

**AMERICAN SAMOAN  
CAREER DEVELOPMENT AND  
LIFE SKILLS CURRICULUM  
GRADE 2**

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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 22 is organized to show the expectations/benchmarks for students by the time they complete grade 4 and grade 8 . Each indicator for grade four 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.

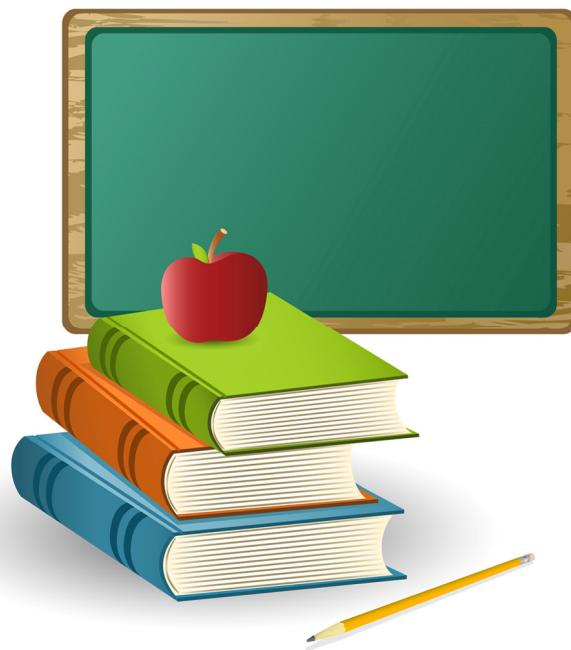
**Interviews** - A strategy for person-to-person gathering of information through questions and reporting the results of the session. How do you use it?

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

	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>4.4.1.2 Discuss and explain behaviors and 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>

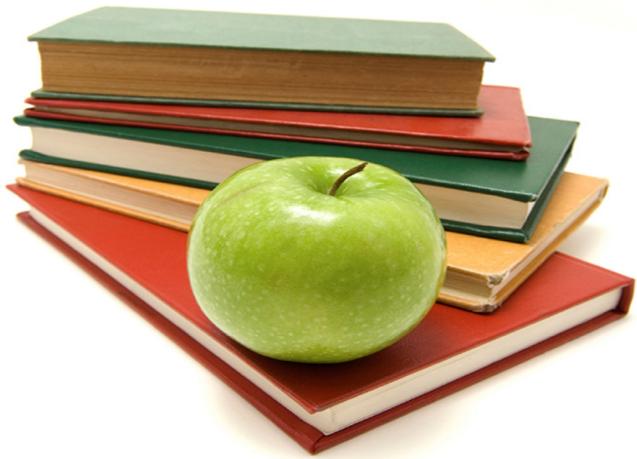
	<p>8.4.1.5 Demonstrate positive behaviors and attitudes about the world of work</p> <p>8.4.1.6 Give examples of how behaviors and attitudes affect one's future educational achievement and career success</p>
4.2 Develop positive interpersonal skills necessary to be effective in the world of work	<p>4.4.2.1 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 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	<p>8.6.4.1 Identify skills and how they are transferable from one job to another</p>
6.5 Apply decision-making skills to career planning and development	<p>8.6.5.1 Recognize and demonstrate the use of 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          4.7.1.2 Identify and express feelings appropriately          4.7.1.3 Practice self-control          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          4.7.2.2 Identify basic human rights and responsibilities          4.7.2.3 Respect alternative points of view          4.7.2.4 Respect and accept individual differences          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          4.8.1.2 Create an effective plan of action that could result in a successful outcome          4.8.1.3 Identify and differentiate alternative solutions to a problem or decision          4.8.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions          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          8.8.1.7 Identify alternative ways of achieving a goal, solving problems, and making a decision          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)          4.9.1.2 Practice respect for the rights and privacy of self and others          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>

# LESSON PLANS



## **ACADEMIC DEVELOPMENT**

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

**LESSON TOPIC:** Free-Time Decisions

**GRADE LEVEL:** 2

**LENGTH:** Two class periods

**MATERIALS:** Paper, pencil, chalkboard

**OUTCOMES:** The student will:  
Demonstrate how to use their free time.

**PROCEDURE:**

Students need to have some control over their school time. This lesson will give them time to brainstorm free-time activities and then decide on one.

1. Tell the students that they will have one period of free time on Friday. They may suggest activities. At first just brainstorm ideas. Go for quantity no quality. Allow about five minutes for this part of the activity. Record the activities on the board.
2. Go back through the list of activities. Try to narrow it down to several choices. The activity must be interesting, safe, non-disruptive and possible. List on the board any activity that meets all four criteria.
3. Allow the students to vote on an activity.
4. Provide time on Friday to carry out the activity.

**ASSESSMENT:**

The class should have fun discussing this topic but may need encouragement initially to really be creative and free with their ideas.

## ACADEMIC DEVELOPMENT

Competency 1.2: Acquire the skills for improving effectiveness as a learner  
Competency 1.3: Demonstrate responsibility for achieving school success

LESSON TOPIC: Staying on Task

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Pictures, chalkboard, crayons, paper

OUTCOMES: The student will:

Identify positive work habits.

PROCEDURE:

1. Show students several pictures of people at work. Ask them to tell what the workers are doing. Explain to them what positive work habits are. Ask them to identify positive work habits from the pictures shown.
2. Ask students which of the positive work habits they named would apply to them and the classroom. Ask the students to discuss these.
3. Have students draw a picture of self using good work habits in the classroom.

ASSESSMENT:

Did students make the connection between positive habits at work and positive habits in the classroom?

## ACADEMIC DEVELOPMENT

Competency 1.2: Acquire the skills for improving effectiveness as a learner

Competency 1.3: Demonstrate responsibility for achieving school success

LESSON TOPIC: Working on Good Work Habits

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Letter to parents

OUTCOMES: The student will:

Understand and be able to identify good work habits.

PROCEDURES:

Explain to the class that everyone has to work in one way or another. You will discuss what good work habits are.

1. About one week before the lesson, visit each class and hand out a letter for students to take home to their parents. In this letter, ask the parents to write down the good work habits they look for in themselves and other people. Tell them to send this list back with their child because the next lesson will be on good work habits.
2. Begin the lesson by exaggerating some bad/poor work habits. Pantomime them for the class. Do 3-5 different examples. (lazy, too tired, sloppy, chatterbox, bored)
3. Ask the class if they would like to work with someone like that. Why not?
4. Ask the class what are good work habits. List their responses on the chalkboard.
5. Ask those who remembered to have their parents complete the letter to share their answers.

6. Ask the class if they would like to pick one or more of those good work habits and make them into a whole class goal. Be sure they do not choose inappropriate goals.
7. Wrap up the lesson. Summarize the results and send to parents a follow-up letter that thanks them as well as gives them the results.

#### ASSESSMENT:

Do students understand the importance of positive work habits?

LETTER TO PARENTS:

Dear \_\_\_\_\_ :

In upcoming career guidance lessons, we will be discussing good work habits. In order to add to our discussion, would you please help us out by writing down two or three good work habits that you like to see in yourself and in those with whom you work? Just send your response back to me with your child.

Thank you for your help.

## ACADEMIC DEVELOPMENT

Competency 1.2: Acquire the skills for improving effectiveness as a learner

LESSON TOPIC: Am I Ready?

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: "Am I Ready?" worksheet

OUTCOMES: The student will:

Demonstrate the skills necessary to get ready for class.

### PROCEDURE

1. Lead a brief discussion on what is necessary in getting ready for class. As students share their ideas, list them on the chalkboard. Some points to be listed should include being punctual, completing homework, following class/school rules, and sharing/contributing ideas.
2. Read the worksheet "Am I Ready?" to students and tell them they are to rate themselves in each of the eight categories listed. Instruct them to be honest, not to answer just as they think the teacher would want them to answer. You could have them raise their hands rather than writing a written score.
3. Ask the students to total the number of "c" responses used and check their total with the scoring guide at the bottom of the worksheet as you read it to them.

### ASSESSMENT:

Students will become aware of things they need to do to get ready for school.

## AM I READY?

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

H. I think my teacher finds me to be responsible

- a. \_\_\_\_\_ some of the time
- b. \_\_\_\_\_ most of the time
- c. \_\_\_\_\_ always

I. When I think about school, I am happy

- a. \_\_\_\_\_ some of the time
- b. \_\_\_\_\_ most of the time
- c. \_\_\_\_\_ always

Score:

Count the "c's".

