

**AMERICAN SAMOAN
CAREER DEVELOPMENT
AND LIFE SKILLS
CURRICULUM
GRADE 4**

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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 can 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. At each grade level, more content is added since career development is a “developmental” process. At each grade level, a foundation of knowledge, skills, and attitudes is introduced. You will note that some of the lesson plans may have similar content but different activities. If the teacher feels that additional reinforcement is needed, these activities may help students to achieve a particular competency. In that instance, more than one lesson plan can be incorporated to give the students additional time to achieve the competency.

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

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



WHAT IS CAREER DEVELOPMENT?

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

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

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

GRADE 1-6

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

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

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

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

GRADES 7-8

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

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

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

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

GRADES 9-12

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

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

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

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

RATIONALE FOR TEACHING A CAREER DEVELOPMENT and LIFE SKILLS CURRICULUM

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

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

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

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

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

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

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

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

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

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

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

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



CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM

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

COMPETENCIES – SCOPE AND SEQUENCE

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

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

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

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

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

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

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

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

DEFINITIONS

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

ASSESSMENT

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

CAREER

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

CAREER COUNSELING

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

CAREER DEVELOPMENT

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

CAREER DEVELOPMENT CONCEPTS

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

CAREER DEVELOPMENT PROCESSES

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

CAREER EDUCATION

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

CAREER GUIDANCE

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

COMPETENCY

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

JOB

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

OCCUPATION

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

STANDARD

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

TEACHING STRATEGIES FOR THE CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Students learn how to operate a business.

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

CAREER DEVELOPMENT AND LIFE SKILLS CURRICULUM/STUDENT STANDARDS

ACADEMIC DEVELOPMENT

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

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

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

CAREER DEVELOPMENT

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

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

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

PERSONAL/SOCIAL DEVELOPMENT

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

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

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

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

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

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

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 cooperatively with other students 4.1.3.3 Share knowledge 8.1.3.4 Demonstrate the capability to develop a broad range of interests and abilities

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.	
2.1 Apply the skills necessary to improve learning and make successful academic transitions	<p>4.2.1.1 Demonstrate the ability to seek information and support from faculty, staff, family, and peers</p> <p>8.2.1.2 Demonstrate the importance of motivation to achieve individual potential</p> <p>8.2.1.3 Apply critical thinking skills for making successful academic transitions</p> <p>8.2.1.4 Apply the study skills necessary for academic success at each level</p> <p>8.2.1.5 Demonstrate the ability to organize and apply academic information from a variety of sources</p>
2.2 Apply knowledge in establishing and achieving academic goals	<p>4.2.2.1 Demonstrate the ability to establish challenging academic goals in elementary school</p> <p>8.2.2.2 Demonstrate the ability to establish challenging academic goals by the eighth grade</p> <p>8.2.2.3 Use assessment results in educational planning</p> <p>8.2.2.4 Develop and implement an individual learning plan to maximize academic ability and achievement</p>
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.	
3.1 Understand how to relate school to life experiences	<p>4.3.1.1 Understand the relationship between learning and work</p> <p>4.3.1.2 Compare the relationship between parent(s)' education and career choice, while examining other education and career examples that are similar or different</p> <p>8.3.1.3 Participate in co-curricular and community experiences to enhance the school experience</p> <p>8.3.1.4 Understand that education is essential to becoming a contributing member of society</p>
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</p>

	<p>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.	
5.1 Attain educational achievement and performance levels needed to reach personal and career goals	<p>4.5.1.1 Learn to work together in a classroom setting</p> <p>4.5.1.2 Acquire age-appropriate employability skills, such as, organizing and problem-solving</p> <p>8.5.1.3 Demonstrate an understanding of educational levels (work-based learning, certificate, 2-year, 4-year, and professional degrees) and performance skills needed to attain personal and career goals</p> <p>8.5.1.4 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance</p> <p>8.5.1.5 Identify individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations</p> <p>8.5.1.6 Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement</p> <p>8.5.1.7 Develop an individual learning plan to enhance educational achievement and attain career goals</p>
Standard 6: Students will employ career management strategies to achieve future career success and	

satisfaction.	
6.1 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management.	<p>4.6.1.1 Demonstrate appreciation for one’s own cultural background and for the cultural background of others</p> <p>4.6.1.2 Identify similarities and differences among people that are valuable at work and in society</p> <p>8.6.1.3 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including new or nontraditional</p> <p>8.6.1.4 Define how one’s own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans</p> <p>8.6.1.5 Demonstrate an acceptance of and respect for other people and their career choices</p>
6.2 Access and use current and accurate career information in career planning.	<p>4.6.2.1 Identify a variety of career options in the community</p> <p>8.6.2.2 Demonstrate the ability to find and use different types of career information resources</p> <p>8.6.2.3 Show how career information has contributed to one’s current plans and how it can be used in future plans</p> <p>8.6.2.3 Give examples of how career clusters and pathways can be used in career planning</p>
6.3 Create and manage an educational and career plan that matches career goals	<p>8.6.3.1 Use career planning strategies and tools to develop career awareness and a career plan</p> <p>8.6.3.2 document actions taken to attain short-term and long-term educational and career goals</p>
6.4 Develop employability skills to gain, maintain, advance in , or transition to a new job or career	8.6.4.1 Identify skills and how they are transferable from one job to another
6.5 Apply decision-making skills to career planning 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	4.7.1.1 Demonstrate positive attitudes toward self as a unique and worthy person

	<p>4.7.1.2 Identify and express feelings appropriately</p> <p>4.7.1.3 Practice self-control</p> <p>4.7.1.4 Identify and acknowledge personal strengths and assets</p> <p>8.7.1.5 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (gender, disability, economic status, religion, and other human differences)</p>
7.2 Develop appropriate attitudes and behaviors	<p>4.7.2.1 Discuss and explain the differences between appropriate and inappropriate behavior</p> <p>4.7.2.2 Identify basic human rights and responsibilities</p> <p>4.7.2.3 Respect alternative points of view</p> <p>4.7.2.4 Respect and accept individual differences</p> <p>4.7.2.5 Describe and demonstrate socially-acceptable group behavior</p> <p>8.7.2.6 Demonstrate effective writing, speaking, listening, and nonverbal communication skills</p>
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 1.1: Demonstrate an understanding of and responsibility as a learner

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

LESSON TOPIC: *Let's Get Organized*

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Manage time and organize classroom and homework materials.

PROCEDURE:

This lesson gives an introduction to basic time organization and task-approach strategies. Some students do these things automatically but many require explicit instruction.

1. Orient your class to the need for developing organizational skills by characterizing two opposite kinds of students. The first is organized and effective. The second is scatter-brained and ineffective. Both have good abilities and good ideas. However, it is the first person's organizational ability that allows the person to be effective.
2. Direct the class in brainstorming a list of organizational skills they now use. Encourage students to respond by explaining that many of the ways they organize their time and materials may be automatic or plain common sense. Point out such things as using a backpack to carry books and a binder to hold papers and materials will help the student be organized.
3. Direct the class to think about the previous night's activities and homework. What organizational skills did they use?

4. Teach the skill of "chunking" to facilitate time management. Explain that one of the difficulties in planning is knowing how long an assignment will take. One effective way of organizing yourself for a large task is to divide it up into chunks. For example, a math assignment with 30 problems could be divided up into six, 5-problem chunks. The student can time the first chunk and then effectively estimate the time needed for the entire assignment. This technique can also be used to maintain momentum and motivation through an assignment by timing each successful chunk.

ASSESSMENT:

Do students understand the importance of being organized. Do they understand the importance of time management?

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: How to Take Notes From Oral Information

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:
Demonstrate effective skills for studying and taking notes.

PROCEDURE:

1. Discuss the difference between oral and written information.
2. Talk about the steps involved in taking notes from oral information:
listen carefully
 - write down key words and phrases
 - use your own words
 - keep your notes brief
 - revise them if necessary
3. Read the following messages A-D to the students. Explain that they are to listen carefully and write the important facts from the messages you read.

Message A: Tell Mr. Jackson that his wife will be two hours late getting home from work and that he needs to pick up his daughter up at Adams School by 3 p.m.

Message B: All fourth, fifth, and sixth grade students interested in joining the pep club, report to the gym at 2 p.m. on Tuesday.

Message C: Before you can go to the dance, you must go to the store and pick up a loaf of bread and a pound of paste wax. Then you will have to dust your room and take out the trash. Then you will need to polish your shoes and iron your clothes. If you are not in by 10 p.m., you will be in trouble. Love, Mother.

Message D: This is John Doe. I am in charge of hiring cheerleaders for the Football Cardinals Big Red Line. Please tell Bill Smith and Freida Johnson that they have been accepted. They need to get in touch with me by 4:30 p.m. tomorrow or I will find someone to replace them. My number is 555-2349. They need to have tennis shoes and warm-up suits to report to practice. The first practice will be next Tuesday at Sun Devil Stadium at 5:30 p.m.

ASSESSMENT:

Did students have difficulty taking notes from the oral messages? How accurate were their notes?

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Did I Hear What You Said?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will be able to:
Improve communication by practicing paraphrasing questions.

PROCEDURE:

1. Activity - Ask for five volunteers. Send four of them out in the hall to be called individually. Read the rumor statement to the first person and tell them to repeat it to the next person who comes into the room. Do this until the last person repeats what he heard to the class. There can be no asking questions during this activity. The class will act as observers. Remind them that this is difficult and if they make mistakes, it is okay. Ask them what could have helped them repeat this rumor to the next person without as many mistakes? (Asking questions and clarifying what was said.)
Rumor Statement - I need to report an accident. As I was leaving the corner drug store, I saw a sports car speeding through the intersection of Elm and Third. A truck coming from the north was attempting to turn right, and a van coming from the south was turning left. There seemed to be quite a bit of damage to the car, and people need to get to the hospital.
2. Discussion - Paraphrasing and questioning is used to emphasize the need to listen to what another person says. Communication is a two-way street and at times difficult. Much of our communication is really talking at someone rather than with them. Paraphrasing helps us listen, questioning helps us clarify.

3. Activity - Ask for several statements from the class and demonstrate the technique. Do this several times until everyone understands that paraphrasing is simply restating the sentence and the feeling of that sentence. Allow students to say, "Yes, that is what I said" or "No, that is not what I meant." Explain that some helpful ways to begin paraphrasing might be:
 - a. I hear you saying...
 - b. What I think you said...
 - c. It sounds like...
4. Activity - Divide the class into groups of three, two communicators and one monitor. The two communicators must pick a subject. The designated speaker initiates the conversation by making a statement. The listener must respond by first paraphrasing the speaker's statement to the satisfaction of the speaker. The observer determines if the listener paraphrased accurately. Then the listener makes a statement. The speaker must paraphrase first, and then make a statement. Continue on in the above manner for 15 minutes. Observer monitors the process. Then switch roles.
5. Discuss - This talk emphasizes that we usually do not listen to what other people are saying. If we do, it is a difficult task. How do you feel doing this? Did you think you were being listened to? Did you want to respond right away without paraphrasing? Did you think you were listened to? Would this be an easy way to communicate all the time? What did you learn?
6. Keep a journal in which you record the following:
 - a. a statement made
 - b. your paraphrase

c. the reaction of the person

Discuss these journals in a follow-up. Help the children understand that this simple technique really encourages communication.

ASSESSMENT:

This activity could be repeated at each grade level and should be followed up at the middle and high school level.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Note Taking Skills

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Worksheet - "Help Wanted" ad

OUTCOMES: The student will:
Understand effective techniques for studying and taking notes.

PROCEDURE:

Readers and listeners must be able to distinguish between important and unimportant information. This lesson will help them understand the importance of taking notes and give them some practice.

1. Discuss the following questions with the students.
 - a. Why is note taking a valuable skill to learn?
 - b. When and where would you use this skill?
 - c. How can you decide what is important/unimportant in written and oral material?

2. Use the activity sheet "Help Wanted". Ask students to identify important information in the ad, giving their reasons. Summarize and limit to the five most important facts.

