

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

GRADE 3

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

DEFINITIONS

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

ASSESSMENT

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

CAREER

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

CAREER COUNSELING

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

CAREER DEVELOPMENT

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

CAREER DEVELOPMENT CONCEPTS

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

CAREER DEVELOPMENT PROCESSES

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

CAREER EDUCATION

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

CAREER GUIDANCE

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

COMPETENCY

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

JOB

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

OCCUPATION

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

STANDARD

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

TEACHING STRATEGIES FOR THE CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM

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

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

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

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

- No Criticism. This means that all ideas are accepted and recorded by team members.
- Free Wheeling. During the brainstorming process, students should be encouraged to think of unusual ideas. Members should feel free to take a risk and suggest things that may be a little bizarre.

- **Quantity.** The purpose of brainstorming is to generate a large number of ideas. The weaker ideas can be sorted out later. The more ideas that are generated, the greater the chance of coming up with quality solutions.
- **Hitch Hiking.** Team members should be encouraged to jump on a teammate's idea and add to it or combine it with another idea.

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

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

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

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

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

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

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

- **Remember, “Wait 1 and 2”.** Provide at least three seconds of waiting time after a question and after a response.
- **Utilize “think-pair-share”.** Allow individual thinking time, discussion with a partner, and then open up for the class discussion.

- **Ask “follow-ups”.** Why? Do you agree? Can you elaborate? Tell me more. Give me an example.
- **Without judgment.** Respond to student answers in a non-evaluative fashion.
- **Ask for summary (to promote active listening).** Could you please summarize Lorenzo’s point?
- **Survey the class.** How many of you agree with the author’s point of views?
- **Allow for student calling.** “Isabella, would you please call on someone else to respond?”
- **Ask students to “unpack their thinking”.** “Describe how you arrived at your answer.”
- **Call on students randomly.** Call on all students, not just those with raised hands.
- **Student questioning.** Let the students develop their own questions.

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

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

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

- Students pre-plan a set of questions, a format for the interview, and a presentation.
- Students should practice the interview prior to the actual interview.

- Students should select the person, and make an appointment for the interview.
- Conduct the interview and write the report.
- Students should follow-up with a thank you letter.

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

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



CAREER DEVELOPMENT AND LIFE SKILLS CURRICULUM/STUDENT STANDARDS

ACADEMIC DEVELOPMENT

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

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

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

CAREER DEVELOPMENT

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

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

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

PERSONAL/SOCIAL DEVELOPMENT

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

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

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

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

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

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

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

	<p>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 range of interests and abilities</p>
<p>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.</p>	
<p>2.1 Apply the skills necessary to improve learning and make successful academic transitions</p>	<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>
<p>2.2 Apply knowledge in establishing and achieving academic goals</p>	<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>
<p>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.</p>	
<p>3.1 Understand how to relate school to life experiences</p>	<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</p>

	essential to becoming a contributing member of society
CAREER DEVELOPMENT	
Standard 4: Students will acquire the self-knowledge necessary to make informed career decisions.	
4.1 Develop the ability to make informed career decisions based on self-knowledge	<p>4.4.1.1 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)</p> <p>4. .1.2 Discuss and explain behaviors and 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>
Standard 5: Students will understand the relationship between educational achievement and career development.	

<p>5.1 Attain educational achievement and performance levels needed to reach personal and career goals</p>	<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>
<p>Standard 6: Students will employ career management strategies to achieve future career success and satisfaction.</p>	
<p>6.1 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management.</p> <p>.</p>	<p>4.6.1.1 Demonstrate appreciation for one’s own cultural background and for the cultural background of others</p> <p>4.6.1.2 Identify similarities and differences among people that are valuable at work and in society</p> <p>8.6.1.3 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including new or nontraditional</p> <p>8.6.1.4 Define how one’s own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans</p> <p>8.6.1.5 Demonstrate an acceptance of and respect for other people and their career choices</p>

6.2 Access and use current and accurate career information in career planning.	<p>4.6.2.1 Identify a variety of career options in the community</p> <p>8.6.2.2 Demonstrate the ability to find and use different types of career information resources</p> <p>8.6.2.3 Show how career information has contributed to one’s current plans and how it can be used in future plans</p> <p>8.6.2.3 Give examples of how career clusters and pathways can be used in career planning</p>
6.3 Create and manage an educational and career plan that matches career goals	<p>8.6.3.1 Use career planning strategies and tools to develop career awareness and a career plan</p> <p>8.6.3.2 document actions taken to attain short-term and long-term educational and career goals</p>
6.4 Develop employability skills to gain, maintain, advance in , or transition to a new job or career	8.6.4.1 Identify skills and how they are transferable from one job to another
6.5 Apply decision-making skills to career planning 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>
PERSONAL/SOCIAL DEVELOPMENT	
Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds of others.	
7.1 Develop self-knowledge and self acceptance	<p>4.7.1.1 Demonstrate positive attitudes toward self as a unique and worthy person</p> <p>4.7.1.2 Identify and express feelings appropriately</p> <p>4.7.1.3 Practice self-control</p> <p>4.7.1.4 Identify and acknowledge personal strengths and assets</p> <p>8.7.1.5 Respect and support differences in ethnic and cultural diversity, as well as</p>

	diversity in other forms (gender, disability, economic status, religion, and other human differences)
7.2 Develop appropriate attitudes and behaviors	<p>4.7.2.1 Discuss and explain the differences between appropriate and inappropriate behavior</p> <p>4.7.2.2 Identify basic human rights and responsibilities</p> <p>4.7.2.3 Respect alternative points of view</p> <p>4.7.2.4 Respect and accept individual differences</p> <p>4.7.2.5 Describe and demonstrate socially-acceptable group behavior</p> <p>8.7.2.6 Demonstrate effective writing, speaking, listening, and nonverbal communication skills</p>
Standard 8: Students will make decisions, solve problems, set goals, and take necessary action to achieve goals.	
8.1 Apply self-knowledge in the decision-making, problem solving, or goal-setting process	<p>4.8.1.1 Identify and compare potential consequences of a decision</p> <p>4.8.1.2 Create an effective plan of action that could result in a successful outcome</p> <p>4.8.1.3 Identify and differentiate alternative solutions to a problem or decision</p> <p>4.8.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions</p> <p>4.8.1.5 Identify and explain the ways peer pressure can influence a decision</p> <p>8.8.1.6 Develop an action plan to achieve short and long-term goals</p> <p>8.8.1.7 Identify alternative ways of achieving a goal, solving problems, and making a decision</p> <p>8.8.1.8 Apply effective conflict resolution skills to a current issue or problem</p>
Standard 9: Students will understand and use safety and survival skills.	
9.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior	<p>4.9.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact)</p> <p>4.9.1.2 Practice respect for the rights and privacy of self and others</p> <p>4.9.1.3 List and describe the skills related to personal safety and protective behaviors</p>

	<p>4.9.1.4 Identify and use resource people in the school and community</p> <p>4.9.1.5 Explain the relationship between rules, laws, safety, and the protection of rights of the individual</p> <p>4.9.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>8.9.1.7 Describe the emotional and physical dangers of substance use and abuse</p> <p>8.9.1.8 Apply the skills needed to cope effectively with peer pressure</p> <p>8.9.1.9 Utilize techniques for managing daily stress and conflict</p>
<p>Standard 10: Students will develop an understanding and appreciation of American Samoan cultural values, traditions, and family responsibilities.</p>	
<p>10.1 Acquire knowledge and appreciation of American Samoan culture and traditions.</p>	<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 1.2: Acquire the skills for improving effectiveness as a learner

LESSON TOPIC: Someone to Talk To

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Identify people they can talk to who will be supportive in stressful situations.

PROCEDURE:

1. Ask the students to recall and share an important personal event about which they had feelings that they would be willing to share.
2. Name the feelings and list them on the chalkboard or an overhead transparency. Prompt the students to disclose the following:
 - a. What was happening when they felt that way?
 - b. Did others know how they were feeling?
 - c. How did they let other people know how they were feeling?
 - d. How do they feel about the way they reacted to their feelings? Would they react the same way again or do something different? If they would do something different, what would it be?
3. Conduct a discussion of the value of sharing experiences. Call attention to students who related common experiences and ask them how it felt to hear others experiencing similar

things. Introduce the concept of a support group in which people benefit from sharing experiences with people who have a common bond.

4. How the students compile a personal list of people they would choose to form their own support group (people who will be supportive of the student in difficult situations). Then have them identify those members of the support group with whom they would feel comfortable discussing each of the feelings discussed during this session.
5. Encourage them to keep their support group lists and to make future changes as circumstances may dictate. The list may then be used as a starting point whenever the student needs to talk to someone about a difficult feeling or problem.