8 or 9 gives you a "wonderful"

5 or 6 c's gives you a "fair"

1 through 5 c's gives you a "needs a lot of improvement"

## **ACADEMIC DEVELOPMENT**

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

**LESSON TOPIC:** Learning How to Listen

**GRADE LEVEL:** 2

**LENGTH:** Two class periods

**MATERIALS:** A tray containing a variety of objects

**OUTCOMES:** The student will:

Know how to be a good listener and to follow directions.

**PROCEDURE:**

Students need to know that good listening skills involve hearing, understanding, and remembering important details that have been said.

1. Discuss the following techniques that aid memory:
  - a. In order to remember several items that are functionally related (for example, the ingredients for a recipe) remembering the relationship will help in remembering each item. Another example would be the materials needed to make a kite.
  - b. Items not related can be remembered by reciting them aloud; adding a little rhythm to the "list" helps. Example: I need an orange peel, tin can, sneaker, and spinach. Sing it in a song you make up.
  - c. Writing a list is the easiest way to remember.
2. Display a set of objects related to each other in some way; for example, things needed for painting, things to write with, a group of toys, etc. Name the objects with the class. Ask the students to close their eyes while you remove one object. Then have them look and try to remember

which object is missing. As the students' skill increases, the number of objects can increase. Unrelated objects may also be used.

3. Seat the class in a circle. Explain that they are going on an imaginary picnic. Each one must think of an item to bring on the picnic and add it to the list already started by the student who has preceded them. They must say, "I'm going on a picnic. I'm bringing..." and repeat everything already stated by the others and add their own choice. Students' must pay close attention, not just to remember the ever-growing list, but also to make sure they don't name items already on the list.

#### ASSESSMENT:

Did students have problems with the remembering activities? Did their skill increase with more practice?

## ACADEMIC DEVELOPMENT

Competency 1.2: Acquire the skills for improving effectiveness as a learner

LESSON TOPIC: Pack a Bag

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Know how to be a good listener and follow directions.

PROCEDURE:

1. Explain that one of the most important things we will do in our class is to listen to others and that this game will help us to practice.
2. Have a student begin by saying, "I packed my bag and in my bag I put a toothbrush."
3. Each person repeats the line of the one before them and adds another item to the bag.
4. Remind students to listen carefully to remember all of the items in the bag before their turn.
5. Continue until a miss, or if time allows, reverse and unpack the bag.
6. Conclude by explaining that it is very difficult to remember if you are not listening carefully. Ask the students to tell what helped them to listen and remember.

## ASSESSMENT:

How did students do in playing this game? Were they able to tell what helped them to listen and remember?

## ACADEMIC DEVELOPMENT

Competency 1.2: Acquire the skills for improving effectiveness as a learner

LESSON TOPIC: Ask and You May Receive

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:  
Demonstrate effective ways to ask questions.

PROCEDURE:

When children learn to ask proper questions, they can gain information quickly. One should not be afraid to ask questions or to ask the question again if it is not understood.

1. Explain that asking questions is a good way to find out about things and to gain knowledge, so it is important to know how to ask the right questions and to know the right people to question.
2. Demonstrate to the class situations in which inappropriate questions are asked or questions that are directed to the wrong people. Some examples of inappropriate questioning are: a child asking a teacher who is discussing a field trip if the class can play a game now; a child asking visitors to the class if they know what the child's name is.
3. Ask the class to imagine they are going on a plane ride. They are at the airport. What kinds of questions might they want to ask and who would be the right person to ask? For example: What time does the plane leave? From what gate does it leave? How long does it take to get there? Do you get food on the plane? Some of the people to ask would be a ticket agent, flight attendant, baggage clerk, etc.

4. In conjunction with a unit on community helpers, invite a community helper to class after the children have decided what questions would be appropriate to ask that person.

**ASSESSMENT:**

Watch for students who have difficulty asking appropriate questions. Work with them individually or in small groups.

## **ACADEMIC DEVELOPMENT**

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

**LESSON TOPIC:** My Little World

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** Pictures, construction paper, tape, glue, crayons, globe or map, notebooks, pencils, paper

**OUTCOMES:** The student will:

Describe the "world" they live in -home, school, friends, etc.

Feel good about the role they play in their "world".

**PROCEDURE:**

1. Arrange the classroom in one large circle. Before beginning the discussion, ask students to draw and color pictures of their "world". You may want to show them a globe and/or a map of America Samoa. Talk about what the word "world" means.
2. Ask students to share things about their "world" at home, school, and with friends. Have them show their pictures to the class.
4. Talk about their role in their "world's". Remind them we are all part of a group-at school, at home, and with our friends.
5. Students need to understand their world at school and the progression that occurs each time they advance a grade.

## ASSESSMENT:

Did all students feel good about sharing their worlds with the rest of the class? Did they understand that we're all members of a group whether at home, school, or with our friends?

## ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Getting Ready for Next Year

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Paper

OUTCOMES: The students' will:  
Understand the importance of planning.

PROCEDURE:

Students usually have some fears about moving to the next grade level. If they can anticipate the changes and possible problems, they may feel more comfortable.

1. Begin the discussion by saying, "The school year is almost over and next year you will be in third grade. Sometimes moving to a new grade can be kind of scary."
  - a. How did you feel on the first day of school this year?
  - b. Can you remember anything that made your nervous or worried?
  - c. What things about this year were different from last year?
2. Continue by saying, "What things will be different in the next school year? What might be expected of you that is new?" List the responses on the chalkboard. Ask students to vote on which changes will be the most difficult for them to adapt to. Focus on the top three choices.  
Ask:
  - a. Is there anyone who can help you adjust to these changes?
  - b. Is there anything you could do over the summer to prepare yourself?
  - c. What could you do the day before the first day of school next year?

3. Role-play or use puppets. One student will be the "next year's teacher". They will tell the students what will be expected of them in third grade. They should also say what they will do to help them.
4. Distribute drawing paper. Ask the students to draw a picture of themselves on the first day of school next year showing something that will be new or different about themselves, school, classroom, and/or books.

#### ASSESSMENT:

Watch for students who seem to be very uneasy or verbalize many fears. Work with them individually.

## ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Job Skills

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Paper, crayons

OUTCOMES: The student will:

Understand how math, reading, and writing are used in daily living and in certain jobs.

PROCEDURE:

1. Ask the students to share what they want to be when they grow up.
2. Discuss some of the careers and what skills would be necessary to do these jobs.
3. Focus on workers in the community and ask if math, reading, and science would be important for those workers.
4. Ask students to draw a picture of what they want to be when they grow up. Ask them also to write a few sentences about how these careers use math, reading, or writing.
5. Discuss with the students how we use math, reading, and writing in everyday living.
6. Close the lesson by summarizing that almost everyone will need some reading, math and writing skills in order to live and work as an adult.

## **ASSESSMENT:**

Be alert to children who express ideas that math, reading, and writing are not important. They may need individual guidance to further understand.

## ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Career Discussions Linked to Curriculum

GRADE LEVEL: 2

LENGTH: One class period and on going throughout the school year

MATERIALS: None

OUTCOMES: The student will:

Describe how current learning relates to work.

PROCEDURE:

1. To reinforce information taught in career class, study 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 depicted, but not explained in the reading material.
3. Follow 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 careers class, ask students about the careers they found in their lessons that week. This serves as reinforcement.
6. You may also select a book to read to the students in your careers class and have them identify the types of occupations leading into a discussion of working conditions, etc.

#### 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: Skills for Careers

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: Pictures showing people doing things

OUTCOMES: The student will:

Describe the importance of preparing for occupations.

PROCEDURE:

1. Ask students to describe several different jobs that people do, i.e. building a house, being a lawyer, and to list some of the skills needed to do that job. (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. Have students account for the relationship of those skills they listed to the schoolwork that they are doing now.
3. Ask students to describe how a house would look if built by someone who couldn't measure and what would happen if a lawyer who didn't know the law wrote a paper.
4. Have students determine if they would want a builder to build their house if the builder couldn't measure or if they would want a lawyer if he couldn't read the existing law.
5. Ask students to draw a picture of a house that was built by a builder who couldn't measure.

**ASSESSMENT:**

Did students see the relationship of what they are learning in school to skills that are needed on the job?

## ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Making a Recipe

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Ingredients that can be measured for making banana bread, container, measuring cups, spoons, etc.

OUTCOMES: The student will:

Describe how reading, writing, and math are an important part of home, school, and work lives.