ASSESSMENT:

Were students able to complete the activity with a minimum of problems?

HELP WANTED

READ THE "WANT AD" BELOW AND SEE IF YOU CAN DETERMINE WHICH FACTS IN THE AD ARE MOST IMPORTANT.

Here's a job for you! You'll like working in Donut Heaven, because the fresh donuts smell so good when they are being made. Donut Heaven is located on Washington and Maple. We need a hard working young person to work here this summer on weekdays from 7 a.m. to 1 p.m. Once in a while you might have to work on Friday or Saturday night from 6 p.m. to 9 p.m. The starting pay is \$3.00 per hour. You must be at least fourteen to apply for this job. There is a bus stop right on the corner, so it's easy to get here. We need someone to clean the counters, sweep the floors, pick up trash and other duties. Later on we'll need a new person at the sales counter, so you will have a chance to be promoted to a higher paying job. If you think you'd like to work here, call Mr. Jones for an appointment, 555-5292, on Monday or Tuesday after 6 p.m.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: How to Beat Confusion - Organization

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Worksheets

OUTCOMES: The student will:

Know how to manage time and organize classroom and homework materials.

PROCEDURE:

Many factors go into good study habits for improving grades. One of the most important factors is the organization of time.

1. Discuss why is it important to organize time.
2. Distribute a copy of the handout, "How to Improve Your Study Habits and Grades" to each student. Discuss the items listed with the students and stress those items that focus on organizing time.
3. After the worksheet is completed, distribute a copy of the "Dear Me" letter to complete.

ASSESSMENT:

Be alert to those students who might have trouble completing the "Dear Me" letter. Assist them in completing the task.

HOW TO IMPROVE YOUR STUDY HABITS AND GRADES

AT SCHOOL:

1. Listen carefully to be sure you understand all assignments.
2. In one place, write down all your assignments and their due dates.
3. Do assignments when they are given. Don't fall behind. Use your school study time wisely.
4. For long term assignments, do a little each day. It is better not to wait until the last minute.
5. Ask the teacher for help if you don't understand the work.
6. Join in class discussions. They will increase your knowledge.
7. If you miss a class or assignment, check with your teachers immediately upon your return to find out what you have missed.

AT HOME:

1. Set a regular time to study. Schedule this around your other activities, but stick with the chosen time.
2. Pick a quiet place in which to study, free from distraction.
3. Organize all the materials you will need before you begin.
4. You may consider doing the hardest work first and saving the easiest work for later.
5. Have a calendar at your study area. Mark the due dates for tests, projects, reports, or research. Remember to look at your calendar daily and plan accordingly.

(Date)

Dear Me:

These are the things I must do to be better organized:

I will show improvement by (date):

If I reach my goal I will (reward):

(Student Signature)

(Teacher Signature)

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Someone to Talk to

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:
Identify sources of and know how to manage stress.

PROCEDURE:

Students need to identify people they can talk to who will be supportive in stressful situations. It is helpful to discuss feelings they have so they can recognize when they need to seek the assistance of someone from their support group.

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. 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. Have the students complete 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 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 describe sources of stress and develop a list of people they can ask for help.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: *Getting and Giving Help*

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: "Help" worksheet

OUTCOMES: The student will:
Feel comfortable with getting and giving help.

PROCEDURE:

1. Discuss the fact that all children sometimes need help with something at school. Emphasize the fact that we are not simply discussing school work but each basic thing as dropping books, carrying heavy loads, finding someone etc.
2. Ask the students to tell about a time they needed help and who helped them.
3. Role-play or use puppets to enact a few of the situations presented.
5. Using role-play or puppets to enact the following scenes:
 - a. A pupil is being bullied-he asks the principal for help.
 - b. A student has lost a book-she asks the secretary if anyone has turned it in.
 - c. A student is sick-he asks the teacher for help.

- d. A student has been physically abused at home-she asks the counselor for help.
6. Encourage the students to make up additional situations to enact.
7. Discuss the fact that we usually need help with things that are difficult for us, and we could probably help others with things that are easy for us but difficult for them.
8. Ask the students to complete the worksheet "Help". Discuss the responses if time permits.

ASSESSMENT:

Be alert to students who seem hesitant or who mention something of a serious nature. See them for individual counseling.

HELP

Make a list of things that are the most difficult for you to do and a list of things that are the easiest for you to do. (Suggested areas: school subjects, sports, making friends, doing chores) After making your lists, identify helpers to assist you with your "difficult" items. Make a second list of friends you can help.

<u>Difficult</u>	<u>Helper</u>	<u>Easy</u>	<u>Person I can help</u>

Think of one very special thing you would like to be able to learn to do. Make a list of three places you can go for help (the library, museum, special class, park, farm).

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Why is School Important?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Chalkboard, paper, pencils, chart paper

OUTCOMES: The student will:

Tell why school is important.

Learn to work as a part of a team.

Learn that they have responsibilities both at home and school.

Learn why the contributions they make at home and school are important.

PROCEDURE:

1. Introduce the lesson topic by asking the class to discuss why school is important.
2. Divide the students into groups of 4 or 5 and ask them to discuss the responsibilities they have at school and at home.
3. Ask the students to write a short paragraph about the importance of school. Have each group share their paragraphs with the class.

ASSESSMENT

Ask the students to share how they felt about group work. Was it easy or hard to write a paragraph together. Ask them about team roles - Who was the leader? Who was the writer? How did the group decide who the reporter would be?

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Orientation

GRADE LEVEL: 4

LENGTH: Two class periods

MATERIALS: School maps, personnel lists, blank class schedule forms, school handbooks

OUTCOMES: The student will:

Know what is expected for the upcoming school year.

PROCEDURE:

To increase the awareness of the physical layout of the school and the people and services available to students.

1. This activity should be completed during the first week of school.
2. Distribute maps and/or take a tour of the school.
3. Discuss the roles of the various school personnel and how they may be accessed.
4. Discuss the do's and don'ts of the school and students' responsibilities.
5. Review transition information presented to students to ensure new students have the information they need.
6. Give the students a short overview of each subject area. Explain why each subject is important.

ASSESSMENT:

Do students seem apprehensive? Allow time for student questions and concerns.

ACADEMIC DEVELOPMENT

Competency 2.2: Apply knowledge in establishing and achieving academic goals

LESSON TOPIC: Goal Setting

GRADE LEVEL: 4

LENGTH: Two class periods

MATERIALS: Copies of "Goal Setting" worksheet for each student

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

PROCEDURE:

Students need to know how to plan and set goals for themselves. This lesson gives students practice in goal setting.

1. Tell the students that they are going to set a goal today. Ask volunteers to give examples of goals people make such as: getting to school on time, getting better grades and going on a trip off the island. Let the class brainstorm examples of goals.
2. Distribute copies of the "Goal Setting" worksheet to the students.
3. Instruct the students to decide on a goal they would like to reach. It can be a short-term goal taking a few days or a longer-range goal to work on for the rest of the school year. Try to discourage goals that would take years to accomplish.
4. Ask the students to complete the worksheet.

5. Discuss the goals the students have written and collect them to sign. Return these to the students as soon as possible. This will serve as their commitment to work toward their stated goal.

ASSESSMENT:

Students will be able to set a short- term goal and the steps to reach the goal.

GOAL SETTING

Name: _____ Date: _____

My goal: I will

By the date of _____.

To meet my goal, the first thing I need to do is:

The second thing I need to do is:

Other things I may need to do are:

Problems I may have meeting my goal:

I could overcome these problems by:

My alternative plan if I cannot meet this goal is to:

My Signature

Teacher Signature

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Class Project

GRADE LEVEL: 4

LENGTH: Ten class periods

MATERIALS: Paper, pencils, baked goods

OUTCOMES: The students will:
Understand how work can help meet their personal needs.

PROCEDURE:

Explain to the class that they are going to do an activity that will result in helping others. They are going to sponsor two bake sales and donate the money to charity. The bake sales will be held one each month.

1. Divide the class into two groups. Each group will be responsible for planning the bake sale for one month. All students, however, should supply baked goods for both sales.
2. Each group will need to consider the following: bake sale dates, location, prices, type of baked goods, advertising, charity to donate to, etc. The school business office will need to be involved.
3. Once the fundraisers are completed, students should make the presentation(s) to the charities selected. You may want to consider a picture for the school paper or the local newspaper.

ASSESSMENT:

At the conclusion of the activity, discuss with the students how they felt. Even though this was work, did they feel good about helping others?

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: The Café Business

GRADE LEVEL: 4

LENGTH: Four class periods

MATERIALS: Baking equipment, i.e. pans, measuring cups and spoons and oven; supplies, i.e. flour, sugar, eggs, etc. wrappings (bags, etc.), plastic work gloves, price labels, sales receipts, change.

OUTCOMES: The student will:

Explain how math skills and interpersonal skills are necessary for running a business.

PROCEDURE:

1. Set up a "café business". Name the café and determine how the profits will be spent.
2. Have students bake and wrap products to be sold. Parents can be encouraged to participate by sending home a note explaining the project.
3. When the café is open; students sell products and make change. They also demonstrate good customer service characteristics.
4. If there is more than one fourth grade class each classroom could take on one kind of business as a "theme" for a period of time or they could have a city market for a period of time.

ASSESSMENT:

This should be a fun activity with all students participating in some form. Students may have the satisfaction of donating the proceeds to a favorite and agreed upon charity.

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Job Skills

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Understand the importance of math, reading, and science for their future.

PROCEDURE:

1. Begin the lesson by asking the class how math, reading, and science are used in daily living. Write their answers on the chalkboard.
2. Give examples of several jobs, asking the students how these jobs would require the use of math, reading, and science. Be sure to use job examples where their use would be obvious such as teacher, chemist, doctor, nurse, pharmacist.
3. Have the students choose a job which interests them. Instruct them to write down how many ways they can think of that math, reading, and science would be used in the job they have chosen.
4. Allow the students to share their answers with the class as time permits.
5. End the lesson by summarizing the importance of learning math, reading, and science in school.

ASSESSMENT:

Did students have trouble selecting a career area to write about? Do they understand the importance of math, reading, and science?

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Reading...Who Needs It?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Worksheets "A Look At Myself" and "Occupational Name Search"

OUTCOMES: The student will:
Relate school subjects to real life careers.
Know some things they like to do.

PROCEDURE:

1. At the beginning of this lesson point out the necessity for reading skills in careers ranging from a truck driver to an attorney.
2. Allow students time to complete the worksheets "A Look at Myself" and "Occupational Name Search".
3. Discuss their answers. The students may also discuss reading skills that relate to the occupations they listed on the worksheet "Occupational Name Search."

ASSESSMENT:

Look for students who appear disinterested and also have difficulty completing the worksheets. Work with them individually or in a small group.

A LOOK AT MYSELF

You need to consider your own personality before you can make a choice as to what kind of career you should choose. How can you do this? The answers to these two questions would be a start:

1. What do I need to know about myself?
2. What and how do I find out?

Information is available from the teacher to inform you about:

1. interests
2. aptitudes
3. achievements
4. personality

The following checklist is designed to stimulate your thinking in this area:

1. Am I the type of person who can follow instructions?
2. Do I like doing a task exactly the same way each time?
3. Do I mind being told how to do a certain job?
4. Do I express my ideas clearly, both orally and in writing?
5. Do I enjoy reading?
6. Do I enjoy speaking?
7. Do I enjoy working by myself?
8. Do I enjoy working with others?
9. Do I prefer working outdoors?
10. Do I enjoy meeting new people?

11. Do I enjoy working with my hands?
12. Do I remain calm when:
 - a. taking a test in school?
 - b. having plans changed?
 - c. losing an argument?
 - d. losing something important?
 - e. participating in sports?
13. Do I enjoy television? Movies? Sports?
14. Do I enjoy school?
15. Do I respect myself?

OCCUPATIONAL NAME SEARCH

Using the alphabet, find and write down at least one job for each letter.
(The letter "X" can be contained in the word.)