ASSESSMENT:

Students will be able to list persons that can help them with different problems.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Work is Fun

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Book - The Bernstein Bears and the Messy Room by Sam and Jan Bernstein or similar story

OUTCOMES: The student will:
Learn benefits of being organized.

PROCEDURE:

1. Students will listen to the story, The Bernstein Bears and the Messy Room, Sam and Jan Bernstein. (A similar story may be used.)
2. Discuss with the students the "work" involved in changing the messy room to a clean room.
3. Ask the students to name the benefits of having a clean room. Now apply this to keeping their desk organized and clean. Discuss roles and responsibilities for keeping the classroom neat and tidy.
4. Ask them to list the feelings that they would associate with those benefits. Do they feel a sense of satisfaction in keeping their desk clean and organized? What about the classroom?
5. In closing, ask students what they enjoy about school. Is schoolwork? Why or why not? Is there work that you do that you like? Dislike? Explain that in school or in a job, that there may be some tasks you have to complete that you don't necessarily like but they must be done. In a job, you may not like 20% of what you

do but if you like 80% of your job duties, you have a pretty good job.

ASSESSMENT:

Students will be able to explain that even though they have work and assignments that they can still enjoy the work.

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: Ears Ready

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: Paper, tape recorder and tape, and storybook

OUTCOMES: The student will:
Know how to be a good listener and follow directions.

PROCEDURE: Listening is not done just with the ears. It requires adequate hearing but also mental attention and, especially for children, body position that assists the attention process.

1. Say, "Boys and girls, today we are going to learn three special things that will help you become better listeners. These things are called:
 - a. "Ears Ready"
 - b. "Instant Replay"
 - c. "Sound Detector"

We will practice one of these at a time."

2. "Ears Ready" means that when listening to something important, you should stand with both feet on the floor or sitting with your bottom on the seat, face the speaker, and

look carefully." Suggest playing a game to see if the class knows what "Ears Ready" means. Give various directions such as:

- a. hands on head
- b. hop on one foot
- c. hands on knees
- d. right foot up
- e. eyes closed

After every couple commands intersperse "Ears Ready" and see if all children respond.

- 3. "The next skill is called Instant Replay. It means stopping the action and repeating what you have just heard. Let's practice this. I'll read from this story book, and stop periodically and say Instant Replay. See if you can repeat the last couple of words I just said."
- 4. "The final skill we will practice today is called Sound Detector. In this game you will be asked to clap whenever you hear a certain sound or a certain word."
 - a. Read a short passage from a story at the student's level and ask them to clap whenever they hear a common word such as "the", "it", or whatever is appropriate to the selection.
 - b. Play a record or tape of a song and ask the children to listen for a word or sound, which you have previously selected.

Variation: Instead of clapping, you may ask the students to count on their fingers or make marks on paper and count the number of times they hear the word or sound.

5. Say, "Boys and girls, these three skills are things I am going to continue to practice with you. Your parents might want to use them at home too. Let's make a poster about them so you can take it home and explain to your parents what it means." Ask each student to copy the names of the three skills and draw a picture to remind them of what each means.

ASSESSMENT:

Students will demonstrate listening skills as they participate in the activity.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: How You Ask Does Make a Difference

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: None

OUTCOMES: The student will:

Recognize that how a person asks for help does make a difference in whether or not they receive that help.

PROCEDURE:

1. Ask the class: "When are times that you need help?" (Ask for several responses; for example: repairing broken items, getting rides home or to places, practicing music lessons.) List the responses on the chalkboard.
2. Ask the following questions and have several students share answers to each:
 - a. What do you do when you need help?
 - b. Who usually helps you?
3. Set up the role-playing activity by saying, "Sometimes the way a person asks for help makes a difference in whether people want to help the person. Today we're going to role-play some different ways of asking for help."

4. Select one pair of volunteers at a time to enact situations listed on the board which might include some of the following examples:
 - a. A young child needs help making lunch.
 - b. A child asks a parent for help with a homework assignment.
 - c. You want to ask your brother to help you with your chores so that you can hurry and meet a friend to play.
 - d. A student asks another student to play with him/her at recess.

5. Discuss each situation and re-enact if time permits. In the discussion, ask:
 - a. What kind of help was needed?
 - b. How did the first player ask for help?
 - c. What did the other player say and do?
 - d. What are some other ways in which the player could have asked for help?

6. When are times that a person needs help but might not ask for it? (A person might need help but be among strangers. A person might feel foolish or be embarrassed to ask for help.)

7. Discuss how people can tell that someone needs help, even without being asked.

ASSESSMENT:

Students will be able to demonstrate effective ways of asking for help.

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: Raking the Yard

GRADE LEVEL: 3

LENGTH: Six class periods

MATERIALS: Rake, trashcan, dustpan

OUTCOMES: The student will:
Understand that we all have tasks we are responsible for doing.

PROCEDURE:

1. Introduce the topic with an explanation of good work habits, accepting responsibility, and self discipline.
2. Assign each student a section of land near the school to rake and keep tended during the duration of the school year. Each student should be given a rake, a trashcan, and a dustpan. The teacher would show the students the proper way of disposing of trash, etc.
3. Check in with students periodically to remind them that they are to be taking care of their section.
4. Discuss with the students the importance of accepting responsibility and of being dependable. Ask the students how they felt about the task.

ASSESSMENT:

Students demonstrate responsibility by accepting job and finishing it.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Where are the Oceans?

GRADE LEVEL: 3 LENGTH: Five class periods

MATERIALS: Globe, geography books

OUTCOMES: The student will:
Demonstrate effective information seeking skills.

PROCEDURE:

1. Give the students the assignment to identify the oceans of the Earth.
2. Students will explore ways to find the information - in geography books, and then on the globe.
3. Student will then learn to list the oceans. This example of work should be done in class, perhaps even in small groups.
4. The actual finding of the oceans could be done in small groups in extra class time.
5. Ask students to identify jobs that require an awareness of geography in general or certain areas in particular.
6. Ask students what kinds of jobs they think would be involved in the study of oceans, using the ocean, etc. (examples might include oceanographer, Ship Captain, fishers, scientists, cruise ship employees, divers, photographers, etc.)

ASSESSMENT:

Students will finish the assignment of identifying the oceans and be able to discuss occupations in the area of geography or oceanography.

ACADEMIC DEVELOPMENT

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

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

LESSON TOPIC: How to Study

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Understand the importance of motivation to school success.

PROCEDURE:

1. Explain that a study skill is a technique or method used to learn, while a study habit is a routine that you follow regularly.
2. List the following benefits that are derived from using proper study skills and study habits.
 - a. improvement in the quality of work
 - b. enjoyment from work
 - c. pleasure in mastering difficult work and new interest in work
 - d. fewer worries as the student becomes more efficient
3. Discuss the following ways in which a person learns:
 - a. Most students learn in a variety of ways
 1. through visually seeing demonstrations or audio-visual aids
 2. through hearing (we listen to what the teacher is saying)
 3. through kinetic learning (where we make motions with our hands or arms)
 4. through the sense of touch (we learn differences in texture, consistency, weight)

- b. Emphasize that repetition is also one of the primary methods of learning. Repeating what we have learned is one of the most effective ways of learning and committing material to memory.
4. To function efficiently in a classroom and/or study situation, discuss the following suggestions with the students. The teacher could write each of these on index cards. Students could volunteer to draw a card and read it to the class. The teacher can then lead the discussion. Student interest would be higher if the student is engaged in the activity.
 - a. Listen carefully and pay attention.
 - b. Take notes.
 - c. Ask questions (forcing the student to think and to formulate questions).
 - d. Watch and follow carefully any visual aids during a teacher's presentation.
 - e. Immediately after class, fill in the gaps and empty spaces in the notes that have been taken during the class period.
 - f. Study and think about your notes each night.
 - g. Review all notes from the beginning of the semester at least once a week.
 - h. Make a list of questions not understood so that students can ask the teacher for clarification.
 - i. Study for tests at least four days ahead. This is the time when material should be organized and memorized.
 - j. Do not study or try to memorize the night before a test; just review class notes.
 - k. Get a good night's sleep the night before an examination so that one is well rested when it is time to take the test.
 - l. Read over notes carefully before going to school the day of the test.
 - m. Eat a well-balanced meal the day of the test (don't over-eat).
5. Ask students to think about three things that they have heard today that they need to improve.

