

**AMERICAN SAMOAN
CAREER DEVELOPMENT
AND LIFE SKILLS
CURRICULUM
GRADE 5**

This Page Intentionally Left Blank

TABLE OF CONTENTS

| | |
|---|----|
| Introduction | 4 |
| Teaching Life and Career Development Skills in Elementary Schools | 5 |
| How to Use the Instructional Guide and Curriculum | 7 |
| What is Career Development? | 9 |
| Rationale for Teaching Life and Career Development | 13 |
| Career Development/Life Skills Curriculum | 15 |
| General Student Outcomes for the Career Development/Life Skills | 16 |
| Definitions | 17 |
| Strategies for Teaching Career Development/Life Skills Curriculum | 19 |
| American Samoan Student Standards/Competencies | 24 |
| Lesson Plans | 31 |

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 | <p>8.6.4.1 Identify skills and how they are transferable from one job to another</p> |
| 6.5 Apply decision-making skills to career planning and development | <p>8.6.5.1 Recognize and demonstrate the use of various decision-making styles and their effect on career planning</p> <p>8.6.5.2 Give specific examples of how education work, and family experiences influence career decisions</p> <p>8.6.5.3 Demonstrate the use of information (i.e., about oneself; local, national, and global economic trends; and educational options) to consider in career decisions</p> <p>8.6.5.4 Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions</p> |
| PERSONAL/SOCIAL DEVELOPMENT | |
| Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds of others. | |

| | |
|--|--|
| <p>7.1 Develop self-knowledge and self acceptance</p> | <p>4.7.1.1 Demonstrate positive attitudes toward self as a unique and worthy person 4.7.1.2 Identify and express feelings appropriately 4.7.1.3 Practice self-control 4.7.1.4 Identify and acknowledge personal strengths and assets</p> <p>8.7.1.5 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (gender, disability, economic status, religion, and other human differences)</p> |
| <p>7.2 Develop appropriate attitudes and behaviors</p> | <p>4.7.2.1 Discuss and explain the differences between appropriate and inappropriate behavior 4.7.2.2 Identify basic human rights and responsibilities 4.7.2.3 Respect alternative points of view 4.7.2.4 Respect and accept individual differences 4.7.2.5 Describe and demonstrate socially-acceptable group behavior</p> <p>8.7.2.6 Demonstrate effective writing, speaking, listening, and nonverbal communication skills</p> |
| <p>Standard 8: Students will make decisions, solve problems, set goals, and take necessary action to achieve goals.</p> | |
| <p>8.1 Apply self-knowledge in the decision-making, problem solving, or goal-setting process</p> | <p>4.8.1.1 Identify and compare potential consequences of a decision 4.8.1.2 Create an effective plan of action that could result in a successful outcome 4.8.1.3 Identify and differentiate alternative solutions to a problem or decision 4.8.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions 4.8.1.5 Identify and explain the ways peer pressure can influence a decision</p> <p>8.8.1.6 Develop an action plan to achieve short and long-term goals 8.8.1.7 Identify alternative ways of achieving a goal, solving problems, and making a decision 8.8.1.8 Apply effective conflict resolution skills to a current issue or problem</p> |
| <p>Standard 9: Students will understand and use safety and survival skills.</p> | |
| <p>9.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior</p> | <p>4.9.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact) 4.9.1.2 Practice respect for the rights and privacy of self and others 4.9.1.3 List and describe the skills related to personal safety and protective behaviors</p> |

| | |
|---|---|
| | <p>4.9.1.4 Identify and use resource people in the school and community</p> <p>4.9.1.5 Explain the relationship between rules, laws, safety, and the protection of rights of the individual</p> <p>4.9.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>8.9.1.7 Describe the emotional and physical dangers of substance use and abuse</p> <p>8.9.1.8 Apply the skills needed to cope effectively with peer pressure</p> <p>8.9.1.9 Utilize techniques for managing daily stress and conflict</p> |
| <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 for self as a learner

LESSON TOPIC: MY ASSIGNMENTS ARE BETTER THAN EVER!

GRADE: 5

LENGTH: 45 minutes

MATERIALS: Worksheets

OUTCOMES: The student will be able to:
Learn ways to start and finish assignments well

PROCEDURE:

1. Brainstorm with the students several ideas of how to improve their grades on assignments by starting and finishing assignments well.
2. Distribute the "Improving Assignments" handout to the students
3. Discuss each idea and the importance of completing assignments.
4. Ask students to try the suggestions from this lesson this week and report any progress or changes to the class next week.

ASSESSMENT:

Students will apply strategies for improving assignments and report on progress in one week.