PROCEDURE:

1. Discuss with the students the importance of reading, writing, and math in our daily lives. Explain to the students that today they are going to make banana bread.
2. Divide the class into two groups. Each group will make a pretend recipe of banana bread. Use various materials that the students could measure.
3. While the bread is "baking", ask students to list the reading, writing, and math skills they used.

ASSESSMENT:

Do students understand the importance of academic skills?

## ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: School Work in Our Everyday Lives

GRADE LEVEL: 2

LENGTH: One to three class periods

MATERIALS: Possible - TV videos of children's news reports; letters home to parents concerning the activity

OUTCOMES: The student will:

Describe ways in he/she can use reading and math in jobs around the house.

PROCEDURE:

1. Ask students to predict ways that they might see reading and math done at home.
2. As a homework assignment, ask the students and their parents to list three ways that their parents use reading and math in the running of their home. If there are families in the classroom where illiteracy is suspected, partner children up in pairs in the classroom and ask them to create a list from things that they have seen on television or at home.
3. Ask the children to report back to the class places where they found reading or math being used at home.
4. Alternatively - have children watch a (taped?) children's news program and analyze what everyday subjects are found in the program's stories.

## ASSESSMENT:

Ask the students to answer the following question: What should you (the student) do if, someday, the job you want to do is partly a school skill that you enjoy and do well and another part of it is something you don't do well?

## ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Why do I Need to Learn?

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Drawing paper, crayons, markers

OUTCOMES: The student will:

Understand the relationship between work and learning.

PROCEDURES:

1. Discuss with the students various careers and how each career is related to school subjects. Examples: An accountant needs to be good at math. A librarian must know how to read.
2. Distribute drawing paper and markers to students. Ask them to draw a picture of a career that interests them.
3. Ask each child to share his/her drawing with the class. As they report, ask the following questions: Why are you interested in? Which subject in school will help you to be successful in that career?

ASSESSMENT:

Do students understand the relationship between school subjects and future jobs?

## CAREER DEVELOPMENT

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

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

LESSON TOPIC: Sharing

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Sheets of paper, pencils, markers, crayons

OUTCOMES: The student will:  
Practice positive social skills such as sharing.

PROCEDURE:

1. Ask children what it means to share. Have them tell about a time they shared something. Ask students if they have ever not wanted to share something with a friend or family member? How do they feel when they share? Does it make them feel good? How do they feel when they don't share and someone gets angry with them because of it?
2. Ask students to discuss some things they might share with the class. With their parents - with their brothers and sisters - with their friends.
3. Have them draw a picture to accompany their paragraphs.

ASSESSMENT:

Do students understand the importance of sharing? Do they demonstrate it in the classroom?

## CAREER DEVELOPMENT

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

LESSON TOPIC: Secret Friends

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: Slips of paper with a child's name on each one

OUTCOMES: The student will:  
Know how to make and keep friends.

### PROCEDURE:

Many people enjoy taking part in "Secret Pal" activities. This lesson gives children the opportunity to have a "Secret Friend" for the week and be especially nice to that person.

1. Brainstorm all the things friends might do or say to each other that would be nice but wouldn't cost anything.
2. Let children take turns role-playing nice things they could say to each other to make and keep friends.
3. Tell the children they are going to take part in a "Secret Friend" week. Explain they are to do and say nice things to their "Secret Friend" all week. They must keep the name secret.
4. Each child will draw the name of another child in the room. The teacher will whisper the name of the "secret friend" to the student. During the week, s/he will be this person's "Secret Friend". Stress they should keep the names secret.

5. The children should not give their "Secret Friends" gifts. They should just do and say nice things to them.
6. At the end of the one-week period, children will take turns identifying who they think was their "Secret Friend" and tell what led them to think this. Ask the children to share their feelings regarding the "Secret Friend" week.

**ASSESSMENT:**

Students will be able to express at least three ways of being nice to another person.

## CAREER DEVELOPMENT

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

LESSON TOPIC: Good Friends

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Pencils, paper, and crayons

OUTCOMES: The student will:

Explain the characteristics of a person that is a good friend.

PROCEDURE:

1. Ask the class to discuss important qualities desired in a friend.  
Responses may include: tells the truth, keeps a secret, takes time to listen, can disagree with what I think, can have more than one friend.
  
2. Ask the students to draw a picture of something a good friend does for them. Have them share their drawings with the class.

ASSESSMENT:

Students can list the characteristics of a good friend and how they can be a good friend.

## CAREER DEVELOPMENT

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

LESSON TOPIC: Wheel of Workers

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: None

OUTCOMES: The student will:

Learn that people need to work together.

PROCEDURE:

1. Draw a large circle on the chalkboard. Draw a smaller circle inside the large circle. Add lines (spokes) between the large and small circles to form eight or ten sections to depict a wheel.
2. Invite students to name as many workers that they can think of that work in a grocery store. Write the title of the worker in each wheel section. Discuss the jobs of each worker named.
3. Discuss what happens to a wheel if a big chunk is missing. Discuss what happens when a worker fails to do his or her job.
4. Stress the importance of students and their jobs at school. Discuss what happens when a student fails to do his or her job.
5. Discuss how each worker at a grocery store works with others to help the grocery store run smoothly.
6. Draw another wheel and demonstrate how people in a community must work as a team.

**ASSESSMENT:**

Do students understand how important it is for people to work together?  
Do they understand their role as a part of the school system?

## CAREER DEVELOPMENT

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

LESSON TOPIC: What do I Wear to Work?

GRADE LEVEL: 1

LENGTH: One class period

MATERIALS: Handout with an outline of a person, crayons, markers

OUTCOMES: The student will:

Understand why certain jobs require certain kinds of clothing.

PROCEDURE:

1. Discuss with the students what people wear to work and why certain jobs require certain kinds of clothing.
2. Each student is given a handout with an outline of a person on it.
3. The students "dress" his or her figure according to a specific job.
4. While the students are drawing, the teacher walks around and helps the children label their pictures with the correct job.
5. It works very well if each student has a different worker to depict.
6. This activity may also prompt discussion of what types of jobs girls or boys may do. Take the opportunity to discuss gender and jobs.
7. Pictures can be shared with the class.

**ASSESSMENT:**

Did all students contribute to the discussion? Were they aware of the different uniforms workers wear?

## CAREER DEVELOPMENT

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

LESSON TOPIC: Job Investigation

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Slips of paper with job titles written on them

OUTCOMES: The student will:

Describe work activities in the home, community, and school.

PROCEDURE:

This activity introduces students to job investigation and asks them to examine important features of a job.

1. Prepare slips of paper on which are written the names of common jobs in the community that the students will probably be aware of. Put the slips in a box and ask each student to draw one out. Whisper the name of the job to the student if they cannot read.
2. Each student is then asked to think about the job written on the slip and give clues in front of the classroom that will help the other students to guess the job title. One student at a time can then stand in front of the class and give the first clue, verbally or non-verbally.
3. If the job title is not guessed within a reasonable time, another clue can be given. For example, the student may mime being a doctor or may make a statement describing a doctor. "I help people to get well." Other clues might be "works in a hospital", "listens to your heartbeat".
4. A discussion could follow on the dangers of stereotyping, i.e., there may be people doing these jobs who don't fit the descriptions those students have used. For instance, there are businessmen who don't fit the

stereotype of wearing suits, with newspapers under their arms and carrying briefcases.

5. The discussion might also include that people fit many roles - they may be a teacher during the day, a father at night, etc. All these roles have different jobs and responsibilities.

#### ASSESSMENT:

Do students understand that an individual can have several roles?

## CAREER DEVELOPMENT

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

LESSON TOPIC: Workers We Know

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: Drawing paper, crayons, bulletin board

OUTCOMES: The student will:

Describe jobs that are available in American Samoa.

PROCEDURES:

1. Discuss various jobs of adults with whom students are familiar.
2. Encourage each student to discuss the jobs of the adults he or she knows.
3. Distribute drawing paper and crayons and instruct the students to draw someone they know in his or her work clothes. Ask students to draw any type of supplies or tools needed by this person for work.
1. Give students the opportunity to share their drawings and then display them on a bulletin board in the classroom.
2. As a follow-up, ask a family member to come to the classroom to talk about his or her job.

ASSESSMENT:

Did all students know of someone to draw? Were they aware of the tools and/or supplies needed by the worker they selected?

## CAREER DEVELOPMENT

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

LESSON TOPIC: What Does a Police Officer Do?