A:

B:

C:

D:

E:

F:

G:

H:

I:

J:

K:

L:

M:

N:

O:

P:

Q:

R:

S:

T:

U:

V:

W:

X:

Y:

Z:

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Language Arts...Who Needs It?

GRADE LEVEL: 4

LENGTH: Two class periods

MATERIALS: Worksheet " Worker Interview Questions"

OUTCOMES: The student will:

Identify how skills needed for work and for school are similar.

PROCEDURE:

1. Show students how the valuable communication skills learned in the classroom are vital to careers in reporting, writing, clerical work, and other creative areas.
2. Discuss the following careers and how they related to language arts.
 - a. TV Newsperson
 - b. Author
 - c. Secretary
 - d. Teacher
3. Complete the activity sheet "Worker Interview Questions" outside of the class to be discussed and presented at the next class session. Ask each student to interview a relative about their career and record their answers.

ASSESSMENT:

Did students feel comfortable interviewing their relative? Do students understand the important of language arts skills?

WORKER INTERVIEW QUESTIONS

Asking good questions will increase your knowledge of the work world. You should learn the following questions and use them when you talk to workers on the job or in the classroom.

1. What is the name of your job?
2. What do you do on the job?
3. What education or special training is needed for your job?
4. Are people with your skills generally in demand?
5. What are some qualities needed for job success?
6. What did you learn in school that helps you do this job?

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Why is School Important?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Chalkboard, paper, pencils, chart paper

OUTCOMES: The student will:

Tell why school is important.

Learn to work as a part of a team.

Learn that they have responsibilities both at home and school.

PROCEDURE:

1. Introduce the lesson topic by asking the class to discuss why school is important.
2. Divide the students into groups of 4 or 5 and ask them to discuss the responsibilities they have at school and at home.
3. Ask the students to write a short paragraph about the importance of school. Have each group share their paragraphs with the class.

ASSESSMENT

Ask the students to share how they felt about group work. Was it easy or hard to write a paragraph together. Ask them about team roles - Who was the leader? Who was the writer? How did the group decide who the reporter would be?

CAREER DEVELOPMENT

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

LESSON TOPIC: Take One

GRADE LEVEL: 4 LENGTH: Three class periods

MATERIALS: Poster paper, crayons, and worksheets

OUTCOMES: The student will:
Understand the relationship of work values and priorities to career choices.

PROCEDURE:

In session one, students will be given the opportunity to share their knowledge about good work habits and integrate them into their own work habits by allowing them to develop their own scripts. Session two will give the students an opportunity to be creative in presenting the information gathered in script writing. In session three, presentations will be given by each group illustrating the good work habits discussed. This will be followed by a quiz to show students how well they have learned what good work habits are.

1. Session One - Pre-Test.
2. Brainstorm the "good work habits" they are aware of in their everyday work at school. Then, relate them to job requirements. Narrow down the responses to six or seven that relate to punctuality, neatness, task completion, planning ahead, organization of work and wise use of time.
3. Divide the class into groups of three or four and hand out assignment sheets. The task is to write a "commercial" which will show why a person would want to "buy" that idea. The script will require an announcer to read 1 and 6 on the assignment sheet and characters to read 2 through 5.

4. Ask students to have their scripts written by the end of the period (perhaps one in each group will recopy for legibility) so that copies can be made before the next class period for each person in the group.
5. Session Two - Distribute copies of the script to each group. Ask them to read through and make any final changes. Instruct the group to determine who reads the characters parts and who will be the announcer.
6. Hand out poster paper to each group and ask them to design a logo for their commercial to be held up at the beginning and end of the presentation. If they wish, they may also prepare a "jingle" to be sung at the beginning and end of the presentation.
7. Allow for rehearsal time for each person to practice reading their character's lines.
8. Bring the class together for a progress report from each group. Draw numbers for order of presentation to be in the next session.
9. Session Three - The order of presentations has already been determined. Hand out a "Take One" poster to the appropriate group. (This is to held up before each presentation. The "Take One" poster should say "TAKE ONE - NAME OF TOPIC" to alert viewers to the topic to be presented).
10. Ask first group to stand before class. Hold up Take One poster, jingle, and logo.
11. Announcer reads introduction. Characters read persuasive statements. Announcer reads suggestion to try, the jingle, and the logo.
12. Allow one minute for discussion. Proceed with next presentation. When presentations are finished, hand out quiz.

ASSESSMENT:

In session one check with the groups as they work to observe any problems in following directions or coming up with ideas. Students who do not wish to or cannot effectively participate in the group can be given the assignment to work on individually.

In session two the teacher should work closely with each group during the period, offering assistance as needed. Observe students who are having difficulty with group work and arrange for them to be of assistance to you in the general productions to be held during the next session. Extra attention may help with self-esteem problems for students who find writing or drawing threatening or difficult. They could perhaps assist you with planning room arrangement and with making the Take One posters.

In session three observe students who have difficulty with this series of lessons. They may need some individualized attention. Be aware particularly of those students who do not fit in with a group, are excluded, or lack self-confidence in asserting their ideas.

"TAKE ONE" - ASSIGNMENT SHEET

A "commercial" is an attempt to sell a product. You are to write a "commercial" to sell an idea. Using one of the "good work habits", write a script which will:

1. Give information about the idea (Good manners are expected, make people think good things about you, help social interactions go smoothly).
2. Tell why a person would want to do this (To maintain a good reputation).
3. Give another reason (People like you).
4. Give still another reason (People will ask you to do things with them).
5. Show a result of having used this habit (The people you work with would become your friends and invite you to a party).
6. Suggest that a person should try it (Maybe you should try good manners at your school. Perhaps nice surprises could be in store for you).

Make your script interesting and entertaining. Use as many characters as needed.

The commercial should not be longer than three minutes.

An announcer should read No. 1 and No. 6.

Characters are needed to convey the messages in No. 2 - 5.

A logo poster can be made to be held up at the beginning and end of the presentation.

A "jingle" can be used at the beginning and end of the presentation.

GOOD WORK HABITS QUIZ

Write T for True and F for False before each statement.

- _____ 1. Going to work late is all right if no one says anything.
- _____ 2. It is important to finish work assignments as nearly as possible to the time they are expected.
- _____ 3. The work on top should always be done first.
- _____ 4. Taking time to arrange materials so they can easily be found is important.
- _____ 5. Using the telephone at work for personal calls is all right if the conversation is shorter than fifteen minutes.
- _____ 6. It is important to look ahead at work to be done so plans can be made to do it efficiently.
- _____ 7. "Sloppy" work is not all right even if it has to be done quickly.
- _____ 8. Do not waste time reading directions unless you have already tried to do something and it came out wrong.
- _____ 9. Everyone is entitled to talk to the people he/she works with during work hours.
- _____ 10. It is a good idea to look as neat and well groomed as possible on any job.

CAREER DEVELOPMENT

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

LESSON TOPIC: What Job is for You?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: "What Job is for You?" and "Occupational Groups" worksheets

OUTCOMES: The student will:
Identify personal interests, abilities and skills.

PROCEDURE:

This lesson will help students learn about some jobs that fit their interests and abilities.

1. Ask students to share things they are good at. Write some of their answers on the chalkboard.
2. Discuss personality traits people have and how they would relate to some jobs. For example: someone who likes children may want to be a teacher.
3. Ask for volunteers to tell some of the things they are interested in. For example: music, sports, and math. Discuss how these might be job related. For example, someone liking music may want to teach music and someone interested in math may want to be an accountant.
4. Tell students that their abilities, personality, and interests play a big part in what kind of a job they will probably get when they get older.

5. Distribute copies of "What Job Is For You." Instruct students to write their responses and be ready to discuss them when completed.
6. When the students have finished, give them the sheet describing the six job groups adapted from John Holland's *Self-Directed Search*. Ask students to decide which job category they feel they would fit best in at this time.

ASSESSMENT:

Be alert to students who have trouble expressing their abilities and interests. They may need individual guidance in this area.

WHAT JOB IS FOR YOU?

I. Abilities

A. Our abilities often determine our successes and failures. This is a list of some of the things I'm good at:

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

B. This is a list of some things I am not so good at:

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

II. Personality

A. This list of personal traits best describes the real me. (Examples: cheerful, quick, good at math, helpful)

- 1.
- 2.

3.

4.

5.

III. Interests

A. These school subjects interest me the most:

1.

2.

3.

4.

5.

IV. Activities

A. This is a list of my interests, hobbies, and activities both in and out of school.

1.

2.

3.

4.

5.

V. Values

A. Things that are important to us are called our values. This is a list of some of my values.

1.

2.

3.

4.

5.

OCUPATIONAL GROUPS

Look over your answers on the "What Job Is For You?" activity sheet. Read examples of the six occupational groups as described by John Holland in his study called *Self-Directed Search*.

The realistic group likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, and electrician. Members of this group have mechanical abilities.

The investigative group likes investigative jobs such as a biologist, chemist, physicist, anthropologist, geologist, and medical technologist. Members of this group have mathematical and scientific abilities.

The artistic group likes artistic jobs such as composer, musician, stage director, writer, interior decorator, and actor/actress. Members of this group have artistic abilities: writing, musical, or drawing.

The social group likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, and speech therapist. Members of this group have social skills and talents.

The enterprising group likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, and buyer. Members of this group have leadership and speaking abilities.

The conventional group likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, and tax expert. Members of this group have clerical and arithmetic ability.

Based on your answers on the activity sheet, decide which groups you resemble most. Write your answers below.

I resemble group _____ the most.

I resemble group _____ next and

I resemble group _____ next.

CAREER DEVELOPMENT

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

LESSON TOPIC: Conflict Resolution

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Worksheet, dictionaries

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

PROCEDURE:

1. Assist students in looking up the following words in their dictionaries: conflict, resolution, aggressive, alternative, and option. Discuss the terms.
2. Have the students tell about conflicts they had had at home or school. Discuss how they resolved those conflicts.
3. Students may state aggressive ways these conflicts have been handled in the past, such as fighting, arguing, using profanity, and name calling.
4. Ask the students if being aggressive helped solve the conflict. Indicate that conflict is not usually resolved by aggression and that other problems may arise such as families getting involved, police officers being involved, juvenile court intervening, students being suspended from school.
5. Discuss what alternatives or options other than fighting can be used for resolving conflicts.
6. Distribute copies of the "Types of Conflicts and Resolutions" worksheet to the students. Read with the students each conflict and brainstorm

conflict options that can be used to resolve it. The students should consider the following questions for the conflict situations:

- a. Who are the parties involved?
 - b. Can you describe the conflict?
 - c. What are two or more options for resolving the conflict?
7. At the end of this lesson, relate to the students that in the workplace it is very important to get along with co-workers. You can't be very productive if you are fighting with the people you work with. Many times you will be working as a team to get the job done. School is a good place to begin to learn these skills as well as with family members. Always remember that school is your "job" today. You will experience and practice many things that will eventually prepare you for the workplace. Get students' reaction to "school being their job" and ask them to name things they do on a daily basis and how that may compare to a job.

ASSESSMENT:

Students who appear to have difficulty finding alternatives for resolving conflicts may need individual or group guidance in this area.

TYPES OF CONFLICTS AND RESOLUTIONS

1. Mary and Janet both like Robert. Beverly tells Janet that Mary has been talking about her to Robert. Janet spreads the word that she is going to get Mary after school.
2. John is cheating on the spelling test and his answers fall on the floor in front of his friend William's desk. The teacher walks by and picks up the paper and accuses William of cheating.
3. Lisa's mother makes her baby-sit whenever she is busy or has to run errands. Lisa has been kept home from school in order to watch her two brothers. Her teacher is urging Lisa not to miss any more school and Lisa is unhappy about missing her playtime in the evening.
4. James brought a friend home from school who is of another race. His brother, Ray, makes the comment "Don't you have any friends of your own kind?"
5. Other scenarios developed by the teacher.