ASSESSMENT:

Students will be aware of effective study habits and will be able to list three things they can work on to improve.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: *Getting Help From Others*

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: None

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

PROCEDURE:

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

1. Stress the fact that everyone needs help at some time. 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: Would could you do if
 - a. Your little sister falls and hurts herself?
 - b. You can't reach a glass on a high shelf?
 - c. Your friend gives you some little tablets he says are candy?
 - d. Your ball goes on the roof?
2. Discuss times when children need help at school. Talk about how they would feel and how they could solve the problem. Example: What would you do if....
 - a. You get sick and there is no one around to help you?
 - b. A big child is bullying you?
 - c. You forget your lunch at home?
 - d. Another child accuses you of something you didn't do?

3. Ask students to role- people asking for help. Possibilities are:
 - a. mother - hurt child
 - b. school friend - lonely child
 - c. older brother - younger sister
 - d. teacher - child

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

ASSESSMENT:

Students will be able to identify whom they should ask for help when they have a problem with school, family, or alcohol and drugs.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: *Good Workers*

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Copy of "Good Workers" activity sheet

OUTCOMES: The student will:

Be aware of what makes a good worker both in school and on a job.

PROCEDURE:

1. Explain to the class that good work habits for any job begin in school. Tell them that more students do poorly in school because of poor work habits than because of the inability to do the work. The same thing applies to jobs. More employees lose their jobs due to poor work habits than due to the inability to do the work
2. Ask students to give examples of good work habits that everyone should have. Write these on the chalkboard. For example: being on time, good attendance, neat work, accurate, dependable, easy to get along with, interested in the work and able to follow the rules.
3. Distribute copies of "Good Workers" activity sheet to the students. Allow students time to complete their answers (approximately 10 minutes).
4. Let students share their answers orally with the class by reading the items in the order they rank them. Encourage as many students as possible to participate and discuss the

good work habits as time permits. Remind students that those skills are important qualities for the upcoming school year.

ASSESSMENT:

Students will be able to list 3 work habits they use at school that is also used in the workplace.

GOOD WORKERS

Listed below are ten good work habits for any job. Next to each good work habit, write why you think this would be important at school and on a job. After you have completed your answers, rank the work habits by writing numbers 1-10 in the blank in front of the good work habit with the number one being the most important and number ten being the least important. Remind students that these are the skills that will be expected in the next grade.

Why is this important at school? Why is this important on the job?

- | | |
|---------------------------------|-------|
| _____ 1. Good Attendance | _____ |
| _____ | |
| _____ 2. Honesty | _____ |
| _____ | |
| _____ 3. Eager to work | _____ |
| _____ | |
| _____ 4. Easy to get along with | _____ |
| _____ | |
| _____ 5. Accuracy | _____ |
| _____ | |
| _____ 6. Good manners | _____ |
| _____ | |
| _____ 7. Good grooming | _____ |
| _____ | |

- _____ 8. Positive attitude _____

- _____ 9. Neat work _____

- _____ 10. Follow the rules _____

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: What I Do For Fun

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Pencil, crayons, and paper

OUTCOMES: The student will:
Know how to identify personal leisure time interests.

PROCEDURE: Children need to understand that leisure time is an important part of a person's lifestyle and career. This activity will help students realize there are many different types of activities and hobbies with which one can be involved.

1. Ask the students to think about different things that they like to do in their free time and to choose one activity.
2. Ask them to draw a picture of that activity on their paper and color it. At the bottom of their paper, each student can identify what they drew by writing, "I like to_____."
3. The students may take additional paper home to have their parents draw what they like to do in their leisure time. At the bottom of their paper they can also write, "I like to _____."
4. By combining the work of both students and parents, a book on leisure activities and/or hobbies can be made for the class.

ASSESSMENT: Students will be aware of things they can do in the spare time and identify one thing they are interested in.

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: How are School and Work Alike?

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:
Describe how school relates to future occupations.

PROCEDURE:

1. Begin the discussion by asking students "What does school have to do with the occupation you may choose some day?" "Do all occupations require some kind of education to be successful?"
2. Tell students they are going to play a game to help them make the answers to these questions clearer.
3. Divide students in groups of five or six. Assign each group an occupation. Have each team make a list of the academic/communication skills learned in school (speaking, reading, writing, listening, spelling, math, social studies, science, etc.). Which would be needed to perform the duties of the occupation successfully? Allow five minutes to list particular skills learned in school and how they would be used on the job.
4. Ask each team to share their list. Award one point for each item. At the end of the game (number of occupations depends on time available) the team with the most points wins the game.

ASSESSMENT:

Students are able to describe the relationship of academic skills and achievement to job success?

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Job Skills

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: "Workers in Our Community" worksheet

OUTCOMES: The student will:

Identify school subjects that help develop the skills and knowledge required for specific jobs.

Develop an awareness of skills required for careers

PROCEDURE:

This lesson will increase student awareness that math, reading, and science is used in jobs and daily living.

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. Distribute copies of the "Workers in Our Community" worksheet to students.
5. As a group, write ways the community workers would use math, reading, and science in their jobs.

6. Discuss how everyone uses math, reading, and science in everyday life.

7. Close the session by summarizing that almost everyone will need some reading, math, and science skills in order to live and work as adults. Close the session by letting the students draw and color the pictures.

ASSESSMENT:

Do students understand that the courses they're taking will help them in future jobs, as well as life? Do students feel comfortable sharing and contributing to class discussion?

WORKERS IN OUR COMMUNITY

<p style="text-align: center;">DOCTOR</p> <ol style="list-style-type: none">1. Read materials to diagnose illnesses.2. Math to figure medicine.3. Science to understand illnesses and medicine.	<p>Farmer</p> <ol style="list-style-type: none">1. Read directions for planting and weed killers.2. Math to figure costs and income.3. Science to understand growing crops and animals.
<p style="text-align: center;">Postal worker</p> <ol style="list-style-type: none">1. Read addresses.2. Math to put mail in order for delivery.	<p style="text-align: center;">Nurse</p> <ol style="list-style-type: none">1. Read prescriptions.2. Math to figure medicine.3. Science to understand illnesses.

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Class Signs

GRADE LEVEL: 3
periods

LENGTH: One - two class

MATERIALS: Poster board, scissors, construction paper, rulers, pencils

OUTCOMES: The student will:
Describe how school tasks relate to job tasks.

PROCEDURE:

1. Tell the students to imagine that they are sign makers.
2. Using construction paper, create a design of an animal.
3. Have students cut out their design.
4. Using their rules, have students center their design and glue it to a sheet of poster board. As the children struggle, show them how to find the center of the paper using the rules. Show how to match the centers of the design top and bottom.
5. Students could also create signs to designate certain areas of the classroom.
6. In closing, ask students to name some jobs that may require precision placement and measurement. What are some school subjects that may require measurement?

ASSESSMENT:

Students are able to list 3 occupations that use math skills as part of the job responsibilities.

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Back to School - Working with Words

GRADE LEVEL: 3

LENGTH: Two class periods

MATERIALS: Handout

OUTCOMES: The student will:

Describe how academic skills can be used in the home and in the community.

PROCEDURE:

Students will examine several different skills that are required to do satisfactory work on the job. Students will be aware of work requirements and recognize the similarity of work requirements at school and in other occupations.

1. Discuss with the students the importance of developing work skills.
2. Ask each student to identify work skills necessary to do well in school.
3. Review and discuss the handout with the student.
4. Ask each student to select a work skill that is important in working at school and demonstrate the skill.

ASSESSMENT:

Students will be able to identify skills they have plus ones they need to improve.

WHICH SKILLS DO I HAVE?

Helping Skill - the skill to help others to learn or understand something

Initiative - the skill to lead and see what needs to be done and take action to do it

Language Skill - the skill to understand the meanings of words and ideas and use words skillfully

Leadership Skill - the skill to encourage others to think or act in a certain way

Mathematical Skill - the skill to understand perform mathematical operations

Work Requirement - a skill that is demanded on the job

Team Work - the skills to work closely with fellow workers

Skill - great ability or expertness that comes from training

Reasoning Skill - the ability to think and come to a good conclusion

Public Contact Skill - the skill to meet or deal with people

Problem Solving - the skill to design, invent, fix, and to develop ideas

Physical Stamina - the skill to endure stress and strain

NOTE TO TEACHER: Write each of these skills on an index card. Let the students select one to read to the class.

CAREER DEVELOPMENT

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

LESSON TOPIC: Things I Like To Do

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: worksheet

OUTCOMES: The student will:
Know things they like to do with family, friends, and in school.

