4.10.1.2 Demonstrate respect for parents and family members</p> <p>4.10.1.3 Describe the role of family members and extended family such as aunts, uncles, and grandparents</p> <p>8.10.1.4 Describe the importance of clans</p>

	<p>8.10.1.5 Describe the importance of land in the American Samoan culture, including inheritance of land as well as cultivation and conservation</p> <p>8.10.1.5 Describe the various “legends” of American Samoan islands and how they influence culture and tradition</p>
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# LESSON PLANS



**ACADEMIC DEVELOPMENT****COMPETENCY 1.2:** Acquire the skills for improving effectiveness as a learner.

LESSON TOPIC: Who Can Help

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: none

OUTCOMES: The student will:

Learn that there are people at home and school that can help them when they have a problem.

PROCEDURE:

1. Ask the students to suggest some problems children have that might require them to seek help from another person. It might include being abused by a parent, being threatened by a bigger child, starting a new school and not knowing your way around. Be sure to include “knowing that someone you care about is using drugs”.
2. For each item discussed ask the students to suggest one or more persons who might be able to help them.
3. Close the lesson with letting the children know that if they need help they should talk to a teacher, counselor, principal, parent, relative, or other adult that they trust.

ASSESSMENT:

This lesson is especially helpful in encouraging students with a problem to come for help. Reinforce this idea and use your intuition to seek out quiet students who indicate they may have an unexpressed problem.



**ACADEMIC DEVELOPMENT**

**COMPETENCY 1.2: Acquire the skills for improving effectiveness as a learner.**

LESSON TOPIC: Good Work Habits

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Understand the consequences of negative attitudes toward school and work.

PROCEDURE:

1. Discuss with students what good work habits are.
2. Begin the lesson by exaggerating some bad/poor work habits. Pantomime them for the class. Demonstrate 3 – 5 different examples. (e.g. lazy, too tired, sloppy, chatterbox, bored, skipping school)
3. Ask the class to describe work habits that help them to do better in school. Involve the students in pantomiming good and bad behaviors. Let the class guess if the behavior is good or bad.

ASSESSMENT:

Students will be able to describe 3 work habits that help them to do well in school.

## **ACADEMIC DEVELOPMENT**

**COMPETENCY 1.1: Demonstrate an understanding of and responsibility for self as a learner**

**COMPETENCY 1.2: Acquire the skills for improving effectiveness as a learner.**

LESSON TOPIC: School Rules

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Large sheet of poster paper, black red, and green markers

OUTCOMES: The student will:

Understand that getting ready for class includes knowing the rules and know the consequences if rules are broken.

Understand the planning process.

PROCEDURE:

For effective classroom management, it is important for students to know what will be expected of them and what will happen if they follow or break the rules.

1. Explain to the class that they are going to learn what behavior is expected of them everyday at school.
2. Brainstorm ideas with the group on what would be good behavior rules to follow in the classroom.
3. Discuss reasons why it would be necessary to follow these expected behavior rules.
4. Choose the most important rules and write these in black marker under RULES on the poster board. (Students may not be able to read but come up with a creative way to display the rules so that students understand this is the list of rules)
5. Ask the students for ideas of consequences to use when students don't follow the rules. Also discuss the fairness of the consequences.
6. List the best consequences using the red marker under the second category CONSEQUENCES on the poster board.
7. Tell the students that there will be some rewards such as stickers, happy grams, free time, lunch with the teacher, for students who follow the rules. Ask for their suggestions on rewards. Write the best reward in green marker on the poster board under category REWARDS.

8. Display the poster board in a prominent area for all to use. Read over the Rules, Consequences, and Rewards to the students. Tell them this is what is expected of them at school.

**ASSESSMENT:**

Do the students understand that planning the rules ahead of time, lets everyone know what is expected of them?

**ACADEMIC DEVELOPMENT**

**COMPETENCY 1.1: Demonstrate an understanding of and responsibility for self as a learner**

**COMPETENCY 1.2: Acquire the skills for improving effectiveness as a learner.**

LESSON TOPIC: All Grown Up and Ready for School

GRADE LEVEL: 1

LENGTH: Two class periods

MATERIALS: None

OUTCOMES: The students will be able to:  
Prepare themselves for school.

PROCEDURE:

1. Discuss the steps necessary to get ready for school.
  - a. get out of bed
  - b. put on clothes
  - c. eat a good breakfast
  - d. comb hair and brush teeth
  - e. make their bed
  - f. gather materials and supplies
  - g. put materials and lunch in backpack
  - i. wait for ride or walk to school
2. Discuss how it feels to do things for ourselves. Explain that people grow in responsibility and independence. Discuss how it feels to always have people do things for us. Ask if students learn new things that way.
3. Encourage students to sing the steps to themselves in the morning. Demonstrate by singing the steps to a familiar tune.

**ASSESSMENT:**

Did students understand the importance of being responsible and getting themselves ready in the morning? Be aware of any student who appears as though he or she is completely responsible for himself or herself in the morning. You may want to review the steps with them individually.

**ACADEMIC DEVELOPMENT**

**COMPETENCY 1.2: Acquire the skills for improving effectiveness as a learner.**

LESSON TOPIC: I Can Listen

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Any elementary storybook that can be read in about 10 minutes.

OUTCOMES: The student will:  
Be a good listener and follow directions.

PROCEDURE:

Much learning takes place through good listening. Children should be taught how to listen at a very early age. This lesson helps reinforce good listening habits.

1. Lead a brief discussion on why it is important to listen carefully at school, especially when the teacher is talking. Some points to be listed deal with politeness, knowing what is going on, and becoming more involved and interested.
2. Tell the class you're going to read them a story and ask some questions when you are finished.
3. Ask them if there are some things they could do to listen better. Make sure to include sitting very still, looking at the teacher, keeping hands and feet quiet and to themselves, thinking only about what the teacher is saying.
4. Read the story to the children. Try to get all children to listen carefully without stopping to correct any child for misbehaving or not listening.
5. When finished with the story, ask the questions you have prepared. Praise the children who have been good listeners. Encourage all to practice the good listening habits discussed in step three every day at school.

ASSESSMENT:

Students will be able to demonstrate good listening skills by answering questions at the end of the story.

**ACADEMIC DEVELOPMENT**

**COMPETENCY 1.2: Acquire the skills for improving effectiveness as a learner.**

LESSON TOPIC: I Can Listen

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper with a square printed on it for each student

OUTCOMES: The student will:  
Demonstrate effective listening skills.

PROCEDURE:

Young students need practice to develop listening skills. This lesson can be used with very young children for this practice.

1. Ask the students to raise their hands if they had ever played Simon Says. Ask one student to explain to the rest of the class how to play. Say, "I may try to trick you by saying one thing and doing something else! You'll really need to listen to what I say. Remember to do what I say, even if I do something different. I'm going to be looking for the good listeners." Give a series of directions such as :
  - a. Simon says stand up
  - b. Simon says hands on shoulders
  - c. Hands on knees (praise those who kept their hands on their shoulders)
  - d. Simon says reach to the sky
  - e. Simon says hands on head
  - f. Put your hands on your waist (praise those who were not tricked)
1. Choose a student volunteer to lead the class in the same version of Simon Says.
2. Tell the student that they will need to follow several directions for the next game. Choose volunteers and give directions to one student at a time.
3. Give all directions before the student is allowed to begin.
  - a. Walk to the front door, turn the light switch off and on again, and skip back to your seat.