A KEY TO IMPROVING ASSIGNMENTS

1. Keep an assignment book. If you get mixed up and do the wrong homework or if you forget to study for a test, your grades are going to show it. Develop the habit of keeping a daily assignment notebook. Write down everything you need to remember. This way, you will always know exactly what you need to do.
2. Learn to follow directions. Some students get low grades simply because they don't follow directions. Read all directions carefully, especially on a test. Also, learn to be a careful listener. When the teacher explains an assignment, pay close attention. If you still don't understand what you are expected to do, ask again and write it down.
3. Write neatly and accurately. Remember your teachers see your homework papers as a reflection of your ability and attitude. Sloppy papers make you seem like a sloppy thinker. Take pride in your work! Aim for quality!
4. Learn to check over work before turning it in. Spend a few minutes proofreading your homework papers or tests before turning them in. Learn to catch your own errors. Learn to use the dictionary if you have trouble correctly spelling words correctly.
5. Learn to manage your time. Learn to use your spare time effectively. Put that class study time to use, don't waste it.
6. Assume responsibility for your own actions. Do you blame your teachers for low grades? Forget it! No one else is responsible for your failures and successes by YOU. Going to school is like having a job. You attend each day and give it 100% effort to learn the most.
7. Aim for success. Everyone wants to be successful at school. Why do you want to earn good grades? When you start thinking you can be successful at school, you will be.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: VIRTUAL REALITY

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Pencil and paper for each student

OUTCOMES: The student will be able to:
Discover their potential, set goals, and learn how they can prepare for the future.

PROCEDURES:

1. Prepare students for a game of virtual reality by reducing noise and other distractions, lower lighting, and ask students to close their eyes and imagine as you guide them through this exercise.
2. Students close your eyes and imagine that you are 25 years old. (What will you look like?) You are about to get out of bed to get ready for work. (Imagine where you live.) When the alarm rings you'll be up and on your way to do your job.
3. Have the students reveal the jobs they were getting ready to perform.
4. Discuss how they obtained these jobs: 2-year degree, 4-year degree, high school?
5. Review the goal setting process and write:
My goal is to:
What can I do? (my plan)
Steps I can take:

Example: My goal is to be an Engineer. How will I reach my goal?
- Go to college
- Take an advanced level high school math
- Do an internship with a professional

6. Brainstorm with the class about the things they can do now to prepare for the careers they want to have as adults. List on the chalkboard: i.e., Develop good study habits, talk to people who have jobs I like, get information about jobs I'm interested in.

ASSESSMENT:

Students will be able to list things they can do to prepare for their future.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: TELEPHONE TALK

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: Telephone Trauma activity sheet (cut into strips)

OUTCOMES: The student will be able to:
Exhibit their oral communication and problem solving skills

PROCEDURES:

1. Explain to the students that this activity will involve role- playing using an imaginary telephone. The purpose of the activity is to show how academic skills are job related, career related and essential for daily living. This activity will give them the opportunity to use their oral communication and problem solving skills.
2. Students should speak loud enough to be heard and they should use correct speech. Encourage them to ask questions and to make sure they have a clear understanding before ending the conversation.
3. Divide the students into pairs, give each pair a telephone situation strip and decide who will be the caller and who will be the receiver.
4. Have class take notes, writing what they like and what could be improved.
5. Stop after each role-play for class discussion.

ASSESSMENT: Each student will participate in the role-play. They will demonstrate communication and problem solving skills.

TELEPHONE TRAUMA ACTIVITY SHEET

Divide the students into pairs for role- playing with the use of an imaginary telephone. Cut each situation strip and give one to a pair of students.

A You are trying to get the telephone number of an old schoolmate that moved to Honolulu, and you are speaking to the long distance operator.

B You are a patient calling your doctor for an appointment and you are speaking to his secretary.

C You are calling your job because you are ill and cannot report to work. You are speaking to a co-worker.

D You lost your door key and you are calling your father on his job to see what you should do. Your father is not there, but he will return in an hour. You are speaking to his boss.

E You left your notebook at home and you can't remember the English homework assignment. You are speaking to a classmate.

F You missed your ride to school and you live too far to walk home. You are speaking to your mother.

H You went shopping for a gift for your sister's birthday and after buying three items, went off and left the packages at the store. You are speaking to the clerk at the store.

I Someone stole your new bicycle and you call the police department. You are speaking to the police sergeant.

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: I CAN CHANGE!

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Paper and pencil.

OUTCOMES: The student will be able to:
Examine and modify their behavior, as necessary.