PROCEDURE:

1. Have students draw ideas of what they like to do in each area on the worksheet. A discussion can be facilitated emphasizing relationships with others and things students like to do alone.

ASSESSMENT:

Students will identify those things they like to do alone and those that they like to do with others.

THINGS I LIKE TO DO

Something I like to do with
with
my friends

Something I like to do
my family

Something I like to do by myself
with

Something I hope to do
this class

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: Stamp Out Negative Statements

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: Large sheets of paper, construction paper, scissors, markers and masking tape

OUTCOMES: The student will:
Know how to appropriately respond to criticism

PROCEDURE: Students need to understand how negative statements affect their friendships. This lesson will help students focus on positive statements and make others feel important. Thus, they should gain more friends. Ultimately, these behaviors will be important in the workplace as individuals need to communicate with others or work in teams.

1. Ask the class to think of all the different things to do or say that would make another person feel special, important, worthwhile and lovable. Ask the class, "How often do your friends and classmates do or say these things?" If there are few positive responses, ask them to give reasons why this is so.
2. Explain that among students this age it's just as common for people to tear each other down as it is for them to build each other up. However, point out that to be a good friend and have more friends, the students need to stamp out "negative"

statements and frequently use "build-up" statements. Also, negatives and build-ups can be either verbal or nonverbal. For example:

BUILD-UP STATEMENTS

Verbal:

"I like what you're wearing today"
" Boy, you really did that well"
"Can I help you?"

Non-verbal:

Patting someone on the back
Smiling at someone
eyebrows

NEGATIVE STATEMENTS

Verbal:

"You stink"
"You're no good at that"
"That's a dumb answer"

Non-verbal"

Turning or looking away
Making a face/raising

Tell students that today they are going to practice stamping out killer statements with build-up statements. Tape large sheets of newsprint on the chalkboard. Ask students to brainstorm negative statements as they are recorded on the newsprint. Agree ahead of time that no profanity or swear words are allowed. You may want to cut the newsprint into the shape of a large mouth or another symbol that can be stamped out. You will place feet over it later in the lesson.

3. When ideas seem to be exhausted, review with the class. Ask, "What effect will these statements have on students?" "How will this affect friendships?"
4. Hand out paper, scissors, markers, and tape to the class. Ask students to cut the shapes of large feet out of paper and write positive build-up statements on the feet. If necessary, give examples such as the following: "I like the way you did that," or "You're cool"

5. To complete the activity, the student may tape the footprints over the negative statements—thereby stamping out the killer statements with build-ups.
6. When the students are finished taping their footprints, read a few of the build-up statements and discuss. Ask, "What effect do you think these statements will have on others?"

ASSESSMENT:

Students will be able to identify negative statements and better statements to use. They will also be able to describe positive and negative body language.

CAREER DEVELOPMENT

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

LESSON TOPIC: Relationships among Girls and Boys

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Understand that both girls and boys can do either school or work activities equally as well.

PROCEDURES:

1. Ask for four volunteer boys and four volunteer girls to stand outside of the classroom and wait by the door until they are called.
2. Tell the remaining students that you are going to ask the students outside to choose a partner. Ask students if they think the boys will choose boys and the girls will choose girls.
3. Ask the volunteers to return and ask them to choose one person to be their partner and form a line.
4. Ask students why they think the boys choose boys and the girls chose girls.
5. Discuss how sometimes boys won't choose girls and girls won't choose boys to work or play with them because they are afraid of being teased. They may think they are not supposed to like each other or they may think they do not enjoy doing the same things. Ask students if they think this is true. Ask the following questions:
 - a. What kinds of games do boys and girls play?

- b. If boys and girls were shopping for toys, what would they buy?
- c. What kinds of games would boys buy?
- d. What would girls buy?
- e. Could boys and girls play the same games and buy the same toys?

ROLE-PLAY EXERCISES

1. Nurse (Boy) walks into the room and says, "Good Morning Doctor" to the girl. Dr. says, "Good Morning Nurse" to the boy. "I am ready to see the patient now."
2. Engineer (Girl) walks into the room, She asks, "Are there any calls for me?" The secretary (Boy) answers, "yes, please call Mr. Brown."
3. Truck driver (Girl) says to the homemaker (Boy) husband, "I am leaving now. I will be back in three days." Homemaker husband says, "I will have your favorite dinner ready when you come home. Have a safe trip."

ASSESSMENT:

Students will describe some typical ways that boys and girls feel about each other and ways that they can be similar in their interests.

CAREER DEVELOPMENT

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

LESSON TOPIC: Friendship on The Line

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: Copies of "Friendship on the Line" worksheets

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

PROCEDURE:

1. Discuss with students the importance of getting along with others in school, home life, and later in the work place. To work with others, you need to learn how to respect others, understand that others may have differences in how they view things, and if you are working on a project with a team, you must do your share of the work. This lesson will deal with friendship and how to keep friends.
2. Have students complete the worksheet and calculate their score.
3. Follow-up with a discussion on what friends expect from friends.

ASSESSMENT:

Students who may score low should be encouraged to analyze why they answered the way they did and if there are areas they need to improve.

FRIENDSHIP ON THE LINE

Consider each statement carefully before circling the rating that best describes you. Then add up your points and choose your rating.

3 points -seldom 2 points-always 1 point-sometimes

	Seldom	Always	Sometimes
1. I listen carefully when my friend talks.			
2. I try to be sympathetic and help find a solution when my friend has a problem.			
3. I think of and share ideas for new projects and creative activities			
4. I try to be cheerful and cooperative even when I feel grumpy.			
5. I share my toys and supplies			
6. I laugh with but never at my friend.			
7. I try not to be jealous or possessive when my friend has another friend.			
8. I am honest with my friend.			
9. I do not hold grudges.			
10. I take time to think about what my friend really likes to do.			
11. I do not tell secrets that my friend tells me.			
12. I tell my friend when I have a problem or need help.			

13. I remember my friend's birthday or other special day.			

.

. Check your rating:

33 - 39	True Friend
24 - 32	Good Friend
Below 24	Improvement needed.

CAREER DEVELOPMENT

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

LESSON TOPIC: What Makes a Good Friend?

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Advertising for a Friend worksheet

OUTCOMES: The student will be able to:
Relate the characteristics of a good friend.

PROCEDURE:

1. Ask the students to discuss the important qualities needed in a friend. List their ideas on the chalkboard. (Some of these ideas might include: the ability to keep a secret, liking to do the same thing you do, standing up for you, being interested in you, cheerful most of the time, being willing to help you out.)
2. Distribute the activity sheet "Advertising for a Friend".
3. After the class has completed the activity sheet, allow them to share their ads with the class.

ASSESSMENT:

Are students aware of the qualities needed to be a good friend? Do they understand that "to have a friend, you have to be a friend"?

ADVERTISING FOR A FRIEND

Write a newspaper ad for a friend. List the important qualities needed in a friend.

WANTED: ONE GOOD FRIEND

CAREER DEVELOPMENT

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

LESSON TOPIC: Friendly or Unfriendly Faces

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Class and teacher will make up five cartoon character sheets to represent greedy Gary, pouty Peggy, negative Ned, happy Harry, sad Sally, etc.

OUTCOMES: The student will:
Describe how their behavior affects home and school situations.

PROCEDURE:

This lesson introduces positive and negative traits that affect home and school life.

1. Divide class into five groups. Each group is to draw and color the five cartoon characters Greedy Gary, Pouty Peggy, Negative Ned, Happy Harry, and Sad Sally. Everyone should participate and make sure that as a group they pick someone to make the drawing with the others giving ideas on how it should be drawn. They should do a draft and then a final drawing. Display and discuss, one at a time, each of the five characters. Ask what each might say if you tried to start a conversation by saying "Hello, what are you doing today"?
2. Tell the children that we are going to role-play with these characters. The teacher may want to demonstrate the first one. Ask a child to join you in front of the class. If the child asks you, "Do you want to play?" If you are being "Negative Ned" you reply, "No, I never want to play!" Continue the role play in this manner.

3. Have two children role-play together. The one portraying a character would come up and draw a character from the stack. In this way it would be a surprise to the class, and they could guess which character the child is pretending to be.
4. Wrap up the session by asking the children to tell which of these characters they think will have more friends. Why?
5. Tell them to watch for these characters in themselves.

ASSESSMENT:

Be alert for students who have trouble in identifying which characters have more friends.

CAREER DEVELOPMENT

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

LESSON TOPIC: Problem Solvers

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: None

OUTCOMES: The student will:
Know how to deal with conflict and get along with others.