- b. Hop up to the chalkboard, write your first name on the board, and hop back to your seat.

You may increase the number of directions or make them more complex, depending upon the students' abilities.

4. Summarize by telling the children that to do well in school, it is very important to pay attention and follow directions.

**ASSESSMENT:**

Students will demonstrate good listening skills by paying attention to the directions and following them in the game.



**ACADEMIC DEVELOPMENT**

**COMPETENCY 1.1: Demonstrate an understanding of and responsibility for self as a learner**

**COMPETENCY 1.2: Acquire the skills for improving effectiveness as a learner.**

LESSON TOPIC: Ready for Anything

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Crayons, paper, handout

OUTCOMES: The student will:

Learn to be prepared for class and determine which materials they need for each school subject.

PROCEDURE:

1. Tell the students that today you will help them become better prepared for school.
2. Ask them what materials are necessary for most lessons. Responses may include: paper, pencil, books...
3. On the board list these materials.
4. On the board, list the students' classes. Again, ask the students what materials are necessary for each subject. List these on the poster board.
5. Distribute the drawing paper and ask each student to divide their paper in sections (one for each class listed). Label each section with a subject. Ask the students to draw pictures of or list the materials needed for each class.
6. Display the pictures and the poster board in the classroom. These will be daily reminders for the students.

ASSESSMENT:

Do the students understand the importance of being prepared for class?

READ THE FOLLOWING QUESTIONS TO THE STUDENTS AND ASK THEM TO RAISE THEIR HANDS FOR ON THE QUESTIONS.

AM I READY

- A. I arrive on time  
1\_\_ some of the time  
2\_\_ most of the time  
3\_\_ always
- B. I have my homework completed  
1\_\_ some of the time  
2\_\_ most of the time  
3\_\_ always
- C. My homework is usually  
1\_\_ some of the time  
2\_\_ most of the time  
3\_\_ always
- D. I obey school rules  
1\_\_ some of the time  
2\_\_ most of the time  
3\_\_ always
- E. I contribute ideas and suggestions for classroom projects  
1\_\_ some of the time  
2\_\_ most of the time  
3\_\_ always
- F. When I have a long term project, I  
1\_\_ some of the time  
2\_\_ most of the time  
3\_\_ always
- G. I think my classmates find me to be  
1\_\_ some of the time  
2\_\_ most of the time  
3\_\_ always
- H. I think my teacher finds me to be  
1\_\_ some of the time  
2\_\_ most of the time  
3\_\_ always

- I. When I think about school, I
- 1 \_\_\_ some of the time
  - 2 \_\_\_ most of the time
  - 3 \_\_\_ always

Score:

Count the threes. (maybe they could give themselves a mark each time they scored always and the teacher could help them score)

If they answered 8 or 9 threes they can score themselves as “wonderful”

If they answered 5 or 6 threes they can score themselves “fair”

If they answered through 5 threes they can score themselves as “needs a lot of improvement”

**ACADEMIC DEVELOPMENT**

**COMPETENCY 1.2: Acquire the skills for improving effectiveness as a learner.**

LESSON TOPIC: Getting Help From Others

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS:, magazines with pictures

OUTCOMES: The student will be able to:  
Know where and how to get help.

PROCEDURE:

Children need to identify and explore ways of seeking help from others when dealing with their problems. This will improve their coping skills, communication and decision-making skills.

1. Stress the fact that everyone needs help at some time. They need to learn to ask questions when they need help at home. Talk about how they would feel and how they could possibly solve the problem. Role-play the situation. Example: What could you do if...
  - a. Your little sister or brother falls and hurts themselves?
  - b. You can't reach a glass on a high shelf?
  - c. Your friend gives you some little tablets he says are candy?
  - d. Your ball goes on the roof?
2. Discuss times when children need help at school. Talk about how they would feel and how they could solve the problem. Example: What would you do if...
  - a. You get sick and there is no one around to help you?
  - b. A big child is bullying you?
  - c. You forget your lunch at home?
  - d. Another child accuses you of something you didn't do?
3. Ask: Do you ask for help when you need it? What kinds of help?
4. Cut out pictures from magazines that show people helping others. Discuss the pictures selected.

5. Ask the children to draw pictures of three loving, caring people they know. Ask the students:
  - a. Who are those people?
  - b. How do they show they are loving and caring?
  - c. Can you ask for help when you need it?

**ASSESSMENT:**

Students will be able to name 3 instances when they may need to ask for help and whom they would ask.

**ACADEMIC DEVELOPMENT**

**COMPETENCY 1.1: Demonstrate an understanding of and responsibility for self as a learner**

**COMPETENCY 2.1: Apply the skills necessary to improve learning and make successful academic transitions**

LESSON TOPIC: Ready, Set, Go-For Next Year!

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Two or three students from next grade

OUTCOMES: The student will be able to:  
Understand what is expected and be prepared for the next grade.

PROCEDURE:

1. Tell the students, "This school year is coming to a close, and we are all comfortable with our room, our materials, our schedule, our activities, and each other. Think back to the first day of school."
  - a. Can you remember what you wore?
  - b. Can you remember how you felt?
  - c. What did you wonder about your teacher on the first day?
  - d. Has the year been different from what you thought it would be?
  - e. "Now, let's think about next year. Do any of you have brothers, sisters or friends in grade 2?"
2. What new things do you think you will learn in grade 2 ?
3. What things will be different from this year?
4. What things do you think you will like?
5. What things do you think you won't like?
6. Use role-play: "Pretend that you are talking to a younger

student about what is expected in grade \_\_\_\_ (student's current grade).  
The younger student asks questions and you answer and tell him or her  
what the year will be like."

5. Introduce two or three students from the next grade level. Allow the students to ask them questions about academics, activities, and expectations for that grade.
6. Say, "Sometimes on the first day of school children bring apples to their new teacher. The best apples you could bring would be your willingness to listen, cooperate, and follow directions."
7. Perhaps students can visit a classroom at the next grade level and meet the teacher and talk to the children.

Assessment:

Students will be able to list 3 expectations of them in school.

## ACADEMIC DEVELOPMENT

**COMPETENCY 1.3: Demonstrate responsibility for achieving school success**

LESSON TOPIC: Sharing

GRADE LEVEL: 1

LENGTH: 1 class period

### MATERIALS:

Rainbow Fish is a book about sharing. The author is Marcus Pfister. Any book available on sharing can be used.

OUTCOME - The student will:

Describe why sharing is important

Describe different feelings involved in sharing

### PROCEDURE:

1. Students will describe the idea of sharing during sharing time.
2. Students will each name one item they have that is VERY special to them. Teacher will write the answers on the board.
3. Students will explain why they might be willing to share this special item with someone else.
4. Students will describe the feelings they would have when they share this item, if it is damaged or not returned, and how they feel when it is returned into their possession.
5. Students draw a picture of their very special item and put them up around the room.
6. Teacher - tell about a time when someone shared something with you.
7. Discuss with students how important it is to share knowledge. In a classroom setting, they should participate in classroom decisions by sharing information that they know or have studied with the class.