PROCEDURES:

1. Ask the students to think of something that they would like to learn to do better. It may be to improve their grades, study more, change a behavior, make new friends, play a sports such as soccer, baseball, etc.
2. Have the students identify their desired outcome or goals. (Teacher or counselor can write it down for them.)
3. After outcomes or goals are recorded for each student, discuss with the class how to write a plan of action to reach their desired goal. Emphasize that the plan includes the following:
 - a. What they want to be able to do.
 - b. A plan to practice on the new behavior.
 - c. When they will know they can do the new thing.
 - d. What will happen to them when they are able to do the new thing.
4. Have each student write his/her plan.
5. Make sure that each student has a goal and a plan that is reasonable and possible.
6. Frequently ask students individually how their plan is working.
7. Help students revise their plans or goals at any time it seems necessary.

ASSESSMENT:

Students developed plans for achieving a desired goal.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: WHERE TO GET HELP

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Paper, pencil

OUTCOME: The student will be able to:
List sources of help when he/she has problems.

PROCEDURE:

1. List on the board the teachers, counselors, principals, parents, and anyone else in the school that can offer assistance to students when they need it.
2. Under each title, brainstorm with the students the areas that these people can help with such as grades, learning concerns, bullying, etc.
3. Talk to students about personal problems. Explain to them that many times it helps to talk to someone about the problem. Either a friend, someone at school, a parent, or another adult can help you to sort out the problems. Many times you just may need someone to listen. You may think you have a problem that can't be solved but once you talk it over with someone, it doesn't seem as bad.

ASSESSMENT:

Students will be able to understand to ask for help when they have a problem and some examples of who can help them.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: THE BEST WAY TO LISTEN!

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Short story and activity sheet "Do you Listen Well?"

OUTCOMES: The student will be able to:
Learn strategies for being a better listener.

PROCEDURE:

1. Tell students they are going to do a lesson on improving their listening skills and asking questions in class.
2. Ask students for their ideas of how to be a good listener- you might list these on the board.
3. Start a story by giving the first sentence and let each student have a turn adding a sentence. For example, you might say , " Today I got in my boat and plan to explore the islands." The next person will repeat what has been said before and add another sentence. Each new speaker can take the story in any direction he or she pleases, but he or she must start by repeating what has been said before.
4. Next read a story or poem to the class, write the following on the chalkboard:
 - a. What does the title of the reading tell us?
 - b. What moral or concept is the story or poem trying to teach?
 - c. Describe the characters in the story or poem.
 - d. How do you predict (Explain the word "predict" as meaning what one believes will happen?) the story will end?

Then read the story, asking students to listen carefully to answer the questions. After the selection has been read, discuss the items: a-d. For item: d, stop reading the selection before reading the end. Give students a chance to predict the story's conclusion.

5. Divide your students into two groups. Read a list of animals and fruit to the group. One team is to remember only the animals, another team only the fruit. See which group heard the largest number of objects for which they were listening.
6. Try a mock telephone conversation between two students with both of them talking at the same time. Realizing how difficult it is if both parties talk at the same time. Someone must listen and respond to what the speaker is saying!
7. Hand out a copy of "Do You Listen Well?" to students and allow them to complete the worksheet.
8. Discuss the points 1-10 and how each is important to being a good listener.

Assessment:

Students will practice listening to stories and demonstrate that they have listened. They will be able to list 4 listening strategies.

Do You Listen Well?

How many of the following can you say YOU do? Circle the number of your answers.

1. Listen to all people as they talk
2. Look at the speaker as he/she talks.
3. Keep quiet as others speak.
4. Stop whatever you are doing when someone speaks.
5. Listen the first time something is said.
6. Listen to the rules of the game before you start to play.
7. Wait to speak until everyone is ready to listen.
8. Gain ideas in a group by listening to everyone's viewpoint.
9. Think before speaking.
10. In an emergency, do you listen for instructions?

How many of the sentences did you truthfully circle above?

There were ten statements. If you checked:

9 or more statements, you are a very good listener.

6-8 statements, you are an average listener and should keep trying.

5 or less statements, you are not a good listener. The activities in this lesson are important to you.

List 3 things you can do to improve your listening:

-

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: IMPROVING MY STUDY HABITS

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: "How to Improve Your Study Habits and Grades" Activity Sheet"

OUTCOMES: The student will be able to:
Identify and apply good study habits.

PROCEDURES:

1. Have students discuss why it is important to organize time (leisure and study).
2. Explain and discuss "How to Improve Your Study Habits and Grades" activity sheet.
3. Have students discuss the handout, including whether or not they think these ideas would be useful to them.
4. Have students discuss their weak and strong areas in studying and ways to improve their weak areas.