CAREER DEVELOPMENT

Competency 4.3: Integrate personal growth and change into career development

LESSON TOPIC: Who Can Help

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

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

PROCEDURE:

In this lesson, the class will learn that there are people at home and school that can help them when they have a problem. Also there are special emergency telephone numbers that one can use anytime there is a need.

1. Ask the students to suggest some problems that children have that might require them to seek help from another person. Write this list on the board. It might include being threatened by a bigger child, starting a new school and not knowing your way around. If the list doesn't include "knowing that someone you care about is using drugs," add this to the list.
2. For each item on the list ask the student to suggest one or more persons who might be able to help them. List these beside each item.
3. For the drug situation, in addition to the suggestions of people in the local environment (teacher, counselor, local police department), let the students know that there are special numbers for them to call. The numbers may be copied and given to the students.

ASSESSMENT:

Students will be able to list those people that can help when they have problems they need help with.

CAREER DEVELOPMENT

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

LESSON TOPIC: Hidden Lines—Hidden Designs

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Paper, two puppets, construction paper (pieces in a variety of colors and shapes), pencils, markers, glue, a chart (with a variety of shapes drawn on it)

OUTCOMES: The students will:
Express their satisfaction in completing projects and tasks successfully.

PROCEDURES:

Students are encouraged to express their satisfaction in completing projects and tasks successfully. This attitude may be helpful in talking about things they complete. The awareness that they are completing tasks and projects builds confidence and a willingness to complete tasks even when that task might be difficult.

1. Initiate the lesson with puppets talking to each other about a project they are doing.
2. Have the class identify tasks and projects they complete by themselves (tie shoes, ride bikes, make bed, draw pictures).
3. Ask the student to discuss their feelings about completing these tasks.
4. Display the chart that has different shapes on it. The students can discuss that each shape on the chart could be part of a bigger picture, for example part of a hat or a mountain, waves, etc.

5. Distribute construction paper to the class. Ask the students to select three of the construction paper shapes and paste them anywhere on their paper.
6. Ask them to make a complete picture incorporating the shapes. Ask students to share their finished pictures with the class.

ASSESSMENT:

Do students understand that the tasks they complete at home are part of a "bigger picture"?

CAREER DEVELOPMENT

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

LESSON TOPIC: You Can't Kid Me

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Paper, pencils, Community members working in non-traditional roles

OUTCOMES: The student will:

Know how to handle disapproval or hostility if they have an interest in a course or occupation usually chosen by members of the opposite sex.

PROCEDURE:

This strategy will help students identify the ways others have dealt with the criticism/kidding that may be associated with making a non-traditional occupational/activity choice.

1. Identify community members who have made non-traditional choices in occupations or leisure activities.
2. Arrange for individuals to come to class or for students to conduct an interview (outside of the class) with individuals. The focus of the interview will be on the difficulty and challenge of making a choice that is different from what others might expect as well as the coping skills the individual used when or if others "kidded" them.
3. Conduct a discussing during class on the elements of coping with criticism.

4. Process this strategy by having the students write a "Dear Me" letter. For example: "Dear Me, You have made a choice that's unusual for a boy (girl). Other people might kid you about it. I know you though. You will handle it by ..." Encourage students to share their letters.

ASSESSMENT:

Be sensitive to those who have made choices that are non-traditional. Provide extra support or practice as appropriate.

CAREER DEVELOPMENT

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

LESSON TOPIC: My Mother, The Truck Driver

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Mounted pictures from magazines or newspapers, role-play exercises.

OUTCOMES: The student will:

Be able to identify factors that have influenced the changing career patterns of women and men.

PROCEDURE:

Students need to be aware of how they view male/female roles and how they see careers as being relevant to themselves.

1. Show pictures of people working.
2. Discuss each one with an emphasis on the male/female roles portrayed.
3. Role-play:

Nurse (Boy)

Doctor (Girl)

Secretary (Boy)

Engineer (Girl)

Truck Driver (Girl)

Homemaker (Boy)

4. Discuss feelings about careers generally entered by males or females that are chosen by the opposite sex.

5. Discuss how these role reversals could affect the students' career choices.

ASSESSMENT:

Did students show positive or negative attitudes about role reversals?

CAREER DEVELOPMENT

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

LESSON TOPIC: Cultural Differences

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Understand and appreciate the differences of other cultures.

PROCEDURE:

1. Pick two different cultures or races and talk to students about how their traditions and customs are different. Ask the students if they know of people from the United States that live on the island.
2. Ask students to tell what they know about each culture.
3. Make a chart on the chalkboard, with a column for culture, one for "alike" and one for "different". Ask students to list the similarities and differences.
4. Lead students to the conclusion, that although there are many differences, there are many similarities too. It is both of these that makes the world a more interesting and better place to live and work.

ASSESSMENT:

Were students aware of the different cultures in the area? Were they able to list similarities and differences?

CAREER DEVELOPMENT

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

LESSON TOPIC: Soap and Careers

GRADE LEVEL: 4 LENGTH: One class period

MATERIALS: Any product (preferably one that is produced in American Samoa)

OUTCOMES: The student will:
Identify different types of careers needed to the product

PROCEDURE:

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

1. Hold up the product and explain to the students where it is produced. It is sold in American Samoa but is also exported and sold in other countries and islands.
2. Divide the students into groups and ask them to come up with as many careers as they can think of that were involved in making the product. Give clues such as the container or wrapping, ingredients used, how is it sold, how does it get from the factory to the stores, how does it leave the island, etc.
3. Ask each group to share, generating a list of careers on the chalkboard.
4. You may wish to talk about some of the careers - what education is needed, what skills are needed, etc.

ASSESSMENT:

Students will be able to list 5 careers that help to create and finally deliver the product to consumers.

Note: Any product could be used such as a candy bar, can of soup, etc.

CAREER DEVELOPMENT

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

LESSON TOPIC: Clusters

GRADE LEVEL: 4

LENGTH: Two class periods

MATERIALS: Paper, pencils

OUTCOMES: The student will:

Identify occupations according to data, people, and things.

PROCEDURE:

1. Explain the concept of clusters and how occupations may be grouped in many different ways. One way is by interest areas, another is by how the worker interacts with data, people, and things.
2. Discuss with the class the meaning of interests and working with data, people, and things.
3. Help the students to list 5 jobs that are available in American Samoa in each of the 3 areas: data, people, and things.
4. Explain to the students that some jobs work with all three. Ask them which of the three areas they would like to work?

ASSESSMENT:

Students will be able to describe that occupations can be grouped according to data, people, and things.

CAREER DEVELOPMENT

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

LESSON TOPIC: Interviewing Family About their Careers

GRADE LEVEL: 4

LENGTH: Two class periods

MATERIALS: None

OUTCOMES: The student will:

Learn about careers by interviewing their family.

PROCEDURE:

1. Brainstorm with the students a list of questions they may want to ask their family about their careers. They can interview parents, aunts/uncles, grandparents, etc. Generate a list of 5 questions that students agree on. Sample questions are as follows:
 - a. What is the name of your career?
 - b. What does a person with this career do?
 - c. What three things does a person with this career have to be good at?
 - d. Where would you find this career?
 - e. Other details (if time permits)
2. All students will share their interviews with the class so students can learn about several different careers.
3. From the interviews, keep a running list of careers on the chalkboard, and when all students have shared their information, discuss with them skills that are needed to work in these occupations.

4. Information from the interviews could be used as a bulletin board display or for other class projects such as a short writing assignment in language arts, creating a graph in math, etc.

ASSESSMENT:

Students will be able to list 5 careers discussed from their classmates' families.

CAREER DEVELOPMENT

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

LESSON TOPIC: Welcome to my Community!

GRADE LEVEL: 4

LENGTH: Three class periods

MATERIALS: Lined paper, drawing paper, colored pencils, stapler or tape, pencils, crayons

OUTCOMES: The student will:

Learn about their community and the people who live and work there, and then create a brochure telling what they like about living there.

PROCEDURE:

1. Ask students to name people who work in American Samoa, such as doctors, police officer, fishermen, teachers, and so on, and discuss what each person does.
2. Have students choose a partner and brainstorm things they like about where they live.
3. Provide students with information about their community and ask them to provide information of their own. For example, students might bring in photographs, advertising materials, menus from favorite restaurants, newspaper articles and so on.
4. Show a sample of a brochure about a community and explain to students that they are going to create a brochure about American Samoa.
5. Distribute supplies, provide criteria for the brochures, and answer any questions students might have.

6. When the brochures are complete, invite students to share their work with their classmates, and then display the brochures in the classroom.
7. Follow up with a field trip to a community resource, such as the police station or fire department.

ASSESSMENT:

Students will participate as a team to develop a brochure and will use research skills to gather the information needed.

CAREER DEVELOPMENT

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

LESSON TOPIC: Career Acrostics

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Paper, pencils

OUTCOMES: The student will:

Learn about skills and abilities needed for certain careers.

PROCEDURE:

1. Teach the students that when an acrostic is built, the first letters in each line makes up the name of the word (in this case, the name of a career).
2. Show examples, such as:
 - T - eachers
 - E - agerly helps students
 - A - lways there to help
 - C - hecking papers
 - H - elping students
 - E - very day of the week
 - R - eady for challenges
3. Have each student select a career and make an acrostic from the letters.
4. This activity is adaptable to every grade level, using short career names for younger students and longer names for the older students.

ASSESSMENT:

Upon completion of this activity, students are more aware of the skills and abilities needed for the occupation they selected.

CAREER DEVELOPMENT

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

LESSON TOPIC: Fairy Tale and Nursery Rhyme Careers

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Nursery rhyme and fairy tale books

OUTCOMES: The student will:
Understand various roles an individual may have.
Describe different types of careers.

PROCEDURE:

1. Write the names of nursery rhymes and fairy tales on the board. Some examples:

- ◆ Little Red Hen
- ◆ Jack and the Beanstalk
- ◆ Cinderella
- ◆ The Three Bears
- ◆ The Tortoise and the Hare
- ◆ The Three Little Pigs
- ◆ Sleeping Beauty
- ◆ The Princess and the Pea
- ◆ Hansel & Gretel
- ◆ Little Red Riding Hood
- ◆ Rumpel Stiltskin
- ◆ Beauty and the Beast
- ◆ Snow White and the Seven Dwarfs
- ◆ Humpty Dumpty
- ◆ Simple Simon

- ◆ Little Miss Muffet
 - ◆ Jack Sprat
2. It may be helpful to have some nursery rhyme and fairy tale books on hand.
 3. Divide the students into groups. Assign each group 4 or 5 of the characters from the nursery rhyme and fairy tale list.
 4. Ask the group members to think of wacky, but fitting jobs for the characters based on what happened to them in the nursery rhymes. Examples: Miss Muffet may become an exterminator. The little red hen may become the owner of a bakery. The prince in Cinderella may become a shoe salesman.
 5. Go through a few examples with the class so that everyone understands the process.
 6. Ask the students to share their "wacky" careers with the class.

ASSESSMENT:

Students are able to describe characters in stories and relate what careers might be appropriate for them.

CAREER DEVELOPMENT

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

LESSON TOPIC: Being My Own Boss

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Pencils, paper

OUTCOMES: The student will:

Understand the benefits and also the liabilities of self-employment.

PROCEDURE:

1. Open the discussion by asking students to think of people they know that work for themselves and own their own business. Examples could include: carpenter, artist (story board), fisherman. Make a list of about ten of these occupations on the chalkboard.
2. Divide the students into groups. Assign each group two occupations. Have them divide a sheet of paper in half, labeling one column with a + and the other column with a -. Ask students to list the benefits, as well as the liabilities of owning your own business. Benefits may include; setting your own hours, no one telling you what to do. Liabilities may include: working longer hours, having to do all the "jobs" - keep books, work on the job, hire people, etc.
3. Bring the groups back together. Have each group share their list. As students are reporting, summarize their comments on the chalkboard. Conclude with a discussion that all jobs have benefits and liabilities. You must be aware of them before selecting an occupation.