### ASSESSMENT:

Students will be able to share objects and time as well as describe their feelings when they are sharing.



**ACADEMIC DEVELOPMENT**

**COMPETENCY 3.1: Understand how to relate school to life experiences**

LESSON TOPIC: Reading Three or Four Letter Words

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Pictures of different careers, word card pictures of objects

OUTCOMES: The student will:

Identify jobs where reading is needed and explain how a person in that job uses reading skills to accomplish his/her work.

PROCEDURE:

1. Explain why it is important that we learn to read.
2. Explain the need of reading in our everyday life.
3. Ask students to name jobs people do where reading skills are needed.
4. The teacher may add names of jobs to the student's list and explain the importance of reading to some of the jobs.
5. Ask students to name jobs they are interested in and to tell whether reading skills are needed or not.

ASSESSMENT:

Students will be able to name 3 occupations that reading is very important to their jobs.

## **ACADEMIC DEVELOPMENT**

### **COMPETENCY 3.1: Understand how to relate school to life experiences**

LESSON TOPIC: Career Discussions Linked to Curriculum

GRADE LEVEL: 1

LENGTH: On-going throughout the school year

MATERIALS: None

OUTCOMES: The student will be able to:  
Describe how current learning relates to work.

PROCEDURE:

1. To reinforce information taught in career class, look at your curriculum in language arts, social studies, science and other subjects to find occasions when you could spend a few minutes discussing a career that appeared as part of a lesson.
2. Sometimes a career is evident in reading a story, in a social studies unit, or in relation to a topic studied in science. Sometimes the career is shown, but not explained in the reading material.
3. Following are suggested questions to ask students when a career is encountered in various lessons:
  - There's a carpenter in this story. What do you think a carpenter does?
  - What kinds of things do carpenters have to be good at?
  - Can both boys and girls be carpenters?
  - If I wanted to be a carpenter, what should I study now?
  - Do carpenters work outside or inside?
  - Do carpenters work alone or with others?
  - Do carpenters work in large cities or rural areas?
4. Not all questions must be asked each time—just where relevant.
5. Once a week, in your classes, ask students about the careers they found in their lessons that week. This serves as reinforcement.

**ASSESSMENT:**

As a result of this activity, students should become more aware of different careers, the different skills and preferences involved, and begin to think about what people do in the world of work.

**ACADEMIC DEVELOPMENT**

**COMPETENCY 3.1: Understand how to relate school to life experiences.**

LESSON TOPIC: Earning a Living

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, pencils, and crayons

OUTCOMES: The student will:

Understand that working allows them to buy things they need or like.

PROCEDURE:

1. Tell the following story to the students:

There was once a boy named Joe. Joe liked to play basketball at school. He did not have a basketball of his own. This was something he wanted more than anything else. Joe asked his mother to buy him the basketball. He asked his father to buy him the basketball. Joe's parents told him that he must earn the money to buy the ball if he wanted it.

2. Explain the meaning of the word "earn" to students. Ask students to suggest how Joe could earn the money to buy the basketball. Examples could be: cleaning the yard, running errands for the family, cleaning his room.
3. Ask students to draw a picture or discuss in class how they think Joe should earn the money for the basketball.
4. Relate the above story to their parents. Explain that parents work to provide food, shelter, and other conveniences for their family.

ASSESSMENT:

Students will be able to explain that we must work to earn money to buy the things we need for daily living.

## CAREER DEVELOPMENT

### COMPETENCY 4.1: Develop the ability to make informed career decisions based on self-knowledge

LESSON TOPIC: Making Choices

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: None

OUTCOMES: The students will:

Improve decision-making abilities by exploring constructive ways to meet their needs.

PROCEDURE:

1. Ask students to describe problems they may be experiencing. (Students may not willingly start listing problems. It may be helpful to have several examples and ask them to raise their hands if they answer yes to the example. Examples: paying attention in class, doing well on assignments, getting to school on time, getting enough sleep at night, etc.)
2. Define the word “solution” and ask students to suggest solutions to the problems listed.
3. Ask the class to explore the following problems using the steps described above.
  - a. You forgot to bring your pencil today. Would you:
    1. Borrow from the teacher?
    2. Do without a pencil?
    3. Borrow one from a classmate.
  - b. You found a wallet containing \$20 with the owner’s name in the wallet. Would you:
    1. Keep the wallet and the money?
    2. Show it to their parents?
    3. Throw away the wallet and keep the money?
    4. Leave it there?
    5. Ask an adult to contact the owner?

ASSESSMENT:

Students display an understanding of decision-making and problem solving.

**CAREER DEVELOPMENT**

**COMPETENCY 4.2: Develop positive interpersonal skills necessary to be effective in the world of work**

LESSON TOPIC: Sharing

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, crayons, markers

OUTCOME: The student will:

Describe the benefits of sharing.

Describe different feelings involved with sharing.

PROCEDURE:

1. Ask student to define what “sharing” means.
2. Ask them to draw a picture of one item they have that is very important to them.
3. Ask students to explain why they might be willing to share this special item with someone else.
4. Have them describe feelings they would have when they share this item, if it is damaged or not returned, and how they feel when it is returned into their possession.

ASSESSMENT:

Students demonstrate skills and understanding of the importance of sharing.

**CAREER DEVELOPMENT**

**COMPETENCY 4.2: Develop positive interpersonal skills necessary to be effective in the world of work**

LESSON TOPIC: Good Friend

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, pencils

OUTCOMES: The student will:

Identify things that help them to be a good friend.

Demonstrate effective skills for interacting with others.

PROCEDURE:

1. Discuss with the students the things that would help them to be a good friend. Some of these ideas may include: sharing, helping, having some of the same interests, keeping promises, playing together, etc.
2. After the class discussion, ask students to volunteer what is most important to them in their friends and explain why.

ASSESSMENT:

Can the students list the important qualities needed to be a good friend?

## **CAREER DEVELOPMENT**

### **COMPETENCY 4.2: Develop positive interpersonal skills necessary to be effective in the world of work**

LESSON TOPIC: Behaviors – Good and Bad

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, pencils

OUTCOMES: The student will:

Describe how behavior affects ability, effort, and achievement.

PROCEDURE:

1. Discuss the following behaviors with the students and discuss with them what is positive and what is negative::
  - A. Greedy
  - B. Lots of energy
  - C. Tattles on people
  - D. Always make noises disrupting the class
  - E. Pouts all the time
  - F. Always wants to be the center of attention
  - G. Pokes around and never gets in a hurry
  - H. Positive and shows caring and concern with classmates
  - I. Always shares lunch or other items with friends
  - J. (Teacher can add other behaviors and ask children for things they noticed in people)
2. If time allows children may draw what they think the behavior would look like in a person.