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Chalkboard, pencils, papers, police officer as guest speaker

OUTCOMES: The student will:

Describe the job duties of a police officer.

PROCEDURE:

1. Invite a local police officer to come and present to the class.
2. Prepare the students ahead of time by talking with them about what they think a police officer does, i.e. how they protect us, help when there is an accident, investigate crimes, etc. Ask students to think of some questions that would like to ask the police officer after his presentation. Ask students if they think men and women can be police officers.
3. After the presentation, ask the students to draw a picture showing something a police officer does.

ASSESSMENT:

Did students ask questions after the presentation by the police officer?  
Did they understand all the duties a police officer has?

## CAREER DEVELOPMENT

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

LESSON TOPIC: Pick a Product

GRADE LEVEL: 1-4

LENGTH: One class period

MATERIALS: Pick any product such as a bar of candy, chewing gum, soup, etc.

OUTCOMES: The student will:

Identify different types of careers needed to produce a product.

PROCEDURE:

This is a fun activity to do and also one that encourages the students to learn to brainstorm, resulting in learning more about careers.

1. Show the students the product that you have chosen.
2. Tell the students that when we get something from the grocery store there are many jobs involved in getting it to the customer. Point out different things about the product and explain to the students what job was involved. Get them to discuss their ideas as much as possible.
3. Ask each group to share, generating a list of careers on the chalkboard.
4. You may wish to talk about some of the jobs so that students will develop an awareness of some jobs and their responsibilities.

ASSESSMENT:

Did all students participate? Were they surprised at the number of careers that were involved in the process?

## CAREER DEVELOPMENT

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

LESSON TOPIC: Tools for Work

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Assortment of tools or pictures of tools for demonstration of various occupations.

OUTCOMES: The student will:

Describe skills and tools needed for select occupations.

PROCEDURE:

Students will demonstrate how tools are used in various occupational interest areas. People who work with their hands often need tools to perform the job satisfactorily. Many occupations require special tools.

1. Have students bring unusual tools used in occupations for demonstrations.
2. Hold up tools or pictures of tools and ask students what occupations use the tools.
3. Provide students some time to have a hands-on experience with different types of tools (e.g., hammer, cement trowel, screw driver, paint brush, etc.).
4. Discuss safety rules required when using tools used in mechanical work.

## **ASSESSMENT:**

**Are students able to identify tools used in various occupations, explain how the tools work, and recognize that safety rules must be observed when using mechanical tools?**

## CAREER DEVELOPMENT

Competency 6.2: Access and use current and accurate career information in career planning

LESSON TOPIC: *Careers in Your Community*

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Handout, pencils

OUTCOMES: The student will:  
Describe the services of businesses in their community.

PROCEDURE:

1. Tell the students that today they are going to learn about jobs and job duties.
2. Read the handout to the students and get them to guess the career. Discuss various characteristics about the careers.

ASSESSMENT:

Did students have an increased understanding of the many different types of careers?

## CAREERS IN YOUR COMMUNITY

1. I give a shot to the patient:
2. I arrest a dangerous criminal suspect:
3. I mop the floor:
4. I fit people with eye glasses:
5. I break up a concrete sidewalk so a road can be widened:
6. I repair cars:
7. I am usually chased by the meanest dog in the neighborhood:
8. I paint pictures:
9. I solve criminal cases:
10. I ring up groceries on a cash register:
11. I can build a tree house for my children:
12. I paint houses:
13. I model the clothes you are wearing:
14. I plant vegetables in a garden:
15. I thread needles:
16. I won the 100-meter dash:
17. I reeled in the biggest fish ever caught:

18. I burned the meatloaf while preparing the meal:

19. I look at the planets with my telescope:

20. I milk the cows:

21. I type for my boss:

22. I played on a team that won the Super Bowl:

23. I performed a very delicate heart operation:

24. I look for buried treasure at the bottom of the sea:

25. I drive a big semi-truck:

26. I can put out a big fire:

26. I read medical prescriptions:

27. I have knowledge of school subjects:

28. I know how to design a building:

29. I know how to style and cut hair:

30. I know how to fix teeth.

## CAREER DEVELOPMENT

Competency 6.2: Access and use current and accurate career information in career planning

LESSON TOPIC: On the Job

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: None

OUTCOMES: The student will:

Explain how workers contribute to a business.

Explain how the business contributes to the community.

PROCEDURE:

1. Arrange for a class visit to a business.
2. Prepare the students for the visit - what they will see, what they are to look for and standards of behavior.
3. During the work site visit, students will see the workplace in action. This visit should be a hands-on opportunity for students to bring together the major concepts about work that they have been learning.
4. In small groups, each with a chaperone, students will visit and be engaged in a number of workstations at the business.
5. After the visit, ask students to describe the different jobs they observed. Ask them how the workers contribute to the company. Also ask them how the business benefits the community. Ask them about good work habits they observed. Have them describe which job they would be most interested in and why.

**ASSESSMENT:**

Do students have an increased awareness and understanding of a real workplace?

## CAREER DEVELOPMENT

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

**LESSON TOPIC:** Why Must I Work?

**GRADE:** 2

**LENGTH:** Two class periods

**MATERIALS:** Magazines, magazine photos of people working; scissors, pencils, crayons, glue

**OUTCOMES:** The student will:

Describe how work is important to all people.

**PROCEDURE:**

1. Display magazine photos of people working.
2. Have students cut and paste or draw pictures that show the type of career they want to do as an adult.
3. Discuss various work habits, tools, skills and education needed for each career.
4. Have students share kinds of careers they want to do as an adult.
5. Explain to students that some careers may not be available when they have graduated and that there may be new ones.
6. Have students list reasons why they chose that particular career.
7. Have students share their picture and list reasons why people work.

8. Discuss how people work to earn money, be productive, contribute to society and help others.

**ASSESSMENT:**

Do students understand why people work?

## CAREER DEVELOPMENT

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

LESSON TOPIC: What is Work?

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: Large piece of paper for mural, crayons, markers, masking tape, magazines, newspapers

OUTCOMES: The student will:

Define what is work.

Relate their role as a student to work activities.

PROCEDURE:

1. Discuss the meaning of the word "work" with the class.
2. Have students develop their own definition of "work". Discuss as a class all the definitions and come to a conclusion on one definition that thoroughly defines work. It may be necessary to combine the ideas of different students to reach an agreeable definition.
3. Ask students to talk about school or home responsibilities they have that may be called "work".
4. Ask the class members to find out what kind of work their parents or other relatives do.
5. Have the class prepare a mural or collage of workers, labeling each profession represented. Write the definition of work in large letters across the top of the mural.

## **ASSESSMENT:**

Each student will be able to develop a definition of work, prepare a mural or collage depicting workers and their job titles and demonstrate awareness of the relationship between work and learning.

## CAREER DEVELOPMENT

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

LESSON TOPIC: When I Grow Up...

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Pictures of various careers (wide variety), paper, pencils, and blackboard.

OUTCOMES: The student will:

Demonstrate knowledge of the world-of-work and career clusters.

PROCEDURE:

Acknowledging that all children begin thinking of "what I want to be when I grow up" at a very early age, this activity will initiate discussion and thought on various careers. This process is intended:

1. To instill in students the fact that there is dignity in all work.
2. To initiate a continuous awareness of careers and personal likes and dislikes.
3. To cause students to gain an understanding of the work world and its responsibilities.
4. To promote vocational growth.
5. To encourage students to identify and develop decision-making skills, including the freedom of choice, alternatives and interest.

To accomplish this:

1. Begin the group activity by explaining what students will be doing during the activity.
2. Arrange students in a circle (to ensure all students feel a part of the activity).
3. Give each child a piece of paper and pencil to ask them to think of three careers (jobs) they think they would like to have when they get older. (If a student cannot think of any, have them list careers they feel are important or "neat").
4. Ask for volunteers to name and tell a little about one career they have listed, the duties, likes and dislikes.
5. Allow class discussion (on a positive note) to follow.
6. Continue on until all class members have had a chance to share.
7. List the careers on the blackboard and display a picture depicting such a career on the bulletin board.
8. If time permits, discuss what people would do if we didn't have one or all of the particular careers.

#### ASSESSMENT:

Students should be able to report to the class on the information they received.

## CAREER DEVELOPMENT

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

LESSON TOPIC: Working with Likes and Dislikes

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Pencil or crayon, handout

OUTCOMES: The student will:

Become aware that jobs provide activities that match one's interests.