ASSESSMENT:

Did students have a greater understanding of what self-employment is at the conclusion of this activity?



CAREER DEVELOPMENT

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

LESSON TOPIC: Why is Work Important?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Worksheet, pencils

OUTCOMES: The student will:
Describe why work is important.

PROCEDURE:

1. Ask students to complete the worksheet.
2. Discuss with the class why work is important. Review the worksheet and also ask for their individual ideas.

ASSESSMENT:

Do all students understand the importance of work and the benefits it provides?

WHY IS WORK IMPORTANT?

Answer the statements below True or False by circling your answer.

- | | | |
|---|------|-------|
| 1. I do not need to work. | True | False |
| 2. It does not matter if I like my job. | True | False |
| 3. I will feel good about earning a living. | True | False |
| 4. My job does not need to include my work values. | True | False |
| 5. Being a productive member of society is important. | True | False |
| 6. Self-respect is liking who I am and what I do. | True | False |
| 7. If I like my job, I will be a better worker. | True | False |
| 8. I will not need to pay my bills. | True | False |
| 9. I should be interested in my job. | True | False |
| 10. I should try to be a valuable worker. | True | False |

In the following space, write a paragraph telling why you think work is important.

CAREER DEVELOPMENT

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

LESSON TOPIC: What is a Job?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Paper, pencils, markers, chart paper

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

PROCEDURE:

1. Begin the class with a discussion of the definitions of job, occupation, and career (see definitions in instructional guide).
2. Ask students why they think people want and need to work.
3. Explain that everyone has different abilities (knack for learning something new). Ask the students to make a poster entitled "Jobs in American Samoa". Students can choose whether or not to feature paid jobs or jobs that are not paid.
4. Ask for volunteers to share their posters. Display the posters in the classroom.

ASSESSMENT:

Do students understand the difference between paid and unpaid jobs? Are they aware they we all have "unpaid" jobs that we do?

CAREER DEVELOPMENT

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

LESSON TOPIC: Investigating Occupations

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS Worksheet "Investigate an Occupation", career resource materials

OUTCOMES: The student will:
Understand the relationship of interests and abilities to occupations.

PROCEDURE:

This lesson will focus on helping students to determine what skills are necessary for specific types of jobs and where and how these skills can be developed.

1. Divide the class into groups of two or three.
2. Give each group a copy of "Investigate an Occupation".
3. Each group will decide upon an occupation to investigate and will share knowledge of that occupation. Each group will fill in the information as they progress through the worksheet. Provide various career resource materials for the students to use as a reference.
4. When the worksheet is completed, the teacher will take up the sheets and pull one randomly to read.
5. While reading, pause for comment or input from the class about the occupation. Focus on the educational/skill learning aspect and elicit responses about where this is available in the community.

6. Continue to randomly select sheets as time permits, attempting to vary occupations.

ASSESSMENT:

If a student has no information to offer to the group, it might help to move group members so that all are working on an occupation of which they have more knowledge.

INVESTIGATE AN OCCUPATION

Name of occupation _____

What does employee/worker do? _____

Does worker use tools or equipment? If yes, what kind of tools or equipment? _____

Does job require:

High school education? _____

College? _____

Technical school? _____

Apprenticeship? _____

Union Membership? _____

Which of the above are available in this community? _____

How would you locate the sources of training? _____

What other qualifications are necessary?

Physical characteristics _____

Different abilities _____

Personality traits _____

What abilities would relate to this job? _____

What are the opportunities for advancement? _____

What are the working conditions and hours? _____

Are there geographic considerations? _____

CAREER DEVELOPMENT

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

LESSON TOPIC: Careers in Business

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Handout

OUTCOMES: The student will:

Identify academic skills needed to be employed in select occupations.

PROCEDURE:

Students will examine job titles in the business and sales occupational area. Students will be able to identify activities performed and skills necessary to work in this occupational area. People who work in the business and sales occupations have an interest in organized activities requiring accuracy and attention to details, primarily in an office setting. (Teacher may select another area if desired.)

1. Discuss each job title with the students.
2. Have students select an occupation that interests them.
3. Have students list typical activities that might be required for the occupation.
4. Have students identify their interests and capabilities and match these with the occupation selected.

ASSESSMENT:

Students will be able to examine activities required by workers in the business and sales occupational group, to select an occupation they are interested in, and discuss capabilities necessary to be employed in the occupation they chose.

BUSINESS AND SALES OCCUPATIONS

Accountant - one who inspects, keeps, or adjusts money accounts

Bank Teller - one who cashes checks and makes deposits or withdrawals for bank customers

Cashier - one who collects customers' payments in a store

Computer Operator - one who installs software programs into a computer to run a specific job

Store Manager - one who directs the operations of a store

Hotel Desk Clerk - one who assigns rooms to guests of a hotel or motel

Postal Clerk - one who sorts mail and provides counter service for customers of a post office

Retail Sales Clerk - one who sells products in a store

Secretary - one who takes care of writing tasks in a business office

Stock Clerk - one who receives, stores, and keeps track of merchandise or materials

CAREER DEVELOPMENT

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

LESSON TOPIC: Making My Own Decisions

GRADE LEVEL: 4

LENGTH: Two class periods

MATERIALS: Worksheets

OUTCOMES: The student will:

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

PROCEDURE:

Making decisions is something we all do every day. Students need to learn the steps to proper decision making in order to feel comfortable with their choices.

1. Write the following steps of the decision-making model on the chalkboard.
 - a. State the problem clearly.
 - b. Search for alternatives.
 - c. List pros and cons of each alternative.
 - d. Choose the best alternative.
2. Hand out "What is the Right Decision". Discuss the following decisions that have to be made in the course of a day. Require each student to label them on a scale of one to five, one being an easy decision and five being the hardest. Explain that we do not need to use the complete decision making process for easy decisions. However, we will feel much better about hard decisions if we do use the complete process. Allow each student five to ten minutes to complete this task.

3. Read "Randy's Dilemma" aloud to the class. Discuss the following questions:
 - a. State Randy's problem clearly.
 - b. What alternative actions could Randy take (ways he could approach his mom, others he could ask for help)?
 - c. List the pros and cons of each alternative.
 - d. Choose the alternative that seems best.
4. Instruct each student to choose a problem about which they have had to make a decision. Each student will need to write the solution by using the four steps to decision making.
5. The students will then pass their solution to the person next to them. That student will write their solution to the problem by using the four steps in decision making.
6. Repeat procedure 5.
7. At the end of this process, each student may have three solutions to the same problem.

ASSESSMENT:

Students who are still having problems with the decision making process will need additional clarification through individual sessions.

WHAT IS THE RIGHT DECISION?

1. What clothes to wear.
2. Whether to get up early enough to shower and brush your teeth or sleep longer.
3. Whether to talk to your friend on the playground before school or to study a little more for your social studies test.
4. Whether to cheat on a test for which you are not prepared, or to do the best you can on your own.
5. Walk to school with friends or ask someone for a ride.
6. What to bring to school for lunch.
7. Whether to give your book report today or try to get out of it until tomorrow.
8. Whether to go to spend the night with a friend or do something with the family.
9. Whether or not to show your report card to your parents.
10. Whether or not to tell your friend some unpleasant gossip you heard about him/her.
11. Whether or not to shoplift a package of gum. What if you are with a group of friends who are shoplifting?
12. Whether or not to try alcohol.
13. Whether or not to share your lunch with a friend because they do not have anything to eat.

RANDY'S DILEMMA

Randy stared at the floor. His ears felt hot enough to burn holes in his head, but his mother talked on and on. "...So that's what I'm here about," she was saying to the teacher. "Something just has to be done about the way that big bully Tommy picks on my little Randy."

"I didn't realize Randy had any problems, Mrs. Hamilton. He's never complained to me...."

Mrs. Hamilton waved one hand impatiently. "Randy's just too sweet to complain about anything". The other kids could knock out all his teeth before he'd tell on anyone. But I think it's a shame that somebody like Tommy gets away with abusing a child as small as Randy."

Randy squirmed. He was sure that most of the kids in the room could hear his mother talking. He wished he could crawl through the floor. Tommy didn't pick on him. Sometimes Tommy was a little rough, but he'd never hurt Randy on purpose. The two boys had fun together, and if Randy got a couple of bruises now and then, what of it? Everybody got hurt occasionally, but nobody else's mother came to talk to the teacher about it.

Miss Shelley turned to Randy: "How do you feel about it, Randy?"

Randy mumbled. "Tommy and I...we...we get along okay..."

"Get along!" his mother interrupted. "How about the shirt I just mended? It seems as though every time you play with Tommy you come home with your clothes torn. And Tommy was the one who knocked your front tooth loose, remember."

"Aw, Mom, I ran into him. I told you that."

"Well, I want something done." Mrs. Hamilton stood up. "I'm not going to stand for having my Randy beaten up again."

Randy cringed. It has been like this last year and the year before. His mother always found something to complain about to the teacher. The kids

razzed him about how she carried on, and yet she paid no attention to him when he told her he'd rather look out for himself.

What should Randy do?

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: What's Interesting

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: "Your Interests" worksheet

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

PROCEDURE:

In order for children to explore a variety of leisure time activities that they will enjoy, they need to be more aware of their personal interests and abilities. This activity is designed to help the students discover more about their interest areas.

1. Introduce this activity by asking the students what makes an activity fun. Does everyone feel that in order for something to be fun, it has to be done outside? Do students recognize that what really makes something fun is that the person participating in it is interested in it?
2. Distribute "Your Interests" worksheet to each student. Request that they answer each question thoughtfully. Ask students to put just their initials in the top right-hand margin.

3. Collect the worksheets from each student. Redistribute the worksheets to the class so that each student has someone else's answers. Ask students to read the other person's answers and then list five leisure time activities that they think this person might enjoy based on their interests. This should be done at the bottom of the second page of the worksheet under list #1.
4. Repeat step three with the answers going under list #2. This means that each worksheet will have two lists of five leisure activities that this person might enjoy.
5. Collect the worksheets and return them to the author. Direct the students to look at the lists other students have made of possible leisure time activities and circle the suggestions that sound appealing to them.
6. Divide the students into pairs and encourage them to share the results of their worksheets. Instruct them to notice what interests they have in common and what interests are unique.

ASSESSMENT:

Students who have difficulty filling out their interest worksheet and seem not to have any interests at all may benefit from small group sessions that focus on self-awareness.

YOUR INTERESTS

Your interests are things you like to do and they are shown in many ways. They may be something you do with others, such as playing a sport, listening to music, or just talking. Your interests can be individualized, such as reading, writing a story, or collecting baseball cards.

Below are some questions to help you think about your interests. Note that some of your interests are the same as those of your classmates and some of them are unique.

1. What are some things you like to do in your spare time?
2. What do you usually do after school?
3. Do you take any special lessons? (musical instrument, karate, dance, etc.)
4. How much time do you spend watching television? Name some of your favorite programs.
5. Have you ever been to: a farm? a circus? a zoo? a national park?

6. Which school subjects do you like best?

7. How much time do you spend reading?

8. Do you enjoy sports? In which sports do you participate?

9. What famous person would you most want to be like?

10. Whom do you know personally that has a job you think you might like to do?

LEISURE ACTIVITIES

List #1

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

List #2

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Twenty Things I Love To Do

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: "Twenty Things I Love To Do" handout

OUTCOMES: The student will:

Focus on the things they like to do and how involved they are with their friends.

PROCEDURE:

1. Ask students to share some of the activities they like to do with their friends. This can be a brainstorming session with the leader writing ideas given on the chalkboard.
2. Distribute copies of "Twenty Things I Love To Do" to the students. Instruct them to list their twenty things and label with the appropriate letter or symbol in each column. They should answer the questions at the bottom of the worksheet. Point out that the symbol "P" related to people who are your friends.
3. After allowing sufficient time for students to complete their papers, lead the students in a discussion of how their friends affect the use of their time.