ASSESSMENT:

Do student understand the importance of behavior and attitude and how it relates to effort, ability, and achievement?



**CAREER DEVELOPMENT**

**COMPETENCY 4.2: Develop positive interpersonal skills necessary to be effective in the world of work**

LESSON TOPIC: Getting Along With My Friends

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, crayons, markers

OUTCOMES: The student will:  
Demonstrate skills in resolving conflicts.

PROCEDURE:

1. Explain to students what the word “conflict” means.
2. Ask them to share examples of conflicts they have had with friends or family. Ask them also to share how these conflicts were resolved.
3. Ask students to describe qualities of a friend.
4. Ask the students if their friends act differently sometimes? Maybe some days they are very playful and other days they are quiet and don’t act like they feel good. How do you treat you friends in each of these situations? Are you understanding and talk to them about the way they are acting or do you walk away and not play with them? What is the best way to treat your friends?
5. Ask students to draw a picture of themselves and a friend working or playing together.
6. Have them share their drawings with the group.

ASSESSMENT:

Did students demonstrate an understanding of how to resolve conflicts? Are they able to describe different behaviors they have noticed in their friends? Can they describe how they treat their friends in different instances?

## **CAREER DEVELOPMENT**

### **COMPETENCY 4.3: Integrate personal growth and change into career development.**

LESSON TOPIC: Fun Ice Cream Cones

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Colored construction paper (plain paper can be used and colored) for different flavors of ice cream, copy of ice cream cone for each student (or draw one on the board and have them copy it), scissors, crayons, and paste

OUTCOMES: The student will:  
Identify personal leisure time interests.

#### PROCEDURE:

This lesson will help students be more aware of how to fill their leisure time with fun activities they like to do. There needs to be a balance in school work and leisure time. This is true when they also have jobs.

1. Discuss activities that people like to do for fun.
2. Explain that all students will make an ice cream cone with their name on it.
3. Ask students to draw things they like to do for fun on scoops of ice cream and paste it on the cone.
4. Allow students to show and share their cones as time permits.
5. Discuss what they found out about themselves and others in the class. Point out that many like to do the same things but that there are differences as well.
6. The teacher may choose to display the cones or allow students to take them home to share with their families.

#### ASSESSMENT:

Students will be able to list things they like to do.

**CAREER DEVELOPMENT**

**COMPETENCY 6.1: Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management**

LESSON TOPIC: How Are We Alike? How Are We Different?

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, crayons, markers

OUTCOMES: The student will:

Understand that they are all different.

Understand that they are special because of their differences.

PROCEDURE:

1. Talk to students about the differences between boys and girls.
2. Pick several subjects and ask the boys and girls how they are alike and how they are different, for example, clothes they wear, things they are interested in, toys they play with, games they play, etc.
3. Close the lesson with a discussion of why it is ok to be different/unique. Even though there are physical differences between boys and girls both are equally capable of succeeding in school and life.

ASSESSMENT:

Do the students understand they are special because of their differences?

## **CAREER DEVELOPMENT**

**COMPETENCY 5.1: Attain educational achievement and performance levels needed to reach personal and career goals**

**COMPETENCY 6.1: Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management**

LESSON TOPIC: Working Together

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Pencils, paper, markers, crayons

OUTCOMES: The student will:  
Demonstrate skills in teamwork.  
Describe five different occupations.

PROCEDURE:

1. Divide the students into groups of five. The groups should be a mix of boys and girls. Ask each group to select an occupation they wish to discuss. Ask students to discuss how they feel about this particular occupation. Would they like to do this when they grow up? What do they like about this occupation? Dislike? Do they feel that both males and females would be able to do the occupation. The answer should be yes but if some say question further to see why they think only one sex could do the job. Continue the discussion until they see that there usually aren't limitations based on gender of who can do a particular job.
2. Have students draw a picture of a person working in that occupation. Ask each group to assign a reporter to report back to the class, showing their pictures and telling what they like/dislike about the occupation.

ASSESSMENT:

Did students feel comfortable about participating as a member of a group? Observe how each group selected their reporter. Who was the group leader?

**CAREER DEVELOPMENT**

**COMPETENCY 6.1: Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management.**

GRADE LEVEL: 1

LENGTH: One class period

LESSON TOPIC: Jobs in Our Classroom

MATERIALS: Paper, pencils

OUTCOMES: The student will:  
Understand that boys and girls can do the same jobs.

PROCEDURE:

1. Brainstorm with the class to come up with all the tasks that are done in their classroom.
2. Ask students if they think both boys and girls can do all the jobs that they listed.
3. Ask for volunteers to select one of the jobs and demonstrate how to do it. Then allow a student of the opposite sex to demonstrate that he or she can do the job as well.
4. Let all the students take turns demonstrating the above activity. Emphasize that boys and girls could do all of the classroom jobs equally as well.

ASSESSMENT:

Do students understand that males and females are equal—that they are capable of performing jobs in the classroom equally as well? Did you observe some instances of gender bias?

## **CAREER DEVELOPMENT**

### **COMPETENCY 6.2: Access and use current and accurate career information in career planning.**

LESSON TOPIC: What is a Tool?

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Large box with handles and a lid, an assortment of tools such as a hammer, wrench, paintbrush, pencils, hair dryer, bowl, spoons, ruler, books, telephone, calculator, and needle and thread, play trucks, fish hook, food.

OUTCOMES: The student will:

Tell about skills and tools needed for various occupations.

PROCEDURE:

1. Prior to this activity, gather the large box of tools as described above. Tell the students that tools are in the box, then ask them what they think a tool is. Tell them that different occupations require tools for them to be able to do their job. A teacher has to have books, chalk, chalkboard, etc. to be able to do his/her job well.
2. Next, remove a hammer from the box and ask students if it is a tool. The students will, of course, say "yes". Then take out a hair dryer and ask if it is a tool. The students will most likely answer "no".
3. Explain that the hair dryer can be a tool because a tool is something that helps a hairdresser do his or her job. For the rest of the activity, display each tool one at a time. As you take each tool out of the box, identify the tool and ask students to decide who might use that particular tool in his or her career. If students think only males or females do certain jobs be sure to correct them.
4. If time allows, ask students to think of other tools people use. Tell students to look around the classroom to get some ideas such as a computer or chalkboard.
5. Ask students if they have thought about what they would like to do when they grow up. (Be sure to add a variety of occupations so that students will have some idea of things they may be interested in. At this age, even the use of a tool may interest them.

ASSESSMENT:

Students will be able to list 3 occupations and list the tools that are used in that occupation. They will be able to list at least one occupation they think they may have an interest.

**CAREER DEVELOPMENT**

**COMPETENCY 6.2: Access and use current and accurate career information in career planning.**

LESSON TOPIC: Local Products

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Papers, pencils, glue, newspaper, scissors, and construction paper, crayons or markers

OUTCOMES: The student will:

Name various local products provided in their community.