PROCEDURE:

Different people like and excel in different kinds of work. Students will become aware that jobs provide activities that match one's interests.

1. Discuss with the students that people select jobs and careers because there is something about the job that they like - that interests them. Ask students to describe they like to do. Discuss with them different jobs that may incorporate their interests.
2. Read the handout to the students. Discuss the interest areas of the careers with them.

ASSESSMENT:

Each student will be able to recognize that one's interests match one's likes while making decisions to choose occupational groups they like best.

## **THINGS I WOULD LIKE TO DO**

The activities listed below represent those you may find in jobs that provide services to helping others. Read the list to the students and have them raise their hands if they would like to do the job you are reading.

1. I would like to become an artist.
2. I would like to become a scientist.
3. I would like to become a farmer.
4. I would like to become a firefighter.
5. I would like to become a fisherman.
6. I would like to become a mechanic.
7. I would like to become a businessperson.
8. I would like to become a truck driver.
9. I would like to become a police officer.
10. I would like to become a dancer.
11. I would like to become a teacher.
12. I would like to become a nurse.
13. I would like to become a coach.
14. I would like to become a librarian.
15. I would like to become a doctor.

## CAREER DEVELOPMENT

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

LESSON TOPIC: *Career Alphabet*

GRADE LEVEL: 2

LENGTH: Three class periods

MATERIALS: Drawing paper, chart paper, markers, crayons

OUTCOMES: The student will:

Demonstrate knowledge of careers and how beliefs, attitudes, interests and abilities have a key role.

PROCEDURE:

First Session

1. Explain to students that they are going to make a "Career Alphabet Book".
2. Brainstorm jobs for letters of the alphabet. Try to name at least two jobs for each letter.
3. Go back through the list and discuss the job's name, highlighting what a person does in that particular job. Ask the following questions: What does a person in this job have to be good at? Who does this job? A man or a woman? Why? Does it matter?

## Session Two

3. Depending on class size, have students select one or two letters of the alphabet. Have students illustrate one job for each letter they've selected.
4. Put the class alphabet book together.

### ASSESSMENT:

Do students understand how interests, abilities, attitudes, and beliefs relate to the selection of an occupation?

## CAREER DEVELOPMENT

Competency 6.2: Access and use current and accurate career information in career planning

LESSON TOPIC: Local Food Market

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: poster paper, crayons, pencils, guest speaker

OUTCOMES: The student will:

Understand the benefits of owning their own business.

PROCEDURES:

1. Ask the students to share what they know about local food markets. Ask them to draw a picture of items found in a food market.
3. Discuss the skills needed for a business owner. The owner may be the boss but he has more responsibility than the people that work for him. Ask students what interests them the most; working for themselves or working for someone else. Talk with the students about what a person has to be interested in to own his or her business. Talk about the benefits, as well as the downfalls of being a business owner. A business owner could be someone that owns a store or may even have a cart on the street selling flowers. Ask students to name the places that they purchase products. Which kind of business owner would they most like to be? Don't forget the locals that sell fish, baskets, jewelry, and other goods.
3. Invite the owner of the food market to come in to speak with the class. Ask he/she to talk with the students about what a typical day is like for them, what skills they need, how many hours they work, etc. Allow time for questions by the students.

**ASSESSMENT:**

Do students understand some of the benefits, as well as the liabilities of owning their own business?

## CAREER DEVELOPMENT

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

LESSON TOPIC: Relationships Between Boys and Girls

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Describe the advantages and disadvantages of non-traditional occupations.

PROCEDURE:

It is important that students explore the attitudes of boys and girls toward one another, for in our society many people hold rigidly stereotypical views of the roles of males and females.

1. Say to the students, "I'd like to try an experiment now. I need four boys and four girls. Please step outside."
2. Say to the remaining students, " I'm going to ask those who left to choose a partner. What do you think will happen? Do you think boys will choose boys and girls will choose girls?"
3. Ask the volunteers to return and say, "Choose one person to be your partner and form a line."
4. "What did you notice about the partners? Why did the boys choose boys and the girls choose girls?"
5. Ask the boys why they chose boys and the girls why they chose girls.

## ASSESSMENT:

At the conclusion of the lesson, did students understand that teams can have members of both gender? For the boys that chose girls, and vice versa, were they uncomfortable?

## CAREER DEVELOPMENT

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

LESSON TOPIC: Boys and Girls Do This...

GRADE LEVEL: 2

LENGTH: Three to five class periods

MATERIALS: Children's Occupational Dictionary, piano or keyboard

### PROCEDURE:

1. Children will begin this activity by working in small groups.
2. Each group will list jobs around the house and in the community that girls can do or boys can do. (It is recommended that each group work with only one gender list. This may serve to stimulate "yes, girls/boys can too" responses.)
3. Each group comes together and the class generates a class list from the group lists.
4. The class chooses several jobs and puts that list to music. (Teacher's choice may be to rework music or to create music.)
5. Each child can work on creating his or her own "second" verse to the song.
6. Students will work through their lists to come up with three lists: boy jobs, girl jobs and anyone jobs. These are how the jobs should be referred to in the song.

### ASSESSMENT:

Do students understand the changing life roles of men and women? Do they understand that boys/girls can do the same jobs?

## PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Stages of Life

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Paper , crayons

OUTCOMES: The student will:

Understand that death is a natural stage in the life cycle.  
Better deal with feelings of grief.

PROCEDURE:

1. Explain to students that all living things experience the stages of birth, growth, and death. Stress that although death is difficult or painful to accept, it is a natural part of the life cycle.
2. Demonstrate the concept of life stages by describing the life cycle of a flower. Explain that the birth of a flower bears a stem and petals. Lastly, describe death as the period in which the flower has finished growing and falls back to the earth.
3. Tell students that it is normal to feel sad when someone or something close to us dies. Repeat the idea that death is a natural stage in the life cycle.

4. Ask for volunteer students to share a time when they have experienced the death of a pet or a loved one. Ask them to share how they dealt with feelings of sadness. Remind students that every living thing dies at some time.
5. Distribute a sheet of paper to each student. Tell students to draw a circle and separate the circle into thirds. Instruct students to draw the life stages of a plant or flower in each section.
6. Ask for volunteers to show their drawings to the class.

#### ASSESSMENT:

Did all students participate in the discussion? You may need to be prepared to listen as students relate stories or want to talk about the death of a loved one.

## PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: "I Feel" Messages

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Poster board, situation strips

OUTCOMES: The student will:

Identify and verbally share their feelings in a socially acceptable way.

PROCEDURE:

1. Start out the lesson by stating "all feelings are normal". "There are good and not so good ways of talking about them".
2. Students and teachers will brainstorm the name of many different kinds of feelings. These feelings should be listed on the poster board.
3. Teach the "I feel" message. Give each child a situation written on a strip of paper. Have the students think of how they would feel in that situation and write an "I feel" message.
4. They will then share their "I feel" message in the group.
5. Students can use their "I feel" messages to express feelings concerning different types of work that they do, i.e., emptying trash, walking the dog, doing homework, helping a parent. It would be nice to further discuss the reasons that support those feelings, i.e., I feel good about emptying the trash because it helps Mom around the house.

## ASSESSMENT:

Ask the students the following questions: What things do you do that help you feel good? What kinds of jobs do you see other adults doing that you think they feel good about doing? Why do you think the adults feel good about those jobs?

## PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: I am a Special Person

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: None, prior to the lesson talk to students about #2 on this lesson plan so that they can bring in something that demonstrates their talents or interests.

OUTCOMES: The student will:

Appreciate his/her differences from other people.

PROCEDURES:

1. Open the class with a discussion by telling students that we all have special interests or talents. Not everyone has to have a talent of singing, dancing, or playing a musical instrument but perhaps they like to read or even play a particular game. Ask students to share one thing they are good at. They can also talk about what they are interested in doing during their spare time.
2. Tell the students that we're going to have a "show and tell show" where they can demonstrate or bring something to show that demonstrates their talents or interests. Students may want to sing, read a story or poem, dance, tell about a sport they are good at, etc.

ASSESSMENT:

Did all students participate? Did they feel comfortable presenting in front of the class? Did all students recognize the special talents they have as well as those of their classmates?

**PERSONAL/SOCIAL DEVELOPMENT**

Competency 7.1: Develop self-knowledge and self-acceptance

Competency 7.2: develop appropriate attitudes and behaviors

**LESSON TOPIC:** Everyone is Special

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** Chalkboard, pictures, drawings

**OUTCOMES:** The student will:

Describe personal qualities they have.