PROCEDURE: This lesson will focus the students' attention on where they can go to get help for a problem concerning school.

1. Lead the class in a discussion of what problems they might have concerning school.
2. Make a list on the chalkboard of the general problems suggested by the students. These should 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
3. Ask students for ideas of where they might go to get help for these problems.
4. After asking for a few responses such as teachers, principal, nurse, counselor, tell the students that you are going to allow

them to decide where they would go to get help for the problems listed on the board.

5. Encourage them to list each problem under the heading of the person they think could help them solve it.
6. Ask for volunteers to share their responses with the class.
7. Discuss the responses as time permits.

ASSESSMENT:

Students will be able to list a number of problems and who can help with those problems.

CAREER DEVELOPMENT

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

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

LESSON TOPIC: How are People Different?

GRADE LEVEL 3

LENGTH: Two class periods

MATERIALS: Different kinds of People

OUTCOMES: The student will:
Understand that people are different.

PROCEDURE:

1. Divide students into teams of 4 or 5. Assign them to collect different pictures of people from magazines or newspapers. Ask them to classify the people by size, shape, and hair and eye color, male or female, race, and record on charts. Ask each group to make a report orally to the rest of the class.
2. Lead them into a discussion of the differences in people - their size, men and women, race, etc. Ask them also to share how they felt about working with their group. Did all team members get along? Were there conflicts? Did someone take charge?

ASSESSMENT:

Were students able to understand that everyone is unique, and has special talents and characteristics?

CAREER DEVELOPMENT

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

LESSON TOPIC: Similarities and Differences

GRADE LEVEL: 3

LENGTH: Two class periods

MATERIAL: Paper, pencils, markers, chalkboard or two large sheets of paper

OUTCOMES: The student will:

Demonstrate an awareness of different cultures, lifestyles, attitudes, and disabilities.

Demonstrate creative thinking.

Demonstrate skills to work in teams.

Apply listening skills.

PROCEDURE:

1. You may start out this lesson by writing the following quote on the chalkboard or a poster:

We are like a quilt -
Many patches, many pieces, many colors, many sizes, all woven and held together by a common thread.



Life is like a quilt.

It will always be to a large extent, what we ourselves make of it.

Next, deliberately pair students into partnerships in which there is an obvious difference (gender, race, religion, etc.).

2. Give each pair two sheets of paper. On the top of one sheet, ask them to write the word "Differences". Ask each pair to brainstorm and list all of the ways in which the two are different. Allow about two minutes.

3. Ask each pair to write the word "Similarities" on the second sheet of paper. Then, ask each pair to brainstorm and list all of the ways in which they are similar. Allow about two minutes.

4. Tell the pairs that they may continue to add to their lists as they think of other ideas.

5. Label one large sheet of paper (or chalkboard) with the word "Differences". Label another large sheet with the word "Similarities". Tape them on the walls where they can be seen by everyone.

6. Going in round-robin fashion, ask each pair to write one similarity and one difference on the large sheets of paper (or chalkboard). As one member of the pair writes, the other member should briefly explain the similarity and difference.

7. Continue in round-robin fashion until all of the pairs have had a chance to list one idea. If a pair's ideas have all been presented, they may pass, explaining that their ideas are already on the list.

8. When all ideas have been presented, ask the students to discuss the results. You might ask such questions as:

*Are we more alike than different?

*Which differences do you think are the most and least important?

*Which similarities do you think are the most and least important?

*How do you feel about people who are different from you?

*What would the world be like if we were all the same?

*What is the value of differences?

ASSESSMENT:

Students will be able to explain differences and similarities in people.

CAREER DEVELOPMENT

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

LESSON TOPIC: Squares are not Bad

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Handouts

OUTCOMES: The student will:
Understand and respect ethnic/cultural differences.

PROCEDURE:

1. Present the story to the students using the handouts that are provided.
2. Discuss with the students how this story applies to the different cultures in Samoa.

ASSESSMENT:

Do students understand the cultural differences that exist in Samoa? Do they respect these differences?

CAREER DEVELOPMENT

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

LESSON TOPIC: Who Am I?

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Paper, pencils

OUTCOMES: The student will:

Identify occupations and relate them to working with data, people, and/or things.

PROCEDURE:

1. Ask students to select a career they have an interest in or assign a career to each student.
2. Have the students prepare five true statements about each career. One statement must relate to whether this position works with data, people, or things. Explain the data, people, things classification to students. Many jobs will have a combination but when you examine the job closely the majority of the time is spent in one of the areas.

Example: I work in an office.

I work with data and people.

I answer telephones.

I schedule appointments for people.

I deliver messages.

3. The students take turns one at a time reading their clues to the class. The class tries to guess the name of the career. To add more interest to the game, the class could be divided into teams. The team could come to a consensus as to the name of the career. Points could be awarded based upon the number of clues that were needed before the occupation was guessed.

ASSESSMENT:

Students will be able to describe 2 occupations and some of the duties of the occupation.

CAREER DEVELOPMENT

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

LESSON TOPIC: I Want To Be...

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: Body outline, pencils, crayons and markers

OUTCOMES: The student will:
Demonstrate knowledge of the world-of-work and career clusters.

PROCEDURE: Students have ideas about what they would like to choose as a career. By expressing these ideas the students will be prepared to make a decision later on.

1. Distribute a body outline on a worksheet for each student.
2. Lead students in a discussion describing the tasks a person in various occupations performs. Also, discuss the kind of clothing that is appropriate for each job.
 - a. Doctor - white coat and stethoscope
 - b. Secretary - business suit and note pad
 - c. Football player - uniform
 - d. Nurse
 - e. Construction worker
 - f. Farmer

g. Firefighter

h. Delivery person

i. Police officer

3. Ask the students to draw the clothes on their picture of the type of occupation they would choose.
4. Display the pictures in the room.

ASSESSMENT:

Students will be able to identify 3 occupations in the community and a "tool" that they use for their job.

CAREER DEVELOPMENT

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

LESSON TOPIC: My Dad is a Carpenter

GRADE LEVEL: 3

LENGTH: Five class periods

MATERIALS: drawing paper, crayons

GUEST SPEAKERS: Guest speakers

OUTCOMES: The student will:
Identify several different occupations in their community.
Describe the skills needed for these occupations.

PROCEDURE:

1. Day One - Introduce the unit by asking students to draw pictures of what their parents do for a living—their career. Ask students to present their pictures to the class and share their parents' occupations. (note: this lesson plan can be changed from parents to identifying occupations in the community)
2. Day Two - Discuss with the students what they want to be when they grow up - what types of training and skills are needed and the types of working conditions. Ask them to draw a picture of their future career. These also should be shared with the class.
3. Day Three, Four, and Five - Invite guest speakers to come to talk with the students about their careers (a total of 5). Ask them to wear their uniforms (if applicable) and ask them to bring any tools or equipment they may use. Topics they could discuss include: working hours, working conditions, job tasks, education required, skills required, etc. Allow time for student questions.

4. As a closing activity, ask the students if they have changed their mind about what they want to be. Remind them that this is perfectly normal. They will change their mind several times before they settle on a career that is of interest to them.

ASSESSMENT:

At the beginning of the unit, did all students have an idea of what they wanted to be in the future? How about at the end of the unit? During the career presentations, were the students active listeners? Did they have questions for the guest speakers?

CAREER DEVELOPMENT

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

LESSON TOPIC: Who Am I?

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: magazine photos of careers or career flash cards

OUTCOMES: The student will:
Identify and describe careers in Samoa.

PROCEDURE:

1. Prior to this activity, cut out magazine photos of various careers or make career flash cards.
2. Tell the students that the class is going to play a career guessing game.
3. Ask for one volunteer student to come to the front of the class. Give him or her a picture of a career that the other students cannot see.
4. Ask the student to give a clue to the other students by stating one responsibility of the worker. Allow two students to guess the career. If no one guesses correctly, ask the student to give another clue.
5. Designate the student who guesses correctly as the next student to give clues.

ASSESSMENT:

Were students able to give, as well as guess clues? Did all students participate?

CAREER DEVELOPMENT

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

LESSON TOPIC: Jobs Available in My Community

GRADE LEVEL: 3

LENGTH: Two class periods

MATERIALS: Pencils, papers, chalkboard

OUTCOMES: The student will:
Describe skills needed for different jobs in American Samoa.

PROCEDURE:

1. Ask the students to list jobs in American Samoa that handle or deal with money. Put these on the chalkboard.(cashier, storekeeper, banker, i.e. all jobs that take money for something they sell or they give money to people)
2. Discuss with the students the skills needed to perform these jobs. In addition to the skills needed, discuss with the students good working habits that are needed.
3. Ask the students to select two jobs from the list and write a short paragraph about each job. They should include why they would like working in that position and what skills they have for that job.
4. Ask students to read one of their paragraphs to the class.