PROCEDURE:

1. Ask the students to name the different kinds of products made in their community.
2. Ask the students to discuss the products that are shipped out or exported in their community. Explain to them that some things are made or grown on the island and they are used locally. Other things are sent away by plane or ship to other areas where they are sold to other islands, countries, or people.
3. Divide the students into groups of five.
4. Let each group choose one or more products to draw a picture or create a sample of the products such as fish, baskets, soap, vegetables, etc.
5. Let them create 3-D pictures by stuffing the construction paper models with newspaper or other material.

ASSESSMENT:

Students are able to name 3 products that are grown or developed in their community.

## **CAREER DEVELOPMENT**

**COMPETENCY 6.2: Access and use current and accurate career information in career planning.**

LESSON TOPIC: Rhythms of Life

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Something to 'beat' on – book, drum, knees, etc.,

OUTCOMES: The student will:

Demonstrate a "beat" or "rhythm" in a song.

PROCEDURE:

1. During an activity focused on rhythms, the teacher will explain how 'beats' affect certain jobs, i.e. music band members use a 'beat' so that they are all playing the same note at the same time; doctors and nurses must be able to work with the 'beat' of a heart to try to keep the heart working by giving the patient CPR (Cardiopulmonary resuscitation); a car mechanic listens for sounds that are 'offbeat' in order to learn what needs to be fixed. Have students list other examples.
2. Students will create a listing of the way beats are used in the work environment. A class could be subdivided or two classes could develop these lists in the spirit of competition.
3. Students can look through their school to find things that 'beat' or have 'rhythm' and tell who would use the item, i.e. clock—students, teachers, other staff; copy machine (as it makes prints, especially of more than one)—teachers.
4. Questions to consider; Can you think of one thing that you like to do that has a 'beat' or 'rhythm' to it? What job could you do with that beat? Can you demonstrate that job? (dance, bounce a basketball ).
5. Develop a clap with a rhythm and have students follow. For example, you may clap 3 fast claps and 2 slow. Or clap a familiar song or rhythm to the students.
6. Parents could help their child meet people who use 'beats' in their work environment.



**ASSESSMENT:**

Students should understand at the end of the lesson that many occupations involve using a 'beat' or 'rhythm'.

## **CAREER DEVELOPMENT**

**COMPETENCY 6.2: Access and use current and accurate career information in career planning.**

LESSON TOPIC: Jobs at the Hospital

GRADE LEVEL: 1

LENGTH: Two class periods

MATERIALS: Guest speaker from the hospital, paper, pictures, pencils, crayons, markers

OUTCOMES: The student will:  
Identify occupations in the hospital.

PROCEDURE:

1. Arrange for a guest speaker to come from the hospital to talk to the students about the occupations in the hospital. Ask the speaker to talk about a variety of occupations at the hospital and how they work together as a team to help make people well.
2. Before the guest comes, discuss with the students about why we need a hospital and the types of services that are provided. Ask the speaker to bring things such as a stethoscope, syringe, and other tools used in the hospital.
3. Allow the students to ask questions of the speaker. The students may be prepared in advance as to the kind of things they should know about an occupation so that they will know what to ask if the presenter doesn't cover the things they want to know about.
4. Ask students to choose one occupation that was discussed and draw a picture of that person working on the job. (optional if time allows)

ASSESSMENT:

Students will be able to list 3 occupations in the hospital.

**CAREER DEVELOPMENT**

**COMPETENCY 6.2: Access and use current and accurate career information in career planning.**

LESSON TOPIC: The Person Who Couldn't.....

GRADE LEVEL: 1

LENGTH: 1 class period

**MATERIALS:**

Pictures of people doing things

**OUTCOME** - The student will:

Be able to formulate ideas concerning what might happen to someone who didn't learn the skills to work

**PROCEDURE:**

1. Students will describe several different jobs that people do, i.e., building a house, being a lawyer, and will list some of the skills needed to do that job. Note: Identify jobs that students can relate to if necessary. (builder- measurement, reading directions to put things together, planning so that things get done in the right order; lawyer - reading the law, writing out things people need like wills or deeds, math to know if the client paid them)
2. Students will account for the relationship of those skills they listed to the school work that they are doing now.
3. Students will describe how a house would look if built by someone who couldn't measure, and what would happen if a paper was written by a lawyer who didn't know the law.
4. Students will determine if they want a builder who couldn't measure or if they would want a lawyer if he couldn't read the existing law.
5. Students can draw a picture of a house built by a builder who couldn't measure.
6. Students can discuss what they have learned from this activity that they can use as an adult.

**ASSESSMENT:**

Students will be able to describe what would happen if people didn't learn skills that are needed to work.

**CAREER DEVELOPMENT**

**COMPETENCY 6.2: Access and use current and accurate career information in career planning.**

LESSON TOPIC: What do People Do?

GRADE LEVEL: 1

LENGTH: 1 class period

**MATERIALS:**

Pictures of people doing things that are recreational and work

**OUTCOME** - The student will:

Explain the meaning of work.

**PROCEDURE:**

Students will describe what people in the pictures are doing.

Students will establish whether or not the activity is work.

Students will list reasons for their choice.

Students will list work that people do at home, i.e., wash dishes, laundry, sweep the floors, clean their bedrooms, and analyze if that is work or not and why it is not work.

Students will list types of work they see people doing at home, in the school and in the community.

Discuss with students the reasons that people work (make money so they can have a home, food, car, clothing and other necessities of life, satisfaction, etc.)

Ask if they can list jobs in which people help others (teachers, nurses, doctors, social workers, etc.)

**ASSESSMENT:**

Students will be able to identify types of work and why people work.

## **CAREER DEVELOPMENT**

### **Competency 6.5: Apply decision-making skills to career planning and development**

LESSON TOPIC: Making Decisions and Setting Goals

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: None

OUTCOMES: The students will:

Understand the importance of accepting responsibility for their decisions and actions.

PROCEDURE:

1. Tell the class about a mistake you have made—how it felt. Explain how it may have made you afraid of making a mistake in a similar situation later on.
2. Ask the class if any of them have made mistakes that were hard to forget. What was it? How did they feel? Is it okay for us to make a mistake? Can we learn from our mistakes?
3. Explain that mistakes are an important part of our lives. For example, a baby will learn what “hot” really is if he tries to touch a flame. Students may have learned to be good at something because they made a mistake. Give the example of putting together models and learning that it is a mistake to try to hurry and not letting the glue dry properly or trying to force the parts together.
4. Stress that mistakes can help us to learn to do something better. When we make a mistake, we should try our best, but remember that everybody makes them.
5. Can mistakes be good? Funny? Have you ever made a mistake and been ridiculed for it?

ASSESSMENT:

Students describe a mistake they have made and what they learned from it.

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 7.1: Develop self-knowledge and self-acceptance**

**LESSON TOPIC:** Being Happy

**GRADE LEVEL:** 1

**LENGTH:** One class period

**MATERIALS:** Pencils, papers, and crayons

**OUTCOMES:** The student will:  
Understand and appropriately express thoughts, feelings, and actions.

**PROCEDURES:**

1. Discuss with the students what is meant by being happy or unhappy. What things make them happy? What things make them unhappy?
2. Ask students to draw a picture showing something that makes them happy. Have them draw something that makes them sad. Ask them to share their pictures with the rest of the class.