ASSESSMENT:

Make note of students who have difficulty listing things they do with their friends. These students may need individual counseling in improving interpersonal relationship skills.

SYMBOLS FOR COLUMNS

1. A = alone
P = people (friends)
2. \$ = \$5 or more
3. I - indoors
O = outdoors
4. F = things father would do
5. M = things mother would do
6. G = glamour things
S = simple things
7. D = day
W = week
M = month
Y = year

20 THINGS I LOVE TO DO

	A-P	\$	I-O	F	M	G-S	Time	D-W-M-Y
1.	_____	_____	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____	_____	_____	_____
15.	_____	_____	_____	_____	_____	_____	_____	_____
16.	_____	_____	_____	_____	_____	_____	_____	_____
17.	_____	_____	_____	_____	_____	_____	_____	_____
18.	_____	_____	_____	_____	_____	_____	_____	_____
19.	_____	_____	_____	_____	_____	_____	_____	_____
20.	_____	_____	_____	_____	_____	_____	_____	_____

In general, how do your friends affect the use of your time?

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Finding Out About Your Work Interests

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Handout

OUTCOMES: The student will:

Learn what interests them as far as an occupation.

PROCEDURE:

1. Review the handout with the students.
2. Have students list the four occupational interest areas they like best.
3. Have the students list at least four jobs that might be found in each of the occupational areas.

ASSESSMENT:

Do students understand how personal beliefs and attitudes affect their decisions about a career choice?

LEARNING ABOUT YOUR WORK INTERESTS

Below are ten occupational interest areas. Read the descriptions and circle the occupational areas that interest you.

- Agricultural - an interest in working with plants and animals
- Artistic - an interest in creative expression of feelings or ideas
- Business - an interest in working in the business world
- Health - an interest in treating disease and injuries of people and animals
- Mechanical - an interest in using machines or hand tools
- Recreation - an interest in physical fitness and sports
- Scientific - an interest in discovering and collecting information about the natural world
- Service - an interest in providing services for people
- Social - an interest in helping others for the good of society
- Transportation - an interest in operating vehicles and special equipment

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: A Job That Fits Me

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Activity Sheet " A Look At Myself"

OUTCOMES: The student will:

Identify several attributes that would relate to future choices of occupations.

PROCEDURE:

The purpose of this activity is to help students identify likes and dislikes and then to relate those to future occupations.

1. Introduce the lesson with examples or stories about people whose attributes make them inappropriate for selected occupations. For example teachers who don't like kids, fire fighters who are afraid of heights, dentists who can't stand pain. Allow students to volunteer their own examples.
2. Conclude by emphasizing that it is important that students match their preferences to the requirements and experiences of a job. Distribute the questionnaire with the instruction to think about how each "yes" and "no" would relate to occupational experience.
3. When students are finished, instruct them to go back and select out ten "yes" and "no" items about which they felt most strongly. As they compile their lists, ask them to determine which occupation might best match their preferences. Allow several students to read their strong preferences and ask class members to brainstorm occupations that might fit.

ASSESSMENT:

Be prepared to offer suggestions to students that will broaden their present ideas of job possibilities. Try to instill an attitude of positive acceptance for all jobs as being useful and necessary.

CAREERS: A LOOK AT MYSELF

WORKING CONDITIONS I WOULD/WOULD NOT LIKE

All jobs have both good and bad things about them. Use the 80-20 rule. If in your job, you like at least 80% of the job, you are in a career field that will be enjoyable to you. Only you can decide which 20% of a job is not enjoyable and what you are willing to put up with in order to enjoy the things you like best.

The purpose of these question is to make you look at things about a job you might not have thought about before.

Answer each questions with a "Y" for yes, and "N" for no, or "M" for maybe. Remember that there are no right or wrong answers—only your answers.

You should not, in all honesty, answer "yes" to all questions, no should there be all "no's".

1. Do you like to work with:

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> ideas | <input type="checkbox"/> people |
| <input type="checkbox"/> animals | <input type="checkbox"/> numbers |
| <input type="checkbox"/> plants | <input type="checkbox"/> words |
| <input type="checkbox"/> things | <input type="checkbox"/> machines |

2. Do you like to:

- | | |
|---|---|
| <input type="checkbox"/> work outdoors | <input type="checkbox"/> touch other people |
| <input type="checkbox"/> work inside | <input type="checkbox"/> make new things |
| <input type="checkbox"/> fix broken things | <input type="checkbox"/> move around a lot |
| <input type="checkbox"/> stay in one place | <input type="checkbox"/> work with very small objects |
| <input type="checkbox"/> drive a car | <input type="checkbox"/> talk to other people |
| <input type="checkbox"/> listen to other people | |

3. If it meant you could earn a great deal of money, would you be willing to:

- work 10-12 hours per day
- get up at 4 a.m. and work 10-12 hours a day
- get a college education
- work in the evenings or on the night shift
- travel/be away a great deal
- work on weekends

4. Are you physically able to:

- bend, stoop and reach
- lift and carry a 50lb sack/weight
- climb a ladder
- put up with unpleasant odors
- use hand tools
- walk, stand on your feet for hours at a time
- hear what other people say
- put up with a lot of noise
- see different colors
- see with 20/40 vision or better

5. Could you:

- work alone
- sit in one place for hours at a time
- work with other people
- be pleasant to someone who is nasty to you
- speak pleasantly regardless of how you feel
- do the same thing over and over and still be accurate and quick

6. Can you:

- keep accurate records
- persuade other people to do what you want them to
- follow oral directions
- leave your personal problems at home
- follow written directions

7. Are you willing to :

- wear a uniform
- be neat, clean, and dress nicely while working
- get your hands clothes dirty
- be on time and regular in attendance for work
- join a union
- work at a job that is dangerous

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Feelometer

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Colored pencils, worksheet

OUTCOMES: The student will:
Know how to adapt to family changes.

PROCEDURE:

The purpose of this lesson is for students to practice communicating feelings to others and evaluate their feelings about progress in school and friendships. Children need to evaluate how family changes (new family members, parents are having difficulties, death, more people have moved in with the family) affect school progress and friendships and judge if their behavior is helping their progress.

1. Distribute worksheets to students and explain that it is time to evaluate what is happening in school and with friends. Ask students to complete the worksheet. An optional strategy is to put students in circles of six to eight people. Let them share by taking turns in the circle. Remember the goal is to communicate and be able to articulate their feelings. If a student is uncomfortable talking, they can pass when it becomes their turn. Hopefully, by the time others have talked, they will feel more comfortable doing so. This strategy can be used with a variety of topics so additional questions can be added to the lesson.
2. Ask questions such as:
 - a. Did family changes affect your progress or interest in school? How?
 - b. Were there changes with friends?

- c. How did your friends react to your family change? Did you feel comfortable telling them?
- d. If your family has added new members, how have your feelings about people who have always been in your family changed?

ASSESSMENT:

Students will express their feelings within their relationships with their family members.

FEELOMETER

How are you feeling about school?		Very happy Glad Half happy/sad Sad Very unhappy
How are you feeling about friends?		Very happy Glad Half happy/sad Sad Very unhappy
How are you feeling about family?		Very happy Glad Half happy/sad Very unhappy

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: What is Fear?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The students will:

Explore their fears and take steps to overcome them.

PROCEDURE:

1. Write the following list on the board or on a pre-printed poster board and ask students to choose the activities that frighten them the most.
 - a) Climbing up rocky hills
 - b) Diving from a high place
 - c) Giving a speech to the entire classroom
 - d) Taking a big test
 - e) Walking home alone in the dark
 - f) Going to a party of strangers
 - g) Riding in a speeding car
 - h) Riding on an airplane
 - i) Going to the doctor
 - j) Walking past a big dog

2. With the class, divide the list of fears into two lists: physical fears and emotional fears.

3. Discuss how one can tell when someone is feeling afraid. Ask why students think some people don't like to admit they are afraid. Ask students to list some ways in which people react to fearful situations. Tell students that it is OK to be afraid; everyone is afraid at times.
4. On the board, write the following:
 - a) Recognize it.
 - b) Share it.
 - c) Take action.

Explain to students that these are some things you can do when you are feeling afraid.

5. Ask student to write down one fear they would like to overcome and how they plan to overcome it. Encourage students to help each other identify steps they can use to overcome fears.
6. Conclude the lesson by reinforcing the steps from #4 above.

ASSESSMENT:

Students describe fear as a common feeling. Students will be able to describe 3 steps to handling fear.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Talk Time!

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:
Demonstrate effective skills for interacting with others.

PROCEDURE:

This teaching activity revolves around four major topics: the home, school life, jobs, and spare time. By answering a few simple questions and carrying out some easy tasks, students will get to know one another in a comfortable and cooperative environment. There is something for everyone and- hopefully-all of the students will have something to say.

Divide the class into groups of 4. Write the activity on a sheet of paper and fold. Place the pieces of folded paper in a container and ask each group to draw of piece of paper. That will be the assignment for the group. This may take more than one class period depending upon how extensive you want to the students to work on the project.

Pick some of the activities and write on a piece of paper for the teams to choose.

1. The Home

- a. Design the ideal home. Write a floor plan to share with the classmates.
- b. You have won 25,000 dollars in a contest. Describe how your team would spend the money.
- c. In the team, design the house of the future. Show the results on a poster. Be as imaginative as possible.

2. School Life

- a. In pairs, list the qualities of the perfect teacher.
- b. Design a suitable timetable for your class. Show it to your classmates.
- c. Plan the activities for a special "Cultural Events Week" at your school (note for teacher- you can pick another topic for an event).
- d. Imagine what a small child would write about his/her first day at school.

3. Jobs

- a. Write a list of ten machines/devices that make people's work easier these days.
- b. Think of 3 people you admire because of their jobs.
- c. Would you like to be a police officer? Why? Why not?
- d. Many people do not have a job. Suggest some solutions to their problem.

4. Spare Time

- a. Plan a weeklong trip. Where would you go? How would you prepare for it? Who would you take?
- b. You are stranded on a deserted island. It will be a month before a boat goes by the island. How will you survive?

ASSESSMENT:

Students participate in an activity that they express ideas, opinions, and their imaginations.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: I Can Handle It

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Cope with disappointments both positively and appropriately.

PROCEDURE:

1. Discuss the meaning of the word *disappointment* and give examples.
2. Stress that everyone encounters disappointments. Point out to students that there are both big and little disappointments in life.
3. Discuss disappointments (big and little) that students have experienced. Encourage students to share why they felt disappointed by the particular event or situation.
4. Inquire if students did anything positive about the situation to ease their feelings of disappointment. For example, if they planned to go on a trip off the island and the trip was canceled, what did they do instead? Encourage students to share the various ways they have handled problems and disappointments, regardless of how complex or simple the solutions were.
5. Emphasize the importance of learning how to think of alternatives when encountering disagreeable moments. Read the following problems and allow students to suggest various ways of handling them.
 - a) Your family planned a trip to the Islands for a picnic and it is cancelled.

- b) You planned to watch your favorite TV program, but your teacher gives you a big homework assignment.
 - c) You want to go to a friend's party and your parents won't let you go.
6. Point out to students that people often create their own stress, as in the case of low grades on a report card because of not getting work completed or not doing the best work. Explain to students that blaming others or making excuses are not good ways of handling life's disappointments.

ASSESSMENT:

Students describe disappointment and ways to handle disappointment.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Brag Bag

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Index cards with sentence stems printed on them and a paper bag-labeled "The Brag Bag"

OUTCOMES: The student will:
Develop an awareness of his/her individual strengths.

PROCEDURE:

1. Write the following positive sentence stems on index cards (teacher can improvise and put different sentence stems).

People say that I'm really good at....

I'm really good at.....

I am a terrific.....

I like myself because.....

I do a good job at.....

2. Put the sentence stems in a decorated bag labeled "The Brag Bag".
3. Invite students to sit in a circle. Explain to them that the class will share good things about themselves. Tell students that they should not comment on the responses of others.
4. Ask each student to reach into the bag and draw out a card. The students are to complete each sentence stem aloud with something good

about themselves. If a student can't think of anything, allow another student to make suggestions.