Describe personal qualities of their classmates and family members.

**PROCEDURE:**

1. Introduce the lesson topic to the students. Ask them to share their feelings.
2. Ask for volunteers to share the special qualities he or she has.
3. Ask the students to share special qualities of members of their families.
4. Lead the students into the discussion that we are all special. We share characteristics that are unique from everyone else.
5. Ask the students to draw a picture of someone that is special to them and tell why that person is special.

**Note:** This activity may be an eye-opener for the students. The opportunity for them to share their own special qualities will allow them to develop confidence. Encourage the students to share these qualities outside the classroom.

## ASSESSMENT:

Were all students made to feel that they were special and unique? Did they feel comfortable sharing their feelings?

**PERSONAL/SOCIAL DEVELOPMENT**

Competency 7.1: Develop self-knowledge and self-acceptance

Competency 7.2: develop appropriate attitudes and behaviors

**LESSON TOPIC:** I am Unique

**GRADE LEVEL:** 2

**LENGTH:** One to Two class periods

**MATERIALS:** Paper, substance that students can place their thumb that will leave a print, brass fasteners

**OUTCOMES:** The student will:

Demonstrate a positive attitude about themselves.

**PROCEDURE:**

1. Have all students put their right thumbprint on the large drawing paper.
  - a. Discuss the thumbprints with the students. Is there something special about the thumbprints? Try to elicit from students the point that everyone's fingerprints are different.
  - b. How many thumbprints, because of their uniqueness, can be used?
2. Have students put several thumbprints all over their drawing paper. Next, have them make pictures from these thumb prints.
3. Have students make two thumbprints of the same thumb on two small pieces of paper. Have them place one of the prints into a box. Mix up the prints. Using the thumbprint they have saved, find their print in the box.

4. Have students make an "I am Unique" booklet. They can put in a drawing of themselves and take the booklet home to have their parents complete it with them. Suggestions for the booklet pages are as follows:
  - a. Name, hair color, eye color, thumb print
  - b. This is me. Now, describe yourself. (May write or draw any of the following).
  - c. These are things I need.
  - d. These are things I want.
  - e. I like to do....
  - f. I want to learn to do....
  - g. I do this very well....
  - h. This is me earning a living.

#### ASSESSMENT:

Do students understand their uniqueness? Do they appreciate the uniqueness of others?

**PERSONAL/SOCIAL DEVELOPMENT**

Competency 7.1: Develop self-knowledge and self-acceptance

Competency 7.2: develop appropriate attitudes and behaviors

**LESSON TOPIC:** How I See Things

**GRADE LEVEL:** 3

**LENGTH:** One class period

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

**OUTCOMES:** The student will:

Understand and respect differences in people.

**PROCEDURE:**

1. Indicate to students that they should raise their hands if their answers to the following questions are YES, NO, or DON'T KNOW.
2. Read aloud questions similar to the following, beginning each with "How many of you..."
  - a. Do you like chocolate..... or vanilla?
  - b. Would like to live on a farm.....or a city like Honolulu?
  - c. Would you like to travel....or stay at home?
  - d. Do you like to do the same thing every day.....or would you like to do something different every day?
  - e. Do you like to go to the movies.....or stay at home and read a book?
  - f. Wish you could stay up later at night.... Or do you like to go to bed early?
  - g. Do you like to follow rules.....make your own decisions about what you do?
  - h. Would you like to be a chair....or a table?
  - i. Would you like to be a teacher... or a police officer?
  - j. Would you like to be a follower....or a leader?
3. To close the lesson, discuss with the students how everyone is different.

Remind them that we need to try to understand and respect the differences of others. Also remind them what we can learn from the differences in people. You may want to ask students to explain why they made their choices.

**ASSESSMENT:**

Students will be able to list three differences in people.

**PERSONAL/SOCIAL DEVELOPMENT**

Competency 7.1: Develop self-knowledge and self-acceptance

**LESSON TOPIC:** What Am I Good At?

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** Paper, pencils

**OUTCOMES:** The student will be able to:  
Describe their strengths.

**PROCEDURE:**

1. Ask the students to think about their day so far and tell about the things that they did that made them feel good about themselves.
2. Discuss the meaning of the word "proud". Have them share other instances when they felt proud. Explain to the students that we usually feel proud when we do something well. These are called strengths.
3. Ask students how they can use their strengths to be successful at home, at school, and in relationships with others.
4. Ask students to list their strengths. Ask for volunteers to share their strengths with the class.

**ASSESSMENT:**

Were students able to identify their strengths?

## PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: "I" Can

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: Magazines, catalogs, different sizes of tin cans or small boxes, glue, scissors

OUTCOMES: The student will:  
Identify positive attributes.

PROCEDURE:

1. Ask students to collect pictures of "eyes" from magazines.
2. Have students decorate tin cans with eyes.
3. Have students hold their can and share with the class some "I Can" statements (things they can do and feel good about.)
4. Have students discuss how it feels to be able to accomplish something.

ASSESSMENT:

Is each student able to identify things they can do by saying "I Can" statements?

## PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Develop appropriate attitudes and behaviors

Competency 10.1: Acquire knowledge of American Samoan culture and traditions

LESSON TOPIC: Getting Help From Others

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Worksheet - "People Who Care About Me", Puppets (both adult and child), Magazines with pictures

OUTCOMES: The student will:

Identify and explore ways of seeking help from others when dealing with their problems.

PROCEDURE:

1. Stress the fact that everyone needs help at some time. Talk about times when children might 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...

- Your little sister falls and hurts herself?
- You can't reach a glass on a high shelf?
- Your friend gives you some little tablets he says are candy?
- 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...

- You get sick and there is no one around to help you?

- A big child is bullying you?
- You didn't eat breakfast and you are hungry?
- Another child accuses you of something you didn't do?

3. Use puppets to show people asking for help. Possibilities are:

- Mother - hurt child
- School friend - lonely child
- Older brother - younger brother
- Teacher - child

2. Ask: Do you ask for help when you need it? What kinds of help?

3. Cut out pictures from magazines that show people helping others. Discuss the pictures selected.

6. Ask the children to draw pictures of three loving, caring people they know.

Ask the students:

- Who are those people?
- How do they show they are loving and caring?
- Can you ask for help when you need it?

#### ASSESSMENT:

Watch for students who seem reluctant to participate in role-playing or puppetry. Work with students individually.

Name \_\_\_\_\_

Date \_\_\_\_\_

**PEOPLE WHO CARE ABOUT ME**

Draw a picture of three loving, caring people you know.

## **PERSONAL/SOCIAL DEVELOPMENT**

Competency 7.2: Develop appropriate attitudes and behaviors

Competency 10.1: Acquire knowledge of American Samoan culture and traditions

**LESSON TOPIC:** My Responsibilities

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** Paper, crayons

**OUTCOMES:** The student will:

Understand their responsibilities to their families.

**PROCEDURE:**

1. Discuss the word "responsibility". Ask what the word means to the students. Allow them to tell some of the responsibilities they have. Share what some of your responsibilities are.
2. Brainstorm ideas of responsibilities they might have to their family. Make sure to include responsibilities to parents, siblings, other relatives, and pets.
3. Ask students to draw one or more pictures on a sheet of paper of responsibilities they have or could have at home. You may want them to draw a picture of a responsibility they have at school.
4. Students may wish to show and share their pictures when completed. You might want to display them in the classroom.

**ASSESSMENT:**

Do students understand what "responsibility" means? Were they able to list responsibilities they have at home?

**PERSONAL/SOCIAL DEVELOPMENT**

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

**LESSON TOPIC:** Decisions to Solve My Problems

**GRADE LEVEL:** 2

**LENGTH:** Two class periods

**MATERIALS:** None

**OUTCOMES:** The student will:

Know how to come up with many possible solutions to problems.

**PROCEDURE:**

Tell the students that we all have decisions to make. We can all help each other to find the best solution by discussing our problems with someone else.

1. Explain to students the steps in making a decision:

- a. identify the problem
- b. discuss options
- c. choose the solution to the problem
- d. discuss how the decision affects:
  - 1. me
  - 2. others

2. Read the following problem to the students:

The second grade was going on a field trip and having a picnic. They were to leave school in the morning, eat lunch, and return to school in time to walk home from school. Each student was given a permission slip that had to be signed by their parent and returned to school in order for the student to be allowed to leave the school.