ASSESSMENT:

Students explored their study habits and ways to improve them.

HOW TO IMPROVE YOUR STUDY HABITS AND GRADES

At school:

1. Listen carefully to be sure you understand all assignments.
2. On a notepad, 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, schedule some time each day. Don't wait until the last minute.
5. Ask the teacher for help early on 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 missed.

At Home:

1. Set a regular time to study. Schedule this around your other activities, but stick to the chosen time.
2. Pick a quiet place, free from distractions, in which to study.
3. Organize all the materials you will need before you begin.
4. Do the most difficult work first and save the easier work for later.
5. Have a calendar at your study area. Mark the due dates for tests, projects, reports and research. Remember to look at your calendar daily and plan accordingly.

**YOUR WORK SHOULD SHOW IMPROVEMENT.
GOOD LUCK!**

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: GOOD AND POOR STUDY HABITS

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk

OUTCOMES: The student will be able to:
Identify good study habits.

PROCEDURES:

1. Make two columns on the chalkboard - one for good study habits, one for poor study habits.
2. Have students identify good and poor study habits and list in appropriate column.
3. Have students discuss each of the good and poor study habits. What is the result of each?
4. Have students discuss ways of improving study habits.
5. Have students try to develop a new study habit for a week and then discuss results.

ASSESSMENT:

Students explored good versus study habits and ways of improving these habits.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: ORGANIZE YOUR WORK

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: NONE

OUTCOMES: The student will be able to:
Organize their class materials and assignments.

PROCEDURE:

1. Talk to the class about the need for developing organization skills by characterizing two opposite kinds of students. The first is organized and effective. The second is scatter-brained and ineffective. Both have good ability 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 or some type bag to carry class materials or 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.
4. There is a skill that can help students to better manage their time. Many times students cannot gauge how long it will take to finish an assignment especially if it is one that is not due the next day or so. If the student has to write a paper they could outline the tasks that need to be completed and put the amount of time they estimate it will take. Then they can plan their schedule according to the amount of time they have to complete the assignment. Another example is a math assignment. It may have 30 problems that could be divided in to chunks. The student

can time the first chunk and then effectively estimate the time needed for the entire assignment.

5. After teaching and modeling the technique, give students an assignment and allow them to apply the technique.
6. Conclude by re-emphasizing the need for effective organization skills. A tip may be to always complete homework assignments each day before you begin your leisure activities.

ASSESSMENT:

Students will be able to list 2 strategies for organizing their assignments and practice a technique with an assignment in class.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: I KNOW HOW TO STUDY!

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Science/Social Studies textbook, pen and pencil, notebook paper, and chalkboard

OUTCOMES: The student will be able to:
Develop effective techniques for studying and taking notes

PROCEDURES:

1. On the board, write **SQ3R**:

S- Skim

Q- Question

R- Read

R- Review

R- Recite

2. Explain to the students that today they will learn a new way to take notes. This method will help them learn the material better and study more effectively for tests.
3. Tell the students that it is important to skim over a chapter before beginning to read it. What are the major headings in the chapter? What questions are asked at the end of the chapter? What do the major pictures and diagrams concern? After they have skimmed over the section, the students should then write two or three questions of their own. What do they want to learn from this section? What do they think will be important enough to test? They should come back and answer these questions after they have finished reading. Explain to the students that when they have completed their questions, they should

then read the selection carefully and take notes on it. Ask them to concentrate on finding main ideas. What are the major concepts? What ideas are mentioned more than once? When they have carefully read the selection and taken notes, they should review their notes and answer any questions they wrote at the beginning. The students need to understand that they should read over their notes more than once. When they have finished reviewing, they should be able to recite the main concepts of the chapter.

4. Explain to the students that this process should take them several days. It is hard to do this much in one evening. Suggest the following timetable to them:

Day one - Skim, read and take notes over part of the chapter.

Day two -Read and take notes over the rest of the chapter.

Day three -Review your notes several times.

Day four - Review again.

Day five - Recite the main concepts of the chapter.

It takes a long time to use this method, but if the students are persistent, they will find they retain more information this way than they do by just taking notes.

Be aware of students who take too many or too few notes, or students who have trouble finding main ideas. These people may need remedial help.

ASSESSMENT:

Students will be able to describe and use strategies for taking notes and studying for tests. They will be evaluated on their note taking.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: IT'S TEST DAY

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: "What Kind of Test Is This?" Worksheet, pencil

OUTCOME: The student will be able to:
Identify different types of test and how to follow directions for them.