**ASSESSMENT:**

Students can explain what makes them happy or unhappy. They understand that sometimes it is all right to be unhappy.

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 7.1: Develop self-knowledge and self-acceptance**

**LESSON TOPIC:** Feeling Faces for Happiness, Fear, Sadness, and Anger

**GRADE LEVEL:** 1

**LENGTH:** One class period

**MATERIALS:** Four objects with feeling faces on them created with stickers or markers

**OUTCOMES:** The student will:  
Express their feelings as related to an experience.

**PROCEDURE:**

1. Teacher will make four faces or label a ball, balloon, or anything that can be passed around the room. Label each object with the feelings: happiness, angry, sadness, fear.
2. Ask students to get in a circle. The teacher can either sing or clap his or her hands as they begin to pass the object around the circle
3. When the teacher stops, the child who gets the object will share something they have experienced that made them feel the same as the feeling expressed on the face of the object they get. (happiness, angry, sadness, fear).

**ASSESSMENT:**

Students will be able to express their feelings and times they have experienced those feelings.



**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 7.1: Develop self-knowledge and self-acceptance**

LESSON TOPIC: Feelings

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, crayons, pencils

OUTCOMES: The student will:

Recognize the different types of feelings they have.

Understand that expressing different feelings is a part of their development.

PROCEDURE:

1. Discuss with the students the different types of feelings they have. Some of these could include; anger, happiness, sadness, jealousy, frustration, boredom. Discuss with them why we have these feelings and that expressing them in a positive way is important.
2. Teach children to sing the song "If You're Happy". Get the kids to sing along until they have learned the words.

"If You're Happy" Song Lyrics:

If you're happy and you know it clap your hands.  
If you're happy and you know it clap your hands.  
If you're happy and you know it and you really want to show it,  
If you're happy and you know it clap your hands.

If you're happy and you know it stomp your feet.  
If you're happy and you know it stop your feet.  
If you're happy and you know it and you really want to show it,  
If you're happy and you know it stop your feet.

If you're happy and you know it shout "Hurray!"  
If you're happy and you know it shout "Hurray!"  
If you're happy and you know it and you really want to show it,  
If you're happy and you know it shout "Hurray!"

If you're happy and you know it do all three.  
If you're happy and you know it do all three.  
If you're happy and you know it and you really want to show it,  
If you're happy and you know it do all three!

3. Have children draw faces that show the different feelings listed above. Have them share their faces with the class.

#### ASSESSMENT;

Students will be able to describe different emotions and explain that it is healthy to display their emotions.

**PERSONAL/SOCIAL DEVELOPMENT****Standard 7.1: Develop self-knowledge and self-acceptance****Competency 7.2: Develop appropriate attitudes and behaviors****LESSON TOPIC:** The Way I Feel**GRADE LEVEL:** 1**LENGTH:** One class period**MATERIALS:** Small cards with one of the following emotions printed on each card: Happy, Shy, Excited, Lonely, Sad, Grouchy, Scared, Angry, Silly**OUTCOMES:** The student will:  
Understand and be able to appropriately express their thoughts, feelings, and actions.**PROCEDURE:**

This lesson will give students practice in identifying a wide variety of feelings by reading the body language of other students.

1. Introduce the lesson by telling the students that they are going to play a game. Ask for 9 volunteers to help you with the game. Each of the nine students chooses a card. The cards are turned face down, and the student does not know what feeling has been selected until the card is turned over. The teacher should whisper the name of the feeling to the student. Each student will pantomime the feeling and the class must guess what feeling the student selected.
2. Continue playing the game after all the cards have been turned over by allowing a student to select a feeling and explain what experience might cause him/her to have the feeling.
3. Lead a brief discussion on what a person can do when experiencing feelings of sadness, anger, disappointment, and loneliness.

**NOTE:** Keep the lesson moving along, as it can be too lengthy if students take too long in guessing the feelings or during discussion times.**ASSESSMENT:**

Students develop an awareness of different types of emotions and how they can be expressed.

**PERSONAL/SOCIAL DEVELOPMENT****Competency 7.1: Develop appropriate attitudes and behaviors**

**LESSON TOPIC:** Things I Worry About

**GRADE LEVEL:** 1

**LENGTH:** One class period

**MATERIALS:** None needed

**OUTCOMES:** The student will:

Understand that having worries or things that bother them is normal.

Know where they can go to find help with things that bother or worry them.

**PROCEDURE:**

1. Ask students if they ever worry about things. Do they worry about school, things they want to do or get, getting punished for not doing what their parents have told them do, etc. Allow the students to think about it for a few minutes.
2. Explain to students that everyone worries about different things in their lives. Some things are minor and don't require a person to take any sort of action but other things a person can control. As each student gives an example of something they worry about, question them about what they could do to solve the problem so that they don't worry about it. Is it something they have control of?
3. If it is a "big" worry, who can they turn to and discuss the problem. Give examples of people that they could talk to in the school and at home. Discuss the importance of talking to the parents about things that concern them.

**ASSESSMENT:**

Students will be able to describe those things that worry or bother them. They will know who to go to for help.

**PERSONAL/SOCIAL DEVELOPMENT**

**Competency 7.1: Develop self-knowledge and self-acceptance**

**LESSON TOPIC:** How I've Changed

**GRADE LEVEL:** 1

**LENGTH:** Two class periods

**MATERIALS:** Paper, pencils

**OUTCOMES:** The student will:  
Develop an awareness of how people are different.

**PROCEDURE:**

Warm-Up Activity

Show the students a picture of a baby. Ask them to suggest things they probably couldn't do as a baby that they can now, as a first grader, or a year ago.

1. Ask students to draw the form of a body on a piece of paper.
2. Have students describe how we use our arms, legs, hands, and feet. (Students could be measured for height and weighed, and sometime later measured and weighed again to show they how they grow and change)
3. Ask students from the things discussed to volunteer something they do well physically and something that is hard for them to do physically.
4. Ask students to explain how their accomplishments change as they grow.

**ASSESSMENT:**

All students will be able to name one thing they do well and one thing they cannot do so well.

**PERSONAL/SOCIAL DEVELOPMENT**

**Competency 7.1: Develop self-knowledge and self-acceptance**

**LESSON TOPIC:** Personal Strengths

**GRADE LEVEL:** 1

**LENGTH:** One class period

**MATERIALS:** Paper, pencils, crayons

**OUTCOMES:** The student will:  
Recognize what their strengths are.  
Understand how their strengths can be used in positive settings.

**PROCEDURE:**

1. Begin the class by asking students to think about their day so far and to select the things they did that made them feel good.
2. Discuss the meaning of the word “proud” and the feeling one has when he or she does something they can be proud of.
3. Discuss with the students the meaning of the word “strength”. These are things the student does well. Ask them to share their strengths.
4. Ask the students to draw and color a picture showing them using their “strengths” to do something they can be “proud” of. Have them share their pictures with the class.

**ASSESSMENT:**

Students will describe the meaning of the words “strengths” and “proud” and how to relate these words to their own lives.