The permission slips were given out a week before the field trip and each day the teachers reminded the students to bring back their permission slips.

The teachers would read the names of each student who had not turned in their permission slip each day.

The day of the field trip arrives and Michael has not turned in his permission slip signed by his parent. Michael is upset and says, "I took it home and gave it to my mother to sign, but she never gave it back to me."

Solutions:

- a. Michael could ask the teacher if she could take verbal permission over the phone from a parent.
- b. Michael could ask to call his mother to see if she could bring the permission slip to school.
- c. Michael could take the blame for not bringing the permission slip and take the consequences without crying and/or complaining.

Effects on Michael:

- a. Michael has nothing to lose. If the teacher can reach a parent by phone and the parent agrees, Michael gets to go on the field trip.
- b. Michael has nothing to lose. If his mother will bring his permission slip to school, he gets to go on the field trip.
- c. Michael will not get to go on the field trip and will have to do school work.

### Effects on Others:

- a. The teacher will be inconvenienced. She will have to get someone to watch her class while she looks up Michael's mother or father's phone number, and calls them. The teacher may have to call a parent at work. Therefore, not only is teacher inconvenienced, the parent is also.
- b. The teacher will have to stop what she is doing to write Michael a pass to use the phone. The parent will have to stop whatever he/she is doing to bring the permission slip to school, thus the parent will be inconvenienced.
- c. The teacher will have to gather material for Michael to work on while the class is on the field trip. Another classroom teacher needs to watch Michael. Two people will be inconvenienced because Michael forgot his permission slip.

### ASSESSMENT:

Encourage all of the students to offer suggestions. If time permits, try going through this process with another situation and encouraging more contributions from the students who did not offer much for the original one.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Mistakes

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: Paper, crayons and pencils

OUTCOMES: The student will:

Know how to accept responsibility for decisions and actions.

PROCEDURE:

Students need to learn from their mistakes. This lesson will give students the opportunity to evaluate decisions and make changes when necessary.

1. Lead a discussion with the following comments:
  - a. Tell the class about a mistake you have made and how it felt. Explain how it may have made you afraid of making a mistake in a similar situation later on.
  - b. 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 mistakes? Can we learn from our mistakes?"
  - c. 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. Or maybe students have learned to be very good at something because they have made mistakes. Give examples of putting together models and learning that it is a mistake to try to hurry, not letting the glue dry properly or trying to force the parts together.

- d. Stress that mistakes can help us to learn to do something better.  
When we make a mistake, we should remember that no one is perfect, and we don't have to be perfect. We should try our best, but remember that everybody makes mistakes.
  - e. Discuss comments: "Do you know anyone who has never made a mistake? Can mistakes be good? Funny? Have you ever made a mistake and been called 'stupid' for it?"
  - f. Sometimes people call us "stupid", and maybe we believe them, but really it was what we DID that was stupid. That doesn't mean that we are stupid. For example, if you are carrying a tray of food and you drop it, it doesn't mean you are a clumsy person, just that you made a mistake and what you did was clumsy. If you go on a picnic and forget to bring the paper plates, your friends might call you irresponsible or dumb, but it isn't you that is irresponsible, it's what you did.
  - g. Using experiences from the children, reinforce that making mistakes doesn't make you a bad person.
  - h. Have you ever made a mistake and hated yourself for it? Why do we do that to ourselves? It is important to forgive ourselves. It takes courage to admit that you made a mistake, and people respect someone who will take that risk.
2. Tell the class that when someone makes a decision and the consequences show them that they made a mistake, it is important to be able to evaluate their decision and make changes so they will not make the same mistake again.
  3. Depending upon the age of the children, ask students to discuss about a time when they made a decision that turned out to be a mistake. Ask them to be prepared to tell what changes they would make so as not to make the same mistake again.
  4. Allow students to share their statements with the class. Let them tell what they would change to correct their mistakes.

## **ASSESSMENT:**

The teacher should watch for students who are unable to express changes that need to be made in their decisions. They may need individual help with decision-making skills.

**PERSONAL/SOCIAL DEVELOPMENT**

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

**LESSON TOPIC:** You Decide

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** List of "You Decide" situations for the teacher

**OUTCOMES:** The student will:

Accept responsibility for decisions and actions.

**PROCEDURES:**

1. Explain to the class that they are going to play a game today called "You Decide."
  2. Divide the class into two groups. Choose one child from each group to take turns with the "You Decide" situations and play the game.
  3. One child will make a decision for the situation read by the teacher. The other child will try to talk the child into changing his/her decision. Allow a brief period of time for a give and take discussion between the children. Ask the student the reasons for the decision chosen and how he/she felt about the other child trying to get him/her to change.
- 
1. The teacher could have the class vote on which student they felt did the best job in the game and award a point to his/her group. By assigning points one group could "win" the game.

## YOU DECIDE (Teacher reads the situations to students)

1. One student will ask the other to steal something in the class.
2. One student wants to copy another student's paper at school.
3. One student is mad at someone else in the class. They want their friend to be mad, too, and hit the child.
4. One student asks another for their snack/lunch at school. If the second one gives it to them, they will be left with nothing to eat.

### ASSESSMENT:

Did students have trouble expressing themselves in the game situation? Did students realize that all decisions have consequences?

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Alternatives

GRADE LEVEL: 2

LENGTH: Two class periods

MATERIALS: None

OUTCOMES: The student will:

Come up with many possible solutions to problems.

PROCEDURE:

Students will learn that as they are making decisions that there are different solutions to every problem. Students can learn the skills that will enable them to choose the appropriate decision.

1. Stimulate a discussion about how a person decides what to do in a problem situation. Explain the idea of brainstorming to the students.
2. Ask for as many suggestions as possible in the following situations:
  - a. Mother is sick and you want to help out.
  - b. You have finished your work way ahead of everyone else and must decide what to do.
  - c. You want to be as healthy as possible.
  - d. You are new in your class and want to be acknowledged and accepted.
  - e. A shy classmate just came back to school after being home sick for two weeks. You want to make him or her feel welcome.
  - f. The classroom is very noisy. You need quieter surroundings to get your work done.
  - g. A classmate tells you you're too skinny.

3. Ask the students to present one of the following open-ended stories with an ending:

- a. When Jan walked to school early in the morning, the sun was shining and warm. By the time school was over and she was getting ready to go home, the sun had gone behind the clouds. A tropical storm had come up and it was raining very hard. Jan lived over a mile from school. What was she to do? After thinking about it, she decided...
  - b. Nathan was playing tag on the playground when he felt his shoe come untied. He quickly bent down to tie it. When he yanked one of the strings it broke off in his hand. He decided to...
  - c. John needed help on his math paper, but he remembered that Mr. Nguyen said not to interrupt him when he was teaching other children in the reading corner. John thought for a minute and then decided to...
  - d. Fred and his family were on a weekend camping trip. When they went to build the fire for cooking, no one could find any matches to start the wood burning. Fred had an idea: "Maybe we could..."
  - e. Martin had to get to the store before it closed to pick up the food Mom wanted to use for supper. It was pouring rain and he couldn't find an umbrella. Then he had an idea...
  - f. Cynthia made a mistake on the card she was making for her grandmother's birthday. She wanted it to be perfect, so she...
  - g. The second grade class just heard Miss Mudong announce that the school playground was going to be closed while workers dug ditches to put in water pipes. They started talking to their teacher and came up with an idea...
4. Encourage all students to share their endings with the class.

## **ASSESSMENT:**

Students will be able to explain that part of the process of decision-making is to come up with several alternatives.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Problem Solvers

GRADE LEVEL: 2

LENGTH: One class period

MATERIALS: "Problem Solvers" worksheet

OUTCOMES: The student will:

Understand where they can go to get help for a problem concerning school.

PROCEDURE:

Lead the class in a discussion about the problems they might have concerning school.

These may include:

- a) arguments
- b) fighting
- c) hitting
- d) name calling
- e) cheating
- f) threatening by others
- g) tattling
- h) stealing
- i) losing something
- j) getting sick or hurt
- k) school work

1. Ask students for ideas of where they might go to get help for these problems.

2. Ask for volunteers to share their responses with the class.

3. Discuss the responses as time permits.

**ASSESSMENT:**

Students will be able to list three types of problems and who they would go to for help with the problem.