ASSESSMENT:

Do students understand what a skill is? Do they understand the importance of good work habits?

CAREER DEVELOPMENT

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

LESSON TOPIC: Why Must I Work?

GRADE LEVEL: 3

LENGTH: Three class periods

MATERIALS: Magazines, photos showing people at work, scissors, pencils, crayons, glue

OUTCOMES: The student will
Tell why work is important for all people.

PROCEDURES:

1. Display photos showing people at work.
2. Ask students to draw or cut out pictures from magazines to make a poster showing what they want to be when they grow older.
3. Discuss various work habits, tools, skills, and education needed for each career. Explain to students that some careers may not be available when they graduate. Also explain that new careers may be available.
4. Ask students to share their pictures and explain why they chose that particular career. Ask them also to share why they feel people work. Examples - to earn money, to contribute to society, to do something that you are interested in doing, to help others.

ASSESSMENT:

Students can describe 3 reasons people work? Do students have a good understanding of the many types of careers available to them?

CAREER DEVELOPMENT

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

LESSON TOPIC: Fish Market

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Pictures, drawing paper, crayons, markers

OUTCOMES: The student will:

Describe the different types of fish, as well as the services provided at the fish market.

PROCEDURE:

1. Begin the class by displaying pictures of different kinds of fish available in American Samoa. Ask students to identify the fish.
2. Ask students if they have ever been to the fish market or down to the docks to buy fish. Ask them to describe what they see there. Examples: fish, people buying fish, money, etc.
3. Ask them where the fish market gets the fish. Lead into a discussion of how the owners of the market buy the fish from the fishermen to sell to people. We purchase the fish, which provides the owner with money to live on and provides us with food to eat.
4. Ask students to draw a picture of some part of the fish market. Examples: pictures of people buying fish, the fisherman bringing the fish in to the market, etc.

ASSESSMENT:

Do students understand how work provides services for people, as well as allowing people to earn a living?

CAREER DEVELOPMENT

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

LESSON TOPIC: When I grow up....

GRADE LEVEL: 3
period

LENGTH: One class

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

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 relate information about careers that they previously were not aware.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Learning About Myself

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Handout "Learning About Myself "

OUTCOMES: The student will:

Understand and be able to identify and express feelings appropriately.

PROCEDURE:

1. Talk to students about how they feel when they get angry. Ask them to tell some things that make them angry. Explain to them that there are acceptable and unacceptable ways to act when you are angry.
2. Give some examples and ask students how they would respond.
 - a. Your mom won't let you have a candy bar.
 - b. You want to go to a friend's house and your parents won't let you go.
 - c. Your brother took one of your toys.
 - d. You have to go to bed early.
 - e. Your teacher has told you to stop talking in class.
 - f. One of your classmates tattled on you.
3. Discuss student responses as a large group.
4. Give the students the handout and have them complete the "wishes" list and turn in as a writing assignment.

ASSESSMENT:

Students will discuss things that make them angry and understand acceptable ways of responding to them.

LEARNING ABOUT MYSELF

1. If I had three wishes, I would wish for:
2. I like to:
3. I am good at:
4. I am afraid of:
5. I don't like:
6. If I were principal of this school, I would:
7. I would like to learn:
8. I would like to visit:

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Self-Esteem/Class Pride

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Pencils, markers, lined paper, uniform strips of construction paper (enough for 5 per student plus approximately 35 extra), paste or staples

OUTCOMES: The student will:
Reflect upon and list five unique talents.
Understand that the class as a whole is a talented group.

PROCEDURES:

1. Begin by asking students, "Who has something that they really do well?" After a brief discussion about some of those talents, hand out paper and ask the students to write down five things that they do well.
2. Once all students have completed their list, ask for volunteers to share their lists.
3. Allow students to come up and select five different colored paper strips. Using markers, have the students write one talent on each strip of paper.
4. Demonstrate how to create a paper chain with their strips; linking their five talents together. As students begin to complete their mini chains, use extra strips of paper to link the mini chains together to create one long class chain. Have students stand and hold the ever-growing chain as you link it together until all are linked.

ASSESSMENT:

Once the entire chain is constructed and linked together, and all students are holding their portion, ask the class what this chain demonstrates. (The fact that all students have talents that they do well.) Hang the chain up in the room as a reminder that the students are all good at something. Refer to it as needed throughout the day and year.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: My Skills

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:
Describe their strengths and weaknesses.

PROCEDURE:

1. Play a version of Bum, Bum, Bum. The class can be divided into teams, or small groups.
2. Ask a child to pantomime a skill that they feel is a strength. (Example swimming, reading, racing, etc.) The other team, or class, tries to guess what the "actor" is doing. Also a child can pantomime a weakness. (Example: jumping rope, speaking in front of a group, math).
3. Have the class sing "Bum, Bum, Bum, Here _____ comes." The child acts out his strength or weakness. The children take turns guessing that activity and to decide if it is a strength or a weakness.
4. Discuss with the students how the things they are good at are valuable in a job. Also discuss with them that the things we are not good at or don't like to do, take extra work to master.

ASSESSMENT:

Do the students understand that our strengths play an important role when it comes to determining a career?

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: The Many Faces of Me

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Paper, pencil

OUTCOMES: The student will:
Describe the many roles an individual may have.

PROCEDURE:

1. Ask each student to draw a circle and write their name in it. From this circle, draw a line and draw another circle. In this circle, write a role you play such as brother, sister, granddaughter/son of, worker of, student at, church member of, swimmer at, lives in the community of, patient of..... , until you have many lines and circles leading from the main circle (you).
2. Draw additional circles for roles you hope to play in the future such as career, mother/father, etc. Color these circles so that they will see which ones represent the future.
3. Ask students to share their answers with the class. Discuss with the students the many roles we all have.
4. Have students match themselves with another student who has 3 or more of the same descriptors. Who found the most matches?

ASSESSMENT:

Are students aware that the roles they listed change as they grow older?

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: It's a Small World After All

GRADE LEVEL: 3
month

LENGTH: One class period per

MATERIALS: Books, pictures, posters depicting other cultures, student items that are brought to share their cultures, foods and songs from other cultures. (Note: Teacher can adjust lesson plan by talking about several different cultures to give children an awareness of diversity. Many of the children from the island may be from the same culture and customs).

OUTCOMES: The student will:
Learn about other cultures.
Have an increased self-esteem.

PROCEDURE:

1. During the first days of school, introduce yourself as the teacher. Include your own cultural background as a part of the introduction. Bring in items that show your culture: food, clothes, music, pictures, games, etc. Then tell the students that they will have the opportunity to share their culture with the other students in the class. Allow one class period per month for this activity.
2. During the scheduled share time, let the students speak in front of the class about themselves. Be sure as a teacher that students say positive things about themselves. Through modeling, demonstrate to students how you think their culture is interesting. Allow time for student questions.

ASSESSMENT:

Did the students enjoy this activity? Did they show an interest in learning more about their culture? Are students proud of their cultural heritage?

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Boost Your Self-Esteem

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Chart or art paper, pencils, crayons, markers

OUTCOMES: The students will:

Identify positive characteristics about themselves.

Identify positive characteristics about their classmates.

Feel good about themselves.

PROCEDURE:

Start out the class period with a self esteem song such as this or it can be read together:

Lyrics to I LIKE MYSELF

I'm smart and I'm strong,

and I'm ready for whatever comes along.

And I've got good friends, we'll stick together to the end.

And I'm able to do

whatever I put my mind to.

I Like Myself

I'm worth a lot (3 times)

Don't say I'm not

cause you can't see inside of me.

YES I CAN

I can do it if I plan

Yes I can

Yes I can.

I can really make it happen

Yes I can

Yes I can

Yes I can.

1. Ask students what this song means to them? Introduce them to self esteem. What does positive self-esteem/self-concept mean? Why is it important? How do you achieve it? What can you do to improve your self-esteem?
2. Ask the students to draw a self-portrait. Ask the students to write two positive sentences about themselves to include as part of the pictures.
3. Have the students share with the class three good things they could do for others.
4. Divide the class into teams of two. Ask them to share and discuss their self-portraits. Ask each student to share one positive trait about his/her partner to the large group.

ASSESSMENT:

Observe student behavior while they're working individually and also when they are working in teams. Do they indicate positive attitudes and feelings about themselves and others? Do they indicate positive listening skills while others are talking?