**PERSONAL/SOCIAL DEVELOPMENT****Competency 7.1: Develop self-knowledge and self-acceptance**

**LESSON TOPIC:** How I See Things

**GRADE LEVEL:** 1

**LENGTH:** One class period

**MATERIALS:** Markers, crayons, magazines, paste, and scissors

**OUTCOMES:** The student will:

Understand that we all think differently.

Understand the importance of thinking for oneself.

**PROCEDURE:**

1. Ask students to raise their hands if they answer yes to the questions. Read aloud questions similar to the following, beginning each with “How many of you...”
  - a. Have a pet?
  - b. Would like to live on a farm?
  - c. Daydream?
  - d. Have been to a movie?
  - e. Have a sister?
  - f. Wish you could stay up later at night?
  - g. Like to tease?
  - h. Like to be teased?
  - i. Know how to swim?
  - j. Know how to fish?
2. Discuss with the students what we do with our brains. Have the group discuss what our brains do as part of our bodies. In answering the questions they had to listen, make a choice, and in general think.
3. Ask and discuss: What kinds of things do we think about? Do we always think about things we like? Do we all like the same things?

**ASSESSMENT:**

Students will be able to describe their personal likes and dislikes.

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 7.1: Develop appropriate attitudes and behaviors**

**LESSON TOPIC:** I Found Me!

**GRADE LEVEL:** 1

**LENGTH:** One-two class periods

**MATERIALS:** Book – It's Not Easy Being a Bunny by M. Sadler, or similar story such as the Ugly Duckling. Note: If the suggested book is not available, the teacher could create a story from the information given in the lesson plan.

**OUTCOMES:** The student will:  
Understand the importance of planning.  
Identify problems that interfere with attaining goals.

**PROCEDURE:**

1. Read the book It's Not Easy Being a Bunny.
2. Discuss with the children how the bunny felt before he left home. Progress through the story.
3. Discuss the different emotions and feelings he encountered with each new animal, and the feelings expressed as he shed each life style before eventually returning to the only true choice of being a bunny.
4. Have students model different scenarios of expressing likes and dislikes; appropriate and inappropriate outcomes.
5. The teacher can explain how she/he plans the day to be an effective teacher. Ask the students how they need to plan each day to be a better student.

**ASSESSMENT:**

Students will be able to relate planning to their success in school.



**PERSONAL/SOCIAL DEVELOPMENT****Competency 7.1: Develop self-knowledge and self-acceptance****Competency 7.2: Develop appropriate attitudes and behaviors****LESSON TOPIC:** Mud or Stars?**GRADE LEVEL:** 1**LENGTH:** One class period**MATERIALS:** None**OUTCOMES:** The student will:

Understand that attitudes often interfere with attaining goals.

**PROCEDURE:**

1. Read the following quote to the students: “Two people looked out from the window; the one saw mud, the other stars.” (If the person looks down they will see mud, if they look up they will see stars. A person with a good attitude will always look upward.)
2. Explain that whether you see “mud” or “stars” as you encounter various experiences depends upon your outlook toward life.
3. Ask students to contribute words or phrases that describe negative and positive outlooks. Develop two lists from the words they suggest. Label the lists “Mud” and “Stars”.
4. Explain to students that the way they act or feel – their attitudes – affects achieving goals. Ask them to list examples.

**ASSESSMENT:**

Students can explain that a personal attitude could be a problem in attaining goals.

## PERSONAL/SOCIAL DEVELOPMENT

**Competency 8.1:** Apply self-knowledge in the decision-making or goal setting process

LESSON TOPIC: A Look at Decision Making

GRADE LEVEL: 1

LENGTH: Two class periods

MATERIALS: A classroom set of “yes” signs made from green construction paper; a classroom set of “no” signs made from red construction paper

OUTCOMES: The student will:

Identify “making choices” as a part of the decision-making process.

PROCEDURE:

1. Create one “yes” sign (from green construction paper) and one “no” sign (from red construction paper) for each student. Inform students that they will use these signs in a decision-making exercise.
2. Ask students to name some of the things their parents require them to do (e.g., brushing teeth, eating certain foods, taking baths). Point out that they have little or no choice in these matters.
3. Discuss areas in life wherein students are permitted to make their own choices (e.g., inviting friends to play, selecting certain games to play, etc.).
4. Ask students how they decide what to do when they have a choice. The teacher should read the questions and ask students to hold up “yes” and “no” signs to show what they would do in the following situation:
  - a. You make a mess in the kitchen. Do you clean it up?
  - b. A friend leaves a toy at your house. Do you keep it?
  - c. You find a candy bar on the kitchen counter. Do you eat it?
  - d. You are late for school. Do you run down the hall?
  - e. Your friend asks to use your bike. Do you let him or her?
  - f. You are walking home. A nice lady asks if you want a ride in her car. Do you take it?
  - g. Your friend wants you to tell a lie. Do you?
5. Direct students to consider the following:

- a. What are the alternatives in each situation?
  - b. What are the consequences of each alternative?
  - c. What seems to be the best choice? Why?
  - d. What do you do?
6. Discuss the importance of considering as many alternatives and potential consequences as possible before making a decision.
  7. Emphasize that students will be allowed to make more choices as they mature. Challenge them to name some important decisions they will face in the future and to explain why decision-making skills are important.

**ASSESSMENT:**

Students will be able to describe how they went about making a recent decision.

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 9.1: Acquire and demonstrate self-management and responsibility for health-promoting behavior**

LESSON TOPIC: I Can Say No

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: "How To Say No" Handout

OUTCOMES: The student will:

Learn to say "NO" to friends when unhealthy behavior would result and how to deal with these consequences of saying "no".

PROCEDURE:

1. Discuss how students sometimes are required to say no to avoid doing something that is harmful or against the rules.
1. Stress that students sometimes are responsible for their own behavior and cannot blame their actions on others.
2. Read the handout to the students.
3. Direct the activity on the handout.
4. Summarize and review the role-playing exercises.

ASSESSMENT:

Students will demonstrate strategies for saying no.

## HANDOUT

Introduction: There are times when you need to say “NO”. Saying “NO” can make you feel good when you know it is the right thing to do. To know when it is the right thing to do, ask yourself:

1. Would this make someone angry?
2. Would this hurt someone?
3. Would this damage something?

If the answer to any of these is “maybe” or “yes”, then you know it is not the right thing to do.

For example, if your friend wanted to copy your school work

1. Would this make someone angry? Yes—the teacher.
2. Would this hurt someone? Yes—you. You are being dishonest
3. Would this damage something? Yes—your idea about yourself being an honest person

How to say “NO” is something we must learn. Begin with standing or sitting up straight. Look directly at the other person and talk in a normal voice. Be firm but do not say things to hurt their feelings. Simply say “I do not want to do that” as many times as you need to, to stop them from asking again.

Activity: Role-play the following situations with two students.

1. A friend wants to borrow your new bike and you don’t want to share it just yet.
2. A friend wants you give them your lunch.
3. A friend wants to throw rocks at passing cars.
4. A friend wants you to agree not to play with another student in your classroom.
5. A friend is calling another student bad names and wants you to say something bad, too.
6. A friend takes something from another student’s backpack and tells you not to tell.