**PERSONAL/SOCIAL DEVELOPMENT**

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

**LESSON TOPIC:** "Yes, A Drug-No, Not A Drug"

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** Two shopping bags, one labeled "Yes, A Drug" and one labeled "no", Not A Drug"; Ten magazine pictures of drugs and items that might be confused with drugs; sample of a pill and an M&M mounted on a cardboard. (These should look alike)

**OUTCOMES:** The student will:

Become more aware of items that might be confused with drugs.

**PROCEDURE:**

1. Ask, "How many of you have ever heard the word drug? Where have you heard it? What are some drugs?"
2. Discuss some common drugs and what they can do to people. Examples: caffeine, alcohol, tobacco, cough medicine, aspirin, sleeping pills.
3. Place the shopping bags in front of the group.
4. Hold up the drug cutouts and decide whether it belongs in the "yes" or the "no" bag.
5. When finished, conclude by saying that a drug is something that will make your body feel or act differently.
6. Show the children the pill and the M&M. Ask them to tell what they think they are. Discuss the confusion caused by the two things looking so similar.

7. Ask what would happen if they took a pill by mistake or if they thought it was candy.
8. Discuss whether it would be wise to take something someone offered you if you were not certain what it was. Conclude with summarizing what drugs can do to people when taken incorrectly. Use examples such as: alcohol, cough medicine, aspirin.

#### ASSESSMENT:

Be prepared to explain what drugs are. Give some examples, and tell what they can do to people, in case the students have difficulty generating ideas.

## **PERSONAL/SOCIAL DEVELOPMENT**

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

**LESSON TOPIC:** Saying No to Friends

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** Situation List Handout

**OUTCOMES:** The student will:

Know how to resist peer pressure.

**PROCEDURE:**

This lesson helps students concretely confront the issue of saying "no" to their friends.

1. Explain to the class that they will be discussing what happens when you say no to a friend. Briefly tell a story about a child who said no to her friends and lost her friends. Then tell a story about a child who said no to his friends and the friends respected him for it.
2. Ask the class if saying "no" means you will either lose your friends or they will like you better. Encourage them to realize that many different things could happen.
3. Display some cards that have outcomes printed on them and appropriate faces underneath. See the examples on the handout. Give the class situations and ask them to choose the most likely outcome. Ask them to explain their choice of answer. Have a list of 5-10 situations to use quickly. See the handout for examples.
4. Ask older students to come and share with the class what happened when they said "no" to their friends. Allow time for student questions.

5. Have a question and answer time or an experience sharing time. Ask students to share solutions too.
6. Wrap up the lesson. Encourage the class to say "no" if they need to.

#### ASSESSMENT:

Look for children who seem to offer many excuses for giving in to friends. They may need extra encouragement.

## SITUATION LIST

1. Your friends tell you that if you're friends with a certain person then they won't be friends with you.
2. You lost your friend's necklace - ball - watch, now they want you to pay for it. You have no money and can't ask for it, so you say no and offer them something in return.
3. Your best friend wants you to sneak around the building with him at lunch or recess. You know it's wrong and you say no.
4. A classmate stole someone else's pencil and you saw them. You're told to keep quiet and not tell the teacher. You feel this is wrong and you say no and do tell the teacher.

## OUTCOME CARDS

LOSE ALL FRIENDS	SOME FRIENDS DON'T LIKE YOU ANYMORE
FRIENDS GET MAD AT YOU JUST FOR AWHILE	SOME FRIENDS DECIDE YOUR OPINION IS RIGHT AND AGREE WITH YOU
EVERYONE LIKES YOU BETTER	

**PERSONAL/SOCIAL DEVELOPMENT**

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

**LESSON TOPIC:** We All Sometimes Need Help

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** None, perhaps play or make believe telephone

**OUTCOMES:** The student will:

Know where and how to get help when needed.

**PROCEDURE:**

Children need to learn to select responsible sources for help. This will improve decision-making and coping skills.

1. Discuss places to go for things one needs:
  - a. to fix a TV
  - b. to rent a movie
  - c. to buy soap
  - d. to get medicine
2. Talk about people who are trained to provide help:
  - a. to learn to read (teacher)
  - b. when you get sick (doctor)
  - c. when someone drinks too much (counselor, parent, doctor)
  - d. when someone is very sad (counselor, parent, doctor)
  - e. when someone is hurting you (minister, counselor, nurse)
3. Distribute the worksheet and instruct the class to follow the directions.

4. Discuss how you would make an emergency telephone call. Give the students the number to call. Use a play phone to practice calling numbers for an "invented" emergency. Tell them to give their name, address, and type of emergency.
5. Ask the students to think about a problem they have had. Whom did they ask for help? What did they do about it?
6. Talk about how they feel when they ask for help. Have you ever been too scared to ask for help? Is it hard to ask adults for help?
7. Talk about how to get help with "feeling" problems. What would you do if:
  - a. You are very angry with your brother?
  - b. You feel "down" because your grades are poor?
  - c. You are sad because everyone calls you a "nerd"?
  - d. You feel guilty because you stole a quarter?

**What would the helper do for you?**

8. If time permits, role-play or use puppets to portray situations.

**ASSESSMENT:**

Do student know where to go for help when it is needed?

## **PERSONAL/SOCIAL DEVELOPMENT**

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

**LESSON TOPIC:** Let's Build a Trust Truck

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** Crayons, worksheet

**OUTCOMES:** The student will:

Know how to adapt to family changes such as moving, divorce, death, or unemployment.

**PROCEDURE:**

When family problems arise, sometimes parents seem like they have changed to their children. Sometimes parents feel it would be easier for children if the truth were kept from them. This can be confusing and distressing to children. Their trust can be shaken.

1. Ask the students to tell what "trust" means to them.
2. Write on the board words such as honesty, caring, loyalty, keeping secrets, or reliability.
3. Ask the students to select the five most important ones.
4. Talk about how these qualities of trust support us and help carry us through sad times. Talk about how we need to lean on people we trust and use their help to feel better when we're hurting.
5. Ask students to draw a truck and decorate it with the words listed on the board. The teacher may need to write for younger children. Ask the students to color their trust truck.

6. While the students are coloring, circulate and reinforce the idea that we all need to be trustworthy as well.
7. As students are coloring, elaborate on the metaphor of trust and truck. Point out how important trust is, just as are trucks.

#### ASSESSMENT:

Since this is a somewhat abstract concept for very young children, notice any students who seem confused and meet with them one on one.

**PERSONAL/SOCIAL DEVELOPMENT**

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

**LESSON TOPIC:** Problems with Siblings

**GRADE LEVEL:** 2

**LENGTH:** One class period

**MATERIALS:** None

**OUTCOMES:** The student will:

Understand the traditions of the American Samoan family.

Share positive and negative feelings about siblings, as well as find ways of handling common difficulties with siblings.

**PROCEDURE:**

1. Ask how many of the students have sisters? brothers?

2. Say, "Listen to this story and see whether it sounds familiar".

When you're not around, he plays with your games and toys, breaks them, loses things, and never puts anything back. When you're playing with your friends, he's a pest and won't go away. (Embellish this idea as you tell it to the class.)

3. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?"

4. Say, "Now listen to this story."

You get C's on your report card and he always gets A's. He's better at soccer and baseball and always beats you at Nintendo. He's good at everything (Embellish this idea as you tell it to the class.)

5. Ask, "Who knows a sister or brother like this? How would it make you

feel?

6. Say, "Now listen to this story".

She always bosses you around and makes you wait on her. She gets a bigger allowance, gets to stay up later, and can go lots of places you can't. (Embellish this idea as you tell it to the class.)

7. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?"

8. Say, "Listen to the last story".

She's the baby of the family and always gets all the attention. Everyone makes a fuss over her and ignores you. When you try to do something cute too, you just get in trouble. (Embellish this idea as you tell it to the class.)

9. Ask, "Who knows a sister or brother like this? How would you feel? What would you do?"

10. Say, "Brothers and sisters can often make people feel angry, upset, sad, jealous (use terms the students have used). What are some of the ways children might act when they feel this way about brothers and sisters? Sometimes these are not the best ways to act. Let's review each story and see if we can suggest some ways the situation could be handled. How can parents help in these situations? How do they sometimes make things worse?"

11. Are there family traditions regarding relationships with family members. How about brothers, sisters, aunts, uncles, and grand parents?

#### ASSESSMENT:

Be alert to students who express strong negative feelings or who do not respond at all. Arrange to see them later to discuss sibling relationships. "Embellish" the story by adding background, giving the people personalities, and using details.

## 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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American Samoa  
Department of Education  
Pago Pago, American Samoa