PROCEDURE:

1. Distribute the worksheet. Ask the students to remain silent, follow directions, and raise their hand when finished.
2. Ask students who did only items 1-2 to raise their hand. Discuss why it is important to do exactly what directions say.
3. Tell students that there are two types of tests, objective tests and essay tests. An objective test is one that can be answered with short concise answers. It consists of factual questions that can be answered in a word or two or with a simple check. Essay tests contain questions that require answers in a sentence, paragraph or short composition form.
4. Discuss with students that preparation for a test begins long before the date of the test. When they are prepared for a test they do better because they will not be worried. If they are not worried, they will not have any problem concentrating and their answers will flow onto the paper.

ASSESSMENT:

Students will be able to list 2 types of tests and the instruction words for each.

What Kind of Test is This?

DIRECTIONS: READ EACH TEST ITEM BELOW. IF IT IS PART OF AN OBJECTIVE TEST, WRITE OBJECTIVE AND TELL WHAT KIND OF TEST ITEM IT IS.

Remember the kinds of Objective Tests:

True or False Matching Multiple Choice Fill in the Blank

If it is an essay question, write Essay and underline the first word of the question.

Remember the words used in Essay Tests:

Name Outline Define Explain Describe Discuss Compare

Type of Test:

| | |
|------------------------------|--|
| Objective, Fill in the blank | 1. The capital of American Samoa is _____. |
| | 2. Explain the reason we should always do our best in school. _____ |
| | 3. _____ courteous a. Low noise _____ glad b. Polite _____ growl c. happy |
| | |
| | 4. What is the closest state of the U.S. to American Samoa ? _____. |
| | 5. Success in school is my most important business. Circle: True or False |
| | 6. Describe a chocolate fudge sundae. |
| | 7. Compare the two boxes of crayons. |
| | 8. Define the word success. |
| | 9. Name the oceans that touch American Samoa . |

| | |
|--|---|
| | <p>10. You can make the color green by mixing:</p> <p>_____ red and yellow</p> <p>_____ blue and red</p> <p>_____ blue and yellow</p> |
|--|---|

ACADEMIC DEVELOPMENT

Competency 1.3: Demonstrate responsibility for achieving school success

LESSON TOPIC: SUCCESSFUL STUDENT CHARACTERISTICS

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: "Successful Student Characteristic" handout

OUTCOMES: The student will be able to:
Demonstrate positive work attitudes and behaviors.

PROCEDURES:

1. Divide the class into small groups and distribute "Successful Student Characteristics" worksheet.
2. Request each group to select the three most important characteristics of a successful student and report to the class. Discuss any differences in characteristics chosen by males and females.
3. As a group, rate the selected items in priority order (1,2,3).
4. Have the students share their choices and discuss reasons for choosing.
5. Discuss how the characteristics listed relate to in-school and out-of-school situations.

ASSESSMENT:

Students will participate in group report and will be able to discuss characteristics which they consider to be important in school success.

SUCCESSFUL STUDENT CHARACTERISTICS

| <u>Characteristics</u> | Rank |
|--------------------------|------|
| Is a good listener | |
| Helps others | |
| Respects others | |
| Follows directions | |
| Completes work on time | |
| Has good, new ideas | |
| Speaks clearly | |
| Shares ideas | |
| Cooperates with others | |
| Is friendly | |
| Obeys rules | |
| Uses time wisely | |
| Is honest | |
| Is kind to others | |
| Contributes to the group | |
| Others: | |

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: HELPING A FRIEND IN TROUBLE

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:
Identify sources of help for a friend with drug problems.

PROCEDURE:

1. Explain to students that whenever you try to help someone you need to motivate the person they care about to seek professional treatment. This must be done with concern, respect, and love rather than getting angry and criticizing him/her.
2. Divide the class into groups of three. Ask one person to assume the role of the confronter, another the facilitator (a counselor), and the other the person with the problem.
3. Ask the first two students to explain to the person with the problem how he behaved while drinking or under the influence of mood-altering drugs and describe the harm and hurt each person felt. Let the addicted person see the effects of the disease from the perspective of friends and loved ones. Instruct the students to behave in a concerned, respectful, and loving way.
4. Following the role- play, ask each to share with the others their feelings during the role- play.
5. If time permits, exchange roles until each person has portrayed all three roles.

ASSESSMENT:

Students will be able to role- play behaviors that will help them to understand how to help a friend in trouble with drugs.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: ASKING FOR HELP

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk

OUTCOME: The student will be able to:
Understand how the people he/she knows can help support them when they need help.