Process each situation by asking the three questions and asking what other statements could be made.

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 9.1: Acquire and demonstrate self-management and responsibility for health-promoting behavior**

LESSON TOPIC: “Yum, Yum” – “Yuk, Yuk”

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Large grocery bag with face drawn on one side and a hole cut out for an open mouth. This is the “Yum, Yum” bag; Another grocery bag with a picture of a distressed face drawn on one side. This is the “Yuk, Yuk” box; Magazine pictures of food items; Magazine pictures of non-food items such as aspirin, bleach, and cleaning liquids.

OUTCOMES: The student will:

Distinguish between items that are appropriate and inappropriate for them to consume.

PROCEDURE:

1. Show the students a few pictures of foods they probably have eaten and ask whether or not they like these items. Discuss other foods they like to eat and why they like them.
5. Show pictures of items that are not to be eaten. Ask the students if they should eat these items and discuss why not.
6. Give each student a picture and explain that they will put their pictures in the “Yum, Yum” bag if it is something okay for them to eat. Explain that if their picture is of something that can harm them because it is plants, flowers, drugs, cleaning supplies, or something else dangerous, they are to put it in the “Yuk, Yuk” box.
7. After each child has a chance to put his picture in the appropriate place, take out all the pictures from the “Yum, Yum” bag and discuss the fact that these are foods ok to eat.
8. Take out all the “Yuk, Yuk” pictures and stress the importance of not taking any medicines or drugs without a responsible adult’s permission. Also emphasize not eating or drinking something that might harm them.

Assessment:

Students demonstrate awareness of items that may be harmful to them.

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 10.1: Acquire knowledge of American Samoan culture and traditions**

LESSON TOPIC: Related Problems

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, pencils, crayons, rulers

OUTCOMES: The student will:  
Know how to respect and get along with their parents.

PROCEDURE:

Students must be able to relate to their parents. This lesson will look at conflicts and possible resolutions.

1. Explain to the students that today you will be looking at some of the times that they have gotten into trouble.
2. Ask students to volunteer to tell about a time they got in trouble with their parents or guardian.
3. Ask students to share their experience and tell what happened. Ask them why it happened. "How did you feel when it happened?" "Could anyone have acted differently?"
4. Explain to the students that parents discipline their children because they love them and want them to be safe. Children are disciplined because they have broken a rule or done something that may bring harm to them. Parents don't discipline just to be mean.

ASSESSMENT:

Students will understand why they should respect their parents and take responsibility for their behaviors.

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 10.1: Acquire knowledge of American Samoan culture and traditions**

LESSON TOPIC: Cooperation Within a Family

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Chalkboard, chart paper, crayons, drawing paper, markers

OUTCOMES: The student will:

Recognize that a family unit has to work together to maintain order and a positive relationship.

PROCEDURE:

1. Open the discussion by asking the students what it means to be part of a family. Ask students to discuss items.
2. Give students a sheet of paper and ask them to draw a tree. On the tree draw figures to represent their family, parents and brothers/sisters. Ask them to share their drawing and name responsibilities that each family member may have. Each group will share their family trees and report to the group on the different family roles.
3. Relate this activity to work and school situations. We are all part of a “family” unit with certain roles and responsibilities.

ASSESSMENT:

Did students understand the concept of a family tree? Were they able to relate to roles and responsibilities that are important for each member?



**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 10.1: Acquire knowledge of American Samoan culture and traditions**

LESSON TOPIC: Roles and Rules in Families

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, pencils, crayons, and chart paper

OUTCOMES: The student will:

Understand that family members learn from one another throughout their lives.

Recognize that family members teach one another how to get along with others.

PROCEDURES:

1. Begin the session by asking students why they come to school each day. What can they learn in any other place besides school?
2. Discuss with the students the fact that as babies grow, they learn many things from their family members. Ask them to name some of these things. What did they have to learn before attending school?
3. Explain to the students that people in each family must learn to get along with each other and with people outside the family. Ask them to relate times where this is easy; times when it is difficult.
4. Divide the students into groups of five. Ask them to divide a sheet of paper into three parts – making a chart. Have them draw the mother’s role in a family, the father’s role, and their role.

ASSESSMENT:

Did students contribute to the discussion? Could students describe the roles of a mother and father? their brothers and sisters? Did they understand that they, too, play an important role in their family?

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 10.1: Acquire knowledge of American Samoan culture and traditions**

LESSON TOPIC: What Can I Do?

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Handout

OUTCOMES: The student will:

Take responsibility for household duties and for acquiring new skills.

PROCEDURE:

1. Complete the first section of the handout with students.
2. Ask students to take the activity sheet home and have a parent (or other adult) indicate whether or not they could do these tasks.
3. Ask students to choose one new task that both they and their parents believe they could do without much supervision.
4. Ask students to report on the new tasks they accomplished.

ASSESSMENT:

Did all students take on new tasks to learn?

## HANDOUT

### HOUSEHOLD TASKS

TASK	WHO DOES IT NOW?	COULD YOU DO IT? YES OR NO?	DOES YOUR PARENT THINK YOU COULD?	HOW OFTEN SHOULD THE TASK BE DONE?
Clean Bathroom				
Rake the yard				
Make Breakfast				
Pack Your Lunch				
Feed the pigs, chickens, or pets.				
Take Out Trash				
Wash and Put Away Dishes				
Fold Laundry and Put Away				
Go to the store to get some bread.				

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 10.1: Acquire knowledge of American Samoan culture and traditions**

LESSON TOPIC: My Responsibilities

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Paper, pencils, crayons

OUTCOMES: The student will:  
Understand responsibilities at school and at home.

PROCEDURE:

6. Discuss with the students the meaning of the word “responsibility”.
7. Ask them to discuss responsibilities they have at home and also at school.
8. Ask them to discuss responsibilities their parents have. Brothers and sisters?
9. Ask students to draw a picture of a responsibility they have at home and another of a responsibility they have at school. Ask them to share their drawings with the class.

ASSESSMENT:

Students will be able to describe responsibility and list those they have at home and school.

**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 10.1: Acquire knowledge of American Samoan culture and traditions**

LESSON TOPIC: The Family Circle

GRADE LEVEL 1-4

LENGTH: One class period

MATERIALS: Paper, pencil

OUTCOMES: The student will:  
Name all members of their family

**PROCEDURE:**

This lesson plan can be used in grades 1-4 with the teacher deciding which of the activities are appropriate for the level of their students. For instance, first graders may only name the members of their immediate family as the activity. The next grade may add another activity based on their level of expertise with reading and writing. Ultimately, the student will be able to do the following:

1. Draw a circle and write your name in the circle.
2. Draw another circle around the inner circle and write the names of the aunts and uncles.
3. Draw another circle with the names of the grandparents listed.
4. Discuss with the group the roles of all family members. Encourage the children to offer the information. What are the traditional roles. How are grandparents treated and cared for? How do aunts and uncles contribute to a family.

**ASSESSMENT:**

Students will be able to name all their family members, immediate and extended. They will be able to describe the traditional roles of all family members.



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