5. Discuss with students how they felt about sharing their strengths.

ASSESSMENT:

Students will describe a special talent or strength they have.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: A Time I Felt So Good

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Verbalize both positive and negative feelings.

Demonstrate a positive attitude about self.

Describe emotional experiences.

Identify ways to express and deal with feelings.

Identify and select appropriate behaviors to specific emotional situations.

PROCEDURE:

1. Review the sharing circle rules. After greeting the children, ask each child to name one of the rules. Affirm that the rules are essential to the smooth operation of the circle.
2. State the topic. Say to the children: Today, our topic is "A Time I Felt So Good". Lots of things make us feel good. But sometimes things happen that make us feel so unusually good that we wish the moment would last forever. Tell us about such a time in your life and share with us, if you will, what happened that led to these terrific feelings. Maybe someone who is important to you gave you an unexpected compliment. Perhaps you helped a friend feel better when his or her feelings were hurt, and just being able to help pleased you. Possibly you got a good grade on an important project and felt proud of your hard work. Maybe you surprised your Mom or Dad doing a chore that they had not expected you to do, and you were happy to see them so thrilled. Have you ever solved a difficult puzzle or problem or scored the winning point for your team? You probably felt so good that words can't even describe it. But

please try! Take some time to think about it and, when you are ready, raise your hand. The topic is "A Time I Felt So Good".

3. Involve the children. Invite the children to take turns sharing. Remember to take a turn yourself. Thank each child for his or her contribution.
4. Conduct a summary. Encourage the children to discuss what they learned in the circle. Ask open-ended questions such as these:
 - What kinds of feelings do we get from our own accomplishments?
 - What kinds of feelings do we get when other people are kind or complimentary to us?
 - What did you do when you felt so good?
 - What other ways could you have responded?
5. Conclude the sharing circle. Stress that the children can do things to make themselves feel good, and need not depend solely on others to generate good feelings. Thank the children for their participation and thoughtful contributions to the summary.

ASSESSMENT:

Students will improve communication skills by sharing in the circle.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: "Myself"

GRADE LEVEL: 4

LENGTH: Two class periods

MATERIAL: Newspaper, glue, scissors, magazines, construction paper

OUTCOMES: The student will:

Complete a unique self-description based on the letters of their names.

Describe what they like and what they do not like.

PROCEDURE:

This activity gives students a unique chance to enjoy a focus on themselves. Each one will create a self-description based on the letters of their names.

1. Ask students "If someone asked - Who are you?" What would be your answer? List answers on the board.
2. Have students use their names as an expression of their identity to complete the following activity:
 - a) Using the newspaper, cut out letters to spell out your first name.
 - b) Paste the letters vertically down the left hand side of your construction paper. (Letters may also go horizontally.)
 - c) Look at each letter of your first name, think of a positive word which describes you which starts with each letter.
 - d) Now, write a word for each letter.
3. Students should also present their self-descriptions to the class.

Note: This lesson could be expanded by having students find out why their parents chose their name. Students could write their feelings about their name.

ASSESSMENT:

Look over the words chosen by the students. This will give you an opportunity to see how they feel about themselves.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: What is Nice About Me?

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Construction paper, masking tape

OUTCOMES: The students will:
Describe positive aspects of their personality.

PROCEDURE:

1. Introduce the activity by asking students to define self-esteem. Lead the class in a brief discussion of why it is important for people to feel good about themselves and how it causes them to act and feel.
2. The students should get in the sharing circles (see lesson plan on "A Time I Felt so Good"). Instruct each student to say something good or something they like about each person in the circle. The leader will name a person in the circle and students in the circle will take turns saying something nice about the person named. Continue until everyone has a turn with all students saying something nice about them.
3. Emphasize that this is not a time to be funny or mean and that unkind statements are not acceptable.
3. It is especially important that all students participate in this public sharing so that they can hear others saying good things about them.
4. At the end of the sharing circle, let each student take a turn expressing how he/she felt when the students were saying something positive about them.

ASSESSMENT:

All students will be able to express something positive about a classmate.
Students will be able to describe how the positive statements helped their self- esteem.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: *The Great Race*

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Paper, pencils

OUTCOMES: The student will:

Explore his/her own special characteristics, abilities, and feelings.

PROCEDURE:

1. The teacher will explain to the group that she/he is going to read a short "I am" story to the class. The children are asked to listen carefully to see what they can learn about the person in the story:
 - I am not a 10' tall giant with an eye in the middle of my forehead.
 - I am a 5'7" girl with long legs.
 - I am not a blue eyed, blond haired heroine that the villain tied to the railroad tracks.
 - I am a brown eyed girl with short wavy hair.
 - I am a person who feels scared when I have to try new things.
 - I am a person who can do knitting very well, but I can't crochet worth beans.
 - I am a person who likes to ski and go boating.
 - I am a person who likes to talk.
 - I am a person who sometimes talks too much.
 - I am.....
2. The teacher asks the class to think about themselves and when they are ready, to quietly pick up a sheet of paper and write an "I Am" story about

themselves. They may include things they like to would like to do, the way they are or the way they would like to be, etc.

3. The teacher concludes the activity by discussing some of the stories with the class. The teacher is encouraged to write a story and share his/her story with the class. Ask for students to volunteer to share their stories.

ASSESSMENT:

Students will express in their own words who they are or who they would like to be.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Choices and Things That Are Important to Me

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The students will:

Define and identify what is really important to them.

Describe how decisions affect themselves and others.

PROCEDURE:

In this lesson, students define and identify what is important to them. It is very important for each student to begin to understand his or her individuality.

1. Begin the activity by asking students what is important to them. Ask them to share how they developed what is important to them.
2. Explain to the students that what is important to them affects their choices.
3. Ask students to write about a situation that required them to make an important decision. Ask them to list items of importance that influenced the decision.
4. Ask students if they learned something about themselves and what is important to them.
5. Tell students that not all people think the same things are important. Encourage students to show respect for varying opinions.

ASSESSMENT:

Students will be able to describe those things that are important to them and affect their decisions.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Coping with Stress

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Writing paper for each student

OUTCOMES: The student will:
Identify sources of and know how to manage stress.

PROCEDURE:

Stress affects everyone. Students need to be aware of ways to handle the stress they face in their lives.

1. Tell students that today they are going to talk about dealing with stress. Discuss the definition of stress: stress is pressure that affects our feelings, our thinking, and our behavior.
2. Discuss with students that everyone has stress in their lives and that some of it can be good.
5. Brainstorm with the class examples of good and bad stress. Some could be written on the chalkboard. For example:

Good Stress

Tension before taking tests leading to more study

Caution in crossing busy streets

Pressure to do well in school

Pressure to conform to basic rules of the group

Bad Stress

Family divorce
Family arguments
Peer pressure to do bad things
Pressure to be perfect

4. Lead students in a discussion of ways to reduce or handle stress. Make sure to include: belonging to a group, relaxing, exercising, recreation/hobby, sharing, and avoiding stress-producing situations.
5. Ask students to fold a sheet of paper in half vertically. Ask the students to list the pressures that cause them stress on one half and a way to handle the stress on the other half. For example;

Pressure	Ways to Handle the Stress
Family Divorce	Belong to a group where one can share the problems

6. After giving students about ten minutes to work on the activity, ask students to share their ideas as time permits.

ASSESSMENT:

Students will be able to describe stress. Students will be able to analyze reasons for stress and possible ways to handle it.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: Ice Breaker Game

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:
Learn about other in their classroom.

PROCEDURE:

This is a great game to use when you are introducing yourself and your class to your students. Have students stand in a circle. Tell the students that they need to remember two things to play this game. If something you say is true for them they must walk into the middle of the circle, and if it is not true they stay in the circle. There is no talking during this game. They need to give their classmates the opportunity to think for themselves.

1. You are alive.
2. You are a boy.
3. You are a girl.
4. You have freckles.
5. You have curly hair.
6. You have a brother.
7. You have a sister.
8. You have a brother or sister at this school
9. You are an only child.
10. You are the youngest child in your family.
11. You are the oldest child in your family.
12. You have a dog.
13. You have a cat.

14. You have a bird.
15. You have lived on another island.
16. You have lived in another country.
17. You are a new student in this school.
18. Your favorite subject is math.
19. Your favorite subject is reading.
20. Your favorite subject is social studies.
21. Your favorite subject is science.
22. You like to ride bikes.
23. You like to go swimming.
24. You like to play soccer.
25. You like to play football.
26. You like to play softball.
27. You like to help your parents cook.
28. You like to eat your cooking.
29. You like to go to the movies.
30. You like to go camping.
31. Right now you feel happy.
32. Right now you feel nervous.
33. Right now you feel tired.
34. Right now you feel excited.
35. Right now you feel proud.
36. Right now you feel special.

After this game is completed give the students an opportunity to share some things that they have learned about each other. Tell them that you noticed that some students had some of the feelings you mentioned but not others, and this is all right but you would like to work on helping all students feel that they are special. This is the one feeling that you would like them to have all the time. Divide the students into pairs or small groups and have them share with each other some of the special things about them. Reinforce the idea that they are all special people and that you would like to help them feel that way when you come into their classroom.

ASSESSMENT: Do all the students feel like they are special and a part of the group?

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: Positive Thinking

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Paper, pencils, crayons

OUTCOMES: The student will:
Understand the importance of positive thinking.

PROCEDURE:

1. Draw a happy face on the chalkboard. Talk about how important it is to have a positive attitude. Ask students to share examples from the school day where it was evident students had a positive attitude. Ask for examples where students did not have a positive attitude. Talk about positive thinking at home. Ask for examples. Ask students what they like about people who are happy and have a good attitude.
2. Relate the discussion back to the students personally. Ask them to think about their attitude. Remind them if we think positively, it's much easier to accomplish our goals and tasks.
3. Ask the students to draw a picture of themselves exhibiting a positive attitude. Students may also write a short paragraph to accompany the picture. Display their work in the classroom as a reminder of the importance of being positive.

ASSESSMENT:

Students will describe the meaning of a positive attitude and demonstrate a positive attitude.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Let's Make a Decision

GRADE LEVEL: 4 LENGTH: One class period

MATERIALS: Copies of worksheets

OUTCOMES: The student will:
Know how to come up with possible solutions to problems.

PROCEDURE:

This lesson provides students the opportunity to practice important decision-making skills.

1. Tell the students that they are going to practice some decision-making skills today.
2. Ask them to share some decisions they have to make everyday. Since they have so many decisions to make, it is helpful to be aware of the steps involved in making a decision.
3. Distribute copies of the Five Steps to Decision Making to the students. Discuss and explain the five steps.
4. Distribute copies of "Let's Make a Decision" to the students. Instruct students to use the five steps to decide what they would do in the situation given.
5. After allowing time for students to complete the worksheet, ask for volunteers to share their decisions with the class and discuss. Try to get as many different solutions to the problems as possible.

ASSESSMENT:

Make note of any student who has difficulty making appropriate decisions. These students may need individual help with decision- making skills.

FIVE STEPS FOR MAKING A DECISION

1. DEFINE THE PROBLEM.
2. ESTABLISH CRITERIA FOR YOUR CHOICE.
3. LOOK AT ALL THE CHOICES.
4. LOOK AT THE CONSEQUENCES OF EACH CHOICE.
5. MAKE THE BEST CHOICE FOR YOU.

LET'S MAKE A DECISION

1. Jean is a very good student. Her friends have started making fun of her because of her good grades. She has started turning in school- work that is not her best effort. Her teacher asked Jean if she has a problem. What should she do?
2. David loves sports. When he is playing a game, he is torn between trying to shine as a star player and teamwork. What should he do?
3. Lisa had a big project that was due at school today. She was so rushed this morning that she went to school without it. What should she do?
4. John came home from school to find that his mother was not at home and he couldn't get into his house. What should he do?
5. Jim was at the store with his friend when the friend suggests they steal something. What should he do?
6. Betty has homework to do but her friend asks her to go some place with her. What should she do?