PROCEDURE:

1. Write the following phrases on the chalkboard:
 - a. I was worried about my test and didn't know what to do.
 - b. I had some trouble with some friends and didn't know whom to turn to.
 - c. I was in trouble with the school and needed help.
 - d. I haven't been feeling well but I'm afraid to tell anyone.
 - e. I took something I shouldn't have and now I'm afraid I'll be caught.
 - f. I feel really down a lot of the time.
 - g. I feel very discouraged about school and I think I am going to drop out.

2. Have the students brainstorm the above situations and the adults that could help them in each situation. If some students disagree on one of the situations ask them to explain why they feel the way they do.

ASSESSMENT:

Students will have a better understanding of the roles that adults can play when they need help.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: MY RECORDS

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Example of records that schools maintain on students

OUTCOMES: The student will be able to:

Understand the importance of their performance in school and that records are kept of their attendance and academic grades.

PROCEDURE:

1. Discuss the permanent records that are kept on each student.
2. Emphasize the following:
 - a. The permanent records are maintained in a folder for each student and it contains their personal history about their school performance.
 - b. Information maintained:
 - Attendance
 - Grades
 - Achievement test scores
 - Credits toward graduation
 - Other _____
3. Explain how a future employer might read and get information from the record:
 - a. Attendance - Can relate to how much time might be lost on the job
 - b. Grades - Can relate to the quality of your work
 - c. Subjects taken - Can relate to how well you are suited for a specific job.
4. The information may be misinterpreted unless the student is on hand to provide explanations. One example might involve low grades. The student's explanation might be that they were sick during a particular period of time and didn't do his/her best. Another explanation by the

student might be that he/she didn't work because he didn't like the teacher. How well do you think the employer might fall for that explanation.

ASSESSMENT:

Students will learn that a permanent record is kept on their school performance. Employers are interested in attendance and academic performance so they want to be sure that their permanent school records reflect the best story about them.

ACADEMIC DEVELOPMENT

Competency 2.2: Apply knowledge in establishing and achieving academic goals

LESSON TOPIC: ATTITUDES AND DECISION-MAKING

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Two clear jars of water, one bag of dirt and a spoon.

OUTCOMES: The student will be able to:

Recognize the effect that positive or negative attitudes can have on success, become more aware of their own attitudes and demonstrate how to be positive with self and others.

PROCEDURES:

1. Begin with discussion of positive attitude, how do we get one, and how it can help us. Introduce concept of self-talk. Have three students come up to the front. Two students hold a jar of water, one has a bag of dirt. Demonstrate Clear Mind/Mud Mind. Ask students to volunteer some positive statements that they say to themselves; for each positive statement, the student pours a little clear water into the other jar of clear water. Of course, at the end you still have clear jar of water. Ask students to think of it as their mind . . . How would they feel? What could they accomplish? Next, ask for negative statements that we say to ourselves. Ask why is it that we can think of so many more negatives than positives. (Usually, many responses are given.) For every negative example, have another student put a spoonful of dirt into the jar. At end, this is Mud Mind. How would you feel about yourself? What could you accomplish?
2. End lesson by encouraging students to "self talk" and make themselves feel better when they receive negative remarks. They could also be someone else's "Pick Up Pal" and to help classmates whom they hear putting themselves down.

ASSESSMENT:

Students will be able to demonstrate positive and negative attitude on decision-making.

ACADEMIC DEVELOPMENT

Competency 3.1 Understand how to relate school to life experiences

LESSON TOPIC: THE IMPORTANCE OF ACADEMIC AND OCCUPATIONAL SKILLS

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: *Children's Dictionary of Occupations*, chart, board/chalk, pencils/pens, paper, notebooks, markers.

OUTCOMES EXPECTED: The student will be able to:
Describe what they are learning in school and how it is used in the workplace and in home.

PROCEDURES:

1. Explain the topic and tell students how important it is in today's work place to have academic skills as well as occupational skills. Explain technical education programs such as plumbing, computer operations, carpentry, etc. Discuss some of the vocational programs that are offered in the high school and community college. What would be the benefits of taking these courses even if the student was not planning on working in that field. For instance, some students may want to go onto college but don't have the money for tuition, etc. By learning some technical skills they may be able to get a higher paying job so that they could work part-time to help finance their school expenses.
2. Brainstorm a list of occupations that the students are familiar with in the community. List enough so that each group will have at least 3 occupations to work with.
3. Divide the class into groups of 4-5. Assign each group 3 occupations and have them list academic skills and occupational skills that are needed for each occupation.
4. Have groups report their findings.

ASSESSMENT:

Students will be able to list academic and technical skills needed in occupations in the community. Students will participate in teams and in the class group.