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: City Council Committees

GRADE LEVEL: 3

LENGTH: Two class periods

MATERIALS: None

OUTCOMES: The student will:

Describe how their feelings and beliefs effect the decisions they make.

PROCEDURE:

1. This activity could be done in a couple of class periods or used as an activity to span a longer period of time like a nine weeks period or even all year. The teacher could modify it to include in his or her job chart in the room.
2. The students will be divided into groups of 4. In a typical classroom, this would mean groups of about 6 people. This is a bit larger than a desirable working group for this age students, but it is done this way because each of the groups are responsible for one wall of the room.
3. The groups are assigned a wall to be their village.
4. The groups each choose a village representative. This could be done through the voting process using it as a civics lesson or the teacher could just appoint the village representative to make sure that the person is an organized, responsible person.
5. The others on the council for that village will also each have a job. These jobs and the village representative job could be changed every so often if this activity is a long term one.

6. The village will be given a number and they will name their wall with a street name.
7. The people on each village committee could each be given titles like: the sanitation chairperson(s) in charge of cleanliness, public relations chairperson(s) in charge of notifying others of what they have done, village beautification chairperson(s) in charge of posters and other items displayed on the wall, zoning ordinance chairperson(s) in charge of making sure that things are in their places (that the games are all stored together, etc.).
8. The teacher is designated as the mayor in charge of each committee. That way if the beautification committee decides to decorate the wall, the ideas and the items must be approved by the teacher (mayor) first. The teacher would also be in charge of periodically reminding the village sanitation chair that the area is in need of cleaning, etc.
9. There could be a time set aside for these activities each week or each day. Or, if doing this as a one-time activity, the students could do a one time cleaning, one time wall decorating, one time arranging of furniture and materials, etc.

ASSESSMENT:

Do students understand the democratic process? Do they understand their role in making decisions for their village?

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Stick to It

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: None

OUTCOMES: The student will:
Know how to accept responsibility for decisions and actions and understand how peer pressure or persuasion can influence a decision.

PROCEDURE: This lesson will require students to make choices and then deal with persuasion to change their choices.

1. Choose five or six students to stand in front of the room.
2. Designate one corner as "Café Ole" and another corner as "Arnold's Pizza". Make up a general menu for each.
3. Ask students to move to the corner of their choice.
4. Choose a student to talk to the students in the Café Ole corner trying to persuade them to change their minds.
5. Choose a student to talk to the students in the Arnold's Pizza corner trying to persuade them to change their minds.
6. Process by asking the student in the corners why they made their first choice and why they did or did not change their minds.

7. If they did change their minds, ask what things they could have done to keep their original choice in the face of persuasion to change.
8. Ask how persuasion affects their choices in other things and how to avoid being persuaded when they have made a good choice that they want to keep.
9. If time permits, set up another choice situation and repeat the process with other students.

ASSESSMENT:

Students will demonstrate how to make decisions based on their personal choices rather than what someone else wants them to do.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: You Decide

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: List of "You Decide" situations for the leader

OUTCOMES: The student will:
Know how to accept responsibility to decisions and actions.

PROCEDURE: This lesson might follow an introductory lesson on the basic steps involved in making a decision.

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.
4. The leader 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 would "win" the game.

5. Change children after each situation and do as many as time permits.

ASSESSMENT:

Be alert to students who have trouble expressing themselves in the game situation. These students may need assistance from the teacher in order to participate.

YOU DECIDE

1. You are walking to school and one of your classmates wants you to play with him instead of going to school.
2. One student will ask the other to steal something from the grocery store.
3. You didn't study for the test so you are tempted to look on another student's paper.
4. One student is mad at someone else in the class. They begin to tell stories about the person so that other people in the classroom will not like the person.
5. One student has brought some food to school for lunch and a older bully takes it from the younger child.
6. All of your friends were going swimming after school and they asked you to come along even though you had a bad cold. What would you do?
7. If you had not finished your schoolwork and your sister was watching a special television program, what would you do?
8. Your friends were going skating after school, but you were supposed to rake the lawn. What would you do?
9. Your mother is sick and you want to help out. What would you do?
10. You are a new student in your class and want to be noticed. What would you do?

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Let's Go Shopping!

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Paper, pencils, shopping/price lists, paper money or strips of paper written in denominations of \$1, \$5, \$10, \$20.

OUTCOMES: The student will:
Understand the problem solving and decision making process.

PROCEDURE:

1. The teacher could wear old clothes, or clothes that are much too big or small, or simply state that it is time to buy new clothing. The shopping trip could be to buy clothes, toys, groceries, and any item you would like for them to shop for. Start by asking a questions such as "If I am going shopping, what things do you think are necessary for me to buy?"
2. Organize students into groups. For each group, a list of items with prices should be on the table.
3. Set a total price limit for the shopping spree and write it so that it may be seen by everyone.
4. Each group should be given paper money divided into ones, fives, tens, and twenty's totaling the set price limit.
5. In each group, one person should be the designated cashier who also has paper money in order to give change.

6. Students will compile a list of items that they wish to purchase, total cost, and amount of change if any.
7. The cashier will check the work, agree or disagree, give the change, or talk about where mistakes may have been made.
8. Students should be allowed to take turns being the cashier, and being in the group that compiles the list of clothing. Offer different lists with different items, prices, etc., so that each experience is new.
9. Ask students to share the different things that they bought, how much they spent, how much change they received, etc.

ASSESSMENT:

Students participate in the discussion and come up with possible solutions to the problems.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Recognizing Goals and Responsibilities

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: None

OUTCOMES: The student will:
Know how to set realistic and personal goals.

PROCEDURE: Students need to be able to recognize that they have goals and responsibilities every day that they must meet, the importance of these goals, and that the goals or responsibilities have value to them and to others. Terms to define are "goals" and "responsibility".

1. Define the term "responsibility" and ask for responses to be sure that students understand the meaning of the term.
2. Define the term "goals" and ask for responses to be sure that students understand the meaning of this term also.
3. **Six Steps of Goal Setting**
 1. Write down goal
 2. List problems getting to goal
 3. Skills needed
 4. Who can help
 5. Plan of action
 6. Date finished

4. Discuss some "goals" children have at school - such as grades, good behavior, winning awards - and at home - such as cleaning rooms, taking care of pets.
5. Ask students to set one school goal and one personal goal. They should also be able to tell what they are going to do to achieve the goal. Relate how they will take responsibilities for reaching their goals.
6. Discuss the value of these goals to students, parents or teachers.
7. Ask the students to share their goals either in groups or individually before the classroom.

ASSESSMENT:

Students will be able to state a school and personal goal and how they plan to reach the goal.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: A Look at the Decision Making Process

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: A copy of Scott's Birthday for each student

OUTCOMES: The student will:
Understand and demonstrate the decision making process.

PROCEDURE:

1. Pose a question to the students, "If you had to choose between a million dollars, a life time supply of ice cream, or one wish, which would you choose?" Allow the students time to think about this question, then ask a few students to share what they would pick and why. Then discuss how they arrived at that answer, what things did they consider when making their decision, etc. Explain that what they just did was called decision making and that they are now going to do an activity that involves their decision-making skills.
2. Have each child read Scott's Birthday (independently) or read the story to the class. Then ask students to identify the problem.
3. Have them discuss and come up with the pet that they think Scott will choose. Discuss: Does the puppy meet the criterion of being a quiet pet? Does the puppy meet the criterion of being easy to care for? Does the puppy meet the criterion of playfulness? Together or individually, continue this procedure with all other alternatives.

4. Review with the students the five steps in the decision making process: define the problem, list alternatives, state the criteria, evaluate (test) alternatives, and make a decision. Have children share some big decisions they have made and if they follow the five steps to make the decision. The students could even be assigned other situations in which a decision needs to be made and then share the process with the rest of the class.

ASSESSMENT:

Students will be able to describe the 5 steps used in decision making.

SCOTT'S BIRTHDAY

Scott woke up feeling very excited. He hadn't slept well because he knows today, Tuesday, April 13, would be a big day in his life. How could anyone sleep when something wonderful was going to happen?

Today, April 13, is Scott's birthday. He had waited 365 days for this day! What presents would he be getting? Would he get all the things he wanted? The one thing he wanted more than anything else was a pet. They told him having a pet is a lot of work. They didn't think he could handle the responsibility. But Scott had asked for a pet each year anyway. And each year his parents had said, "You're not old enough yet, Scott." Well, perhaps all the other presents would make up for not getting a pet.