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Problem Solving

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Paper, pencils

OUTCOMES: The student will:
Understand how choices are made.

PROCEDURE:

1. Explain to the students that they will be working in a group to solve a problem.
2. Divide students into groups of four. Have each group select a recorder.
3. Give each group a "situation".
 - a. Your family has just won \$5000. How will the money be spent?
 - b. Your baseball team wants to wear identical t-shirts in their next game. How will they get the money to pay for the t-shirts?
 - c. Your class is going to have an end of the year picnic. How would you plan it?
4. Explain to the students they have ten minutes to come up with a solution.
5. When the time is up, have each group report out its problem and solution. Ask the students to describe the step-by-step process they used to arrive at a solution.

ASSESSMENT:

Students will use the decision-making process to solve a problem or situation.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Rules are a Part of Life

GRADE LEVEL: 4

LENGTH: Two class periods

MATERIALS: Handout

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

PROCEDURE:

This activity encourages creative thought and group interaction about the implication that rules have for people in our society.

1. On a board or poster board write, "Rules are part of life. Do we have to have rules?"
2. Divide students into small groups of three to five. Explain the importance of keeping their ideas quietly flowing in their small group.
3. Give each group one of the "Question Sheets"
4. Give the groups a time limit of 4-5 minutes to brainstorm responses to the question.
5. Collect the papers and re-distribute them among the groups. Time the next question, and encourage the groups not to duplicate ideas.
6. Collect the sheets after all groups have responded to the question.

7. In another session let students pick one of the questions and evaluate the responses, leading to a discussion of how rules are a necessary part of life.

ASSESSMENT:

This is a good activity to stimulate group discussion and interaction.

QUESTION SHEETS

WHAT WOULD HAPPEN IF NO ONE NEEDED A DRIVERS LICENSE TO DRIVE A CAR?

WHAT WOULD HAPPEN IF THERE WERE NO GRADES IN SCHOOLS?

WHAT WOULD HAPPEN IF EVERYONE WENT TO LUNCH AND DIDN'T COME BACK TO SCHOOL IN THE AFTERNOON?

WHAT WOULD HAPPEN IF EVERYTHING IN THE SUPERMARKET WAS FREE?

WHAT WOULD HAPPEN IF YOU DIDN'T HAVE ANY HOUSE CHORES?

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Planning is Important

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Paper, pencils, chalkboard

OUTCOMES: The student will:
Demonstrate planning skills.

PROCEDURE:

1. Ask student to explain why planning is important. Discuss with them the various things to consider when planning. (Examples: time, money, location, weather, people, place, etc.)
2. Lead the student through the process by working as a large group to plan for a picnic. List planning areas on the chalkboard.
3. Divide the class into groups and assign them tasks to plan from the lists generated. (Example: food, games, location, etc)
4. Ask each small group to report back to the large group. Allow time for class discussion and questions.
5. Schedule the picnic and enjoy!

ASSESSMENT:

Did all students understand the importance of planning? Did all participate in the process?

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Drug Effects

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Copies of drug effects questionnaire for each student.

OUTCOMES: The student will:

Be aware of the effects of alcohol and drugs on the body and mind.

PROCEDURE:

1. Lead a discussion of what drugs are. Stress that "A drug is any substance put in or on the body other than food that brings about a physical or emotional change." You might make a list of drugs on the chalkboard.
2. Ask volunteers to tell what they know about what various drugs are used for. For example: prevent disease, cure diseases, maintain or improve health, change moods.
3. Explain three categories of mood altering drugs: depressants, stimulants, hallucinogens.
4. Define addiction and discuss how drugs can be physically and psychologically addictive.

The teacher can read the questions on the "Drug Effects" questionnaire to the students. Either all questions can be read or the teacher can select the ones he/she feels most appropriate for the student's level of understanding. After the students give their response, the teacher can lead the discussion.

ASSESSMENT:

Students will be able to describe the effects of different drugs on the mind and body.

DRUG EFFECTS

- | | | |
|------|-------|---|
| TRUE | FALSE | 1. Alcohol is a drug. |
| TRUE | FALSE | 2. Alcohol ranks second as the drug that is most abused in the United States. |
| TRUE | FALSE | 3. Alcohol slows you down. |
| TRUE | FALSE | 4. Only bums are alcoholics. |
| TRUE | FALSE | 5. Sakau can be fatal. |
| TRUE | FALSE | 6. The active ingredient in both beer and whiskey is ethyl alcohol. |
| TRUE | FALSE | 7. Beer and wine are not as dangerous as liquor such as whiskey. |
| TRUE | FALSE | 8. Just one or two drinks can reduce mental efficiency and physical coordination. |
| TRUE | FALSE | 9. It is sometimes difficult to tell if someone has taken a chemical. |
| TRUE | FALSE | 10. The effects of given amount of alcohol on an individual are the same at all times. |
| TRUE | FALSE | 11. How much you weigh influences the effect liquor will have on you. |
| TRUE | FALSE | 12. The amount of food you eaten will not influence the effect a given amount of alcohol has on a person. |
| TRUE | FALSE | 13. Almost all persons will feel the same effect from the same amount of alcohol. |

TRUE	FALSE	14. Drinking coffee or taking a cold shower will sober you up.
TRUE	FALSE	15. Tobacco can raise blood pressure and hear rate.
TRUE	FALSE	16. Smoking marijuana does not affect your lungs.
TRUE	FALSE	17. Chewing tobacco will not harm you.
TRUE	FALSE	18. Prescription drugs can harm you.
TRUE	FALSE	19. Other people can make you use drugs.
TRUE	FALSE	20. Marijuana affects your thinking ability.

ANSWERS:

1. T	6. T	11. T	16. F
2. F	7. F	12. F	17. F
3. T	8. T	13. F	18. T
4. F	9. T	14. F	19. F
5. T	10. F	15. T	20. T

DRUG CATEGORIES

- DEPRESSANTS:** Depresses the central nervous system, slows down responses. These drugs are relaxers, pain killers and/or inducers. They include: narcotics, alcohol, barbiturates, tranquilizers, sedatives, and some inhalants. Some of the well known depressants are: heroin, opium, codeine, morphine, darvon, liquor, wine, beer, valium, librium and/or gasoline (sniffed), sakau.
- STIMULANTS:** Stimulates the central nervous system, speeds up responses. These drugs are weight loss drugs, stay alert drugs and minor stimulants. They include amphetamines, caffeine, nicotine, and some inhalants. Some well known drugs are: tobacco, ritalin, coffee, many soft drinks, diet pills, cocaine, speed.
- HALLUCINOGENS:** These drugs alter perception and can cause hallucinations. These include: pot, hashish, LSD, PCP, mescaline and peyote.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Saying No

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

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

PROCEDURE:

Students need practice in using their refusal skills in situations that are potentially dangerous for them. This activity will provide the students with an opportunity to observe others saying "no" and to practice saying "no" themselves in front of classmates.

1. Introduce the activity by telling the class that they are going to play a game. Ask for two volunteers.
2. Take one child aside and give him/her a piece of candy. Instruct the child that his/her job will be to get the other child to take the piece of candy. If this job is accomplished, he/she will become the "winner" and win the opportunity to select the next two players.
3. Take the other student aside and instruct him/her not to take the candy for any reason, because in this game it is "poison". Make sure the student understands that if he/she does not take the candy for the duration of the game, he/she will be the "winner" and win the opportunity to select the next two players.

4. Begin the game and stop after it has been going on for one minute. Discuss with the class what they saw happening. Begin a list on the board of ways they could think of to say "no".
5. Request that the winner of the game select two other students to play the game. Select which of the students will practice refusing and which will be persuading. This decision should be made on the facilitator's awareness of the student's abilities. Time for the game is one minute.
6. Continue the discussion after every two students. Ask the students what harmful things could happen if this were a real-life situation where someone was offering alcohol, pills, medicine or cigarettes.
7. Finish the activity by looking at the list of ways to say "no" with each student identifying their favorite way.

ASSESSMENT:

Note students who have trouble being assertive with their refusal skills during the activity. They may need more practice time in small groups.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: To Try Or Not To Try

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: Newspaper article

OUTCOMES: The student will:

Know that they can influence their friends to seek help when drugs or alcohol become a problem.

PROCEDURE:

1. Read a recent article from a local newspaper about a young person involved in a traffic accident in which alcohol is a factor.
2. Encourage discussion from students about people they have known who have been involved in similar situations.
3. Ask for discussion about what might have prevented this kind of situation for this young person.
4. Direct the discussion toward responsibilities people have to help when they know someone is having a alcohol or other drug problem.
5. Ask how a person could confront a person with an alcohol or other drug problem in such a way that it could lead to the person getting help. Model a conversation for them.
6. Ask what kinds of help is available and, if necessary, supply the answers.
7. Ask the students to write a paragraph in answer to the question

"Is it better to try to help and lose a friend, or to lose a friend and wonder why you didn't try?"

8. Allow students to read their paragraphs as time permits.

ASSESSMENT:

Students will be able to list people that they turn to for help if they or a friend needs advice about drugs or drug use.



PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoan culture and traditions

LESSON TOPIC: Understanding Your Brothers and Sisters

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: None

OUTCOMES: The student will:

Think about relationships with their brothers and sisters and identify behavioral changes that might reduce levels of conflict.

PROCEDURE:

1. Introduce the activity by asking the students if they ever have any problems getting along with their brothers and sisters. Most will say yes. Ask students to volunteer different problems they may have and write them on the board. Examples might be: borrows toys, games or clothes; always wins when playing games; wants to play with your friends.
2. Divide the class into small groups. The teacher should assign each group a number of problems to find solutions to. Each group should select a leader who will read and ask the group for solutions.
3. Each group will brainstorm solutions to the problem.
4. Either the leader or other group members can report for the group. After all group problems have been presented to the class, ask each small group to pick what they consider to be the best solution to any of the problems.
5. Discuss with students how the Samoan culture supports the family as a unit and family responsibilities.

ASSESSMENT:

Students will identify things that are common problems between brothers and sisters and ways to resolve those problems.

PERSONAL/SOCIAL DEVELOPMENT

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LESSON TOPIC: Dividing up Family Chores

GRADE LEVEL: 4

LENGTH: One class period

MATERIALS: "Family" worksheet

OUTCOMES: The student will:

Recognize the value of contributing to their family, community, and country.

PROCEDURE:

All of us have a family that influences us in many ways. Our family is important to us and each family member has certain roles and responsibilities. Students will learn to help with family responsibilities.

1. Begin with a discussion about families. Ask students to share information about the following questions: Who is your family? Why is your family important to you? What is something you do with your family? What chores do you do to help out?
2. Divide the class into two or three small groups. For each group, ask students to decide who will be the mom, dad, and the kids ranging in ages from 3 to 6. Select one student to do the recording for the activity.
3. The group will have about twenty minutes to discuss and answer the following questions. What are the roles of the family? What are each person's responsibilities in the family as far as chores are concerned? How will decisions about chores be made in the family? What kinds of "fun stuff" will the family do together?

4. After the group answers the questions, ask them to share with the class what the "family" has decided.
5. Hand out the "Family Worksheet" to students. Explain to the students that they should give these coupons out to any family member. The coupons are good for any chore the student may want to do for a family member.

ASSESSMENT:

Students will list their roles and responsibilities in the family.

FAMILY WORKSHEET

Below are coupons that you may give to family members. These coupons are good for any chores you may want to do for someone in your family. You can also use them to do chores in the school. Please use them all!

Date: To: I would like to do the following chore for you: On the following date:	Date: To: I would like to do the following chore for you: On the following date:
Date: To: I would like to do the following chore for you: On the following date:	Date: To: I would like to do the following chore for you: On the following date:
Date: To: I would like to do the following chore for you: On the following date:	Date: To: I would like to do the following chore for you: On the following date:

PERSONAL/SOCIAL DEVELOPMENT

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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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