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: SUCCESS IN SCHOOL/ SUCCESS IN THE WORKPLACE

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk, paper, pencil

OUTCOMES: The student will be able to:

Identify tasks that they perform in school and how they are similar to tasks in the workplace.

PROCEDURES:

1. Talk to students about each person's responsibility in school and how many of these are similar to a worker's responsibility.
2. List on the chalkboard "student tasks" and "adult worker tasks". Have students list their responsibilities from the time they get up in the morning and get to school until they go home in the afternoon. For each responsibility, have them list similar activities of a worker. For instance:

STUDENT

Dress for school

Gather books or other materials needed for school.

Get to school on time

ADULT WORKER

Dress appropriately for work

Gather tools, briefcase, papers or other needed for work

Get to work on time

3. Students volunteer tasks to be written on the chalkboard.
4. Summarize the discussion with the class

ASSESSMENT: Student will be able to list responsibilities they have as a student and be able to relate it to the workplace.

ACADEMIC DEVELOPMENT

Competency 3.1 Understand how to relate school to life experiences

LESSON TOPIC: BASIC SKILLS FOR THE WORKPLACE

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: Arrange to have various workers (parents, school employees, friends) speak to the class about their occupations.

OUTCOMES EXPECTED: The student will be able to:
Recognize that basic educational skills are necessary both in the classroom and in occupations.

PROCEDURES:

1. Have workers in different occupations explain to the class the duties they perform and the need for reading, writing and math skills in performing these duties.
2. After the guests have left, review with students the importance of reading, writing and math skills on the job.
3. Have students name five workers in other occupations who often use these skills in their jobs:
 - a. 5 who use reading
 - b. 5 who use writing
 - c. 5 who use math
4. Of the 15 occupations that students identified, ask students to identify any occupation(s) that require only one of the three skills.

ASSESSMENT:

Students learn about different occupations and how reading, writing and math skills are used in the jobs.

CAREER DEVELOPMENT

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

LESSON TOPIC: THINGS THAT INTEREST ME

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: cardboard, pencil, paper, surveying questions

OUTCOME: The student will be able to:

Research different careers and learn about the job characteristics that are interesting to them.

PROCEDURE:

1. Have student select a job that they think they might like. Make a cardboard tag and write the name of the occupation on it to attach to a poster. Discuss educational requirements for the jobs that students have selected.
2. Have students conduct a poll of neighborhood workers. Asking the following questions:
 - a. What is your job?
 - b. Did you have to go to high school to get your job?
 - c. Did you have to attend college to get your job?
 - d. Did your employer train you after she/he hired you?
 - e. Could you have gotten your job without any job education?
3. Have students tabulate the results and reach some conclusions based on their findings.
4. Develop a class chart using their findings.
5. Have students discuss the results of their survey. What do the results indicate? Which jobs selected by students were represented in their survey?

ASSESSMENT:

Students will select some careers that interest them, will discuss the amount of education required for those jobs and conduct a survey of workers, their jobs and their educational level for those jobs.

CAREER DEVELOPMENT

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

LESSON TOPIC: Understanding What's Important to Me

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Making Job Decisions Activity Sheet, paper, pencil or pen

OUTCOMES: The student will be able to:
Define personal work values.

PROCEDURES:

1. Ask students what are values? These are things that are important to us and we usually make choices based on these. When you are deciding on an occupation you may want one that pays a lot of money, uses skills that you have learned in school such as math, helps people, etc.
2. Have students generate and record on a sheet of paper all possible choices they could make in the future with their lives whether it would be a desirable choice or not.
3. Ask students to go through their list and determine which options they would reject right away.
4. For rejected options have students identify which values determined their choice, rating the list of values (Values Table" on the following page) positive (+), neutral (0) or negative (-).
5. In groups of four or five, have students discuss the following questions:
 - a. Does there seem to be a consistent pattern of values in the options immediately rejected?
 - b. What positive values do the remaining alternatives have for you?
 - c. Do you have other interests that you might explore through other work opportunities?

ASSESSMENT:

Students will have identified options and rate those options according to their personal choices based on a given set of circumstances.

Make a list of at least 5 things you could do with your life. Write them down quickly without much thought as to whether you would like that choice or not.

| <u>Values Table</u> | | |
|-------------------------------|-------------|--------------------------|
| (=) Positive | (0) Neutral | (-) Negative |
| _____ Health | | _____ Independence |
| _____ Family Involvement | | _____ Companionship |
| _____ Money/Wealth | | _____ Adventure |
| _____ Security | | _____ Influence |
| _____ Recognition/Achievement | | _____ Knowledge |
| _____ Imagination | | _____ Emotional Strength |

CAREER DEVELOPMENT

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

LESSON TOPIC: IMPORTANT QUALITIES TO SUCCEED IN LIFE

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Paper, pencil

OUTCOME: The student will be able to:
Identify the qualities that will help them to succeed in school and life.