When Scott's mom, dad, and grandmother woke up on Tuesday morning, they wished him a happy birthday. But there were no presents waiting for him on the kitchen table. There was only a white envelope. He knew it was a birthday card. He tried hard not to act disappointed. He opened the envelope. Just as he had expected, it was a birthday card. He read the card and the note his mother had written on the bottom.

Dear Scott,

There are no presents wrapped for you this year. Instead, we decided to ask you what kind of pet you would most like to have. That will be your present this year.

Scott couldn't believe it! At last he was old enough to have a pet. What kind of pet should he get? A puppy? A kitten? A bird? A turtle? A rabbit? He wanted all of them. How would he ever decide?

Luckily, Scott was smart for his age. He remembered to keep some important things in his mind. He wanted a quiet pet because his grandmother was older and would prefer a quiet pet. He also wanted a pet that would be easy to care for. Last, but not least, Scott wanted a pet that would be fun to play with and become his friend.

Now that you know all of the things that are important to Scott, help him make a wise choice.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Consequences

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

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

PROCEDURE:

Students always need to consider the "good" and "bad" consequences of each decision they make. By learning this aspect of the decision making process, a student will be able to make appropriate choices.

1. Explain that many times something happens and we have to make a choice about what to do. The teacher might say, "Sometimes deciding is hard. How do you know what to decide? For example, you are bringing a candy bar to school for your friend, Tom, as you promised yesterday you would do, and your other friend, Joe, sees it and asks you for it. How would you decide what to do? It might be easiest to give it to Joe right now; but when you see Tom, how will you feel? You may say to yourself, "You should keep your promise." So you tell Joe you promised it to Tom, and you save it for him.
2. Discuss reasons for making smart choices.
3. Introduce two situations to the students. Encourage the students to evaluate each situation. Discuss several outcomes for the situations and the consequences of each.

- a. Your friend is visiting and while she is there you accidentally break your mother's favorite dish. Your friend goes home before your mother returns. When your mother returns, she asks how the dish got broken. What do you say?
 - b. Your friend Yosko is telling you bad things about your other friend Sihter. What do you say?
4. Request that each student discuss a decision they have had to make.

ASSESSMENT:

The teacher needs to be aware of any student who seems to be confused about the decision making process. This student may need individual clarification.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Make Healthy Food Choices

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Pictures of food (for example, students could cut pictures out of old magazines)

OUTCOMES: The students will:

Demonstrate decisions making skills to make safe and healthy choices.

PROCEDURES:

1. Prior to this lesson, make a "food deck" of pictures. Display pictures of food around the room so that the students can see them.
2. Distribute a card to each student. Ask them to hold up pictures of healthy foods for breakfast, for lunch, and for dinner. Ask them to hold up pictures of foods that would not be healthy for breakfast, for lunch, for dinner.
3. Ask them to list their favorite foods. Ask students to tell if their choices are healthy choices. Explain the importance of choosing healthy foods—and the importance of good nutrition. Ask them to share what they had for breakfast that day. Was it a healthy choice?

ASSESSMENT:

Students will be able to identify foods that are healthy for them.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Saying No to Drugs

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Know how to resist peer pressure when it comes to make safe, healthy choices.

PROCEDURE:

Students need practice in using their refusal skills in situations that are potentially dangerous for them.

1. Introduce the activity by telling the class that they are going to discuss the dangers of using drugs.
2. Ask students to brainstorm all the reasons they should not use drugs. The teacher will probably have to help with how drugs affect their health (dulls the senses, not as alert and can't learn or think clearly, leaves you with a lazy feeling, costs money, throat damage, cancer and other diseases). Make another list of reasons people use drugs. Disclaim each of these with the damage it causes.

ASSESSMENT:

Students will be able to list the dangers of using drugs.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Peer Pressure Reversal

GRADE LEVEL: 3

LENGTH: Four to five class periods

MATERIALS: Books - relating to peer pressure and refusal skills

OUTCOMES: The students will:

Demonstrate ways to analyze a situation and take steps to self-protect.

PROCEDURE:

1. Ask the students to explain how relationships with other people may affect their choices of behavior.
2. Ask students to discuss ways to maintain their own choice without offending friends.
3. Create situation cards for the students with examples of situations that may arise where they need to practice their refusal skills. Examples may include:
 - Smoking cigarettes.
 - Using illegal drugs.
 - Stealing from the local grocery store.
 - Vandalizing an empty house.
 - Cheating on an exam.
 - Making fun of someone.
4. Ask students to take turns role-playing the situation cards and to propose ways of resolving the problems.

5. In closing, ask the students how they feel when they have done something that they didn't want to do. Sometimes you might feel good - why? Sometimes you might feel sad - why?

ASSESSMENT:

Students are able to demonstrate ways to say no and resolve problems.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: I Can Say No

GRADE LEVEL: 3

LENGTH: One class period

MATERIALS: Handout

OUTCOMES: The student will:
Know how to resist peer pressure.

PROCEDURE:

This lesson will provide rehearsals in the art of saying "no" and provide positive reinforcement.

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

ASSESSMENT:

Be aware of students who share a situation that has occurred to them and give positive reinforcement for their ability to say "no". Observe students who exhibit "bragging" behavior and confer with them individually.

HOW TO SAY NO

Introduction:

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

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

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

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

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

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

Activity: Role play the following situations with two students.

1. A friend wants to borrow your new skateboard and you don't want to share it just yet.
2. A friend wants your banana from your lunch box.
3. A friend wants to throw rocks at passing cars.
4. A friend wants you to agree not to play with another student in your classroom.
5. A friend is calling another student bad names and wants you to say something bad too.
6. You see a friend take something from another student's backpack and he tells you not to tell.

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

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoa culture and traditions

LESSON TOPIC: How do Families Work?

GRADE LEVEL: 3

LENGTH: Two or three class periods

MATERIALS: Survey sheets, visual examples of roles and responsibilities

OUTCOMES: The student will:

Describe the importance of an individual's contribution at home and at school.

PROCEDURE:

1. Tell the students that they will interview family members about what they do both inside and outside the home.
2. Questions will include information about jobs, hobbies, family responsibilities, and community service.
3. Review the survey form with the students.
4. Once interviews are complete, ask students to share their results with the rest of the class.

ASSESSMENT:

Do students understand that an individual may have many roles and responsibilities?

How Do Family Members Work?

Name of family member interviewed:

Name of Career/Job:

1. What are your responsibilities at home?
2. What are your responsibilities on the job?
3. Tell me about your hobbies?
4. What community organizations do you belong to?
5. What are some other roles that you play?

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoa culture and traditions

LESSON TOPIC: Family Fundamentals

GRADE LEVEL: 3
period

LENGTH: One class

MATERIALS: Paper and pencils

OUTCOMES: The student will:
Understand their responsibilities within their family.

PROCEDURE: Children need to be aware of how important it is to get along with and respect family members..

1. Ask the students to give some ideas of what responsibilities children their age should have at home. List these on the chalkboard.
2. Discuss why young people have to do things when adults could probably do them better.
3. Brainstorm with the class, some of the things children do that cause problems in getting along with their family members. You will want to include problems at home and leisure activities.
4. Ask the students to write suggestions on a piece of paper of what they feel children could do to get along with their parents or guardians. Ask them to include ideas on how they should fulfill their responsibilities at home so as to eliminate problems in that area.

5. Allow students to share and discuss their responses with the class.

ASSESSMENT:

Students will be able list their responsibilities in the family. Be prepared to supply ideas for responsibilities and problems in families in case the students have difficulty with this. Be alert for students who express serious family problems. These students may need individual help if there are problems in their families.

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoa culture and traditions

LESSON TOPIC: I'll Do My Share

GRADE LEVEL: 3

LENGTH: Two class periods

MATERIALS: Paper, pencils, crayons

OUTCOMES: The student will:
Understand that all families have to divide and share responsibilities.

PROCEDURES:

1. Lead the class in a discussion of the various responsibilities that are required to maintain a family. Make sure to include examples of earning money, cleaning, cooking, shopping, laundry, household chores, yard work, taking care of pets.
2. Ask the students to share what they are responsible for at their home.
3. Encourage the students to talk about responsibilities they like to do and feel they can do well.
4. Ask the students to choose an extra responsibility or two that they will do this week to help at home. You may want to make a chart listing what the students say they will do.
5. If time permits, you might have the children draw a picture of themselves doing the job or write down what they will do. This will serve as a commitment to do it. Save the papers until the next week to use for discussion.

6. The second class period, let students show their paper and tell how their extra responsibility worked out this week.

ASSESSMENT:

Students will be able to explain their role and responsibilities in the family.

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoa 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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