PROCEDURE:

1. Explain to students that there are personal qualities that empower a person to have a positive control over things in their lives. These are the qualities that are also desired by employers. Divide class into groups of 3-4 students.
2. Write these words on the chalkboard:
POSITIVE ATTITUDE
GOOD JUDGEMENT
LISTENING TO OTHERS
UNDERSTANDING CONSEQUENCES
BEING RESPONSIBLE
TAKING CHARGE
TEAM PLAYER
3. Ask students to list and discuss the ways that people express and show these traits. Give real life examples that members in the group have shown in these traits.
4. Groups report their findings.

ASSESSMENT:

Students will be able to describe positive personal qualities to use in school and the workplace.

CAREER DEVELOPMENT

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

LESSON TOPIC: FRIENDSHIPS

GRADE: 5

LENGTH: 45 minutes

MATERIALS NEEDED: Construction paper, crayons or markers

OUTCOME: The student will be able to:
Recognize friendship qualities in themselves and others in order to have more meaningful relationships with friends.

PROCEDURE:

1. Tell the class that today they are going to discuss the special qualities that they can offer a friendship. State, "We are going to pretend that each of us in the class has been invited to a meeting where we will be able to find new friends. Before we can go to the meeting, we must create an advertisement announcing the qualities that make us a good friend. This sign will be our ticket into the meeting and our way of locating new friends".
2. Distribute materials and allow about ten minutes for the students to make their advertisements. The leader should create one also. The signs can contain drawings, phrases, or anything else that the students think will get the message across about the personal qualities they can offer a friendship. Characteristics to focus on include personal qualities, interests, hobbies, talents, and things they like to do with others.
3. After the students complete their advertisements, ask students to share their signs with the class, describing the characteristics that make them good people to have as friends.
4. Display the advertisements in the room.
5. If interest and time permits, the lesson may be extended to a second class period to allow all students to talk about their advertisement.
Discussion questions:
 - a. What did you enjoy about sharing your advertisement? What made it difficult?

- b. We all have special qualities that make us an ideal friend to someone. If this is so, why do you think so many people keep these qualities inside and have few friends or none?
- c. How can people help others feel comfortable sharing the qualities they can offer in a friendship?
- d. In our friendships, how can we make sure we're giving to others what we need ourselves?

ASSESSMENT:

Students will be able to list 3 qualities that make for good relationships and describe their qualities that make them a good friend.

CAREER DEVELOPMENT

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

LESSON TOPIC: PRESSURE ON THE RISE

MATERIALS USED: chalkboard and chalk or chart paper and magic markers.

OUTCOME: The student will be able to:
Identify sources and effects of peer pressure.

PROCEDURE:

1. Students need to understand their friends and classmates so that when they are pressured to do something that may get them into trouble, they know how to respond positively. This way they will not offend the friend and at the same time not do things they shouldn't be doing.
2. Write the heading "Peer Pressure" on the chalkboard or chart paper.

Define peer pressure for the students. For example: A **peer** is someone who is like you in many ways. Your peers are about the same age as you are, they go to school like you do, and they like many of the same things that you like. The other children in this class are your peers. My peers are other adults who I work with and participate with in other activities. For example, the principal and the other teachers in this school are my peers.

Pressure is a type of force. For instance, when I push this door open, or close this drawer, I do it with the pressure of my hand (demonstrate). That's a type of physical pressure. The kind of pressure we're going to talk about today, however, is not physical. Peer pressure comes from the words and actions of other people or your peers. If someone in this class tries to get you to do something that you don't want to do, that's an example of peer pressure. If your friend tries to get you to do something you might want to do, but aren't sure about, that's peer pressure, too. Sometimes peer pressure is good when it make us consider things that are good for us - like being friendly or playing fair. Peer

pressure is harmful when it tries to get us to do something that is wrong or unhealthy.

3. Write the following (or another) example on the board or chart:
 - Billy is supposed to go to the library after school and pick out some books. Ted and Jeff try to convince him to play softball instead.
4. Discuss the example with the children. Use these and other open-ended questions:
 - Is this an example of good peer pressure or harmful peer pressure?
 - If Billy says no, and the other boys accept his answer, is it still peer pressure?
 - How do you think Billy feels when his friends try to get him to do something he's not supposed to do?
 - What could happen if Billy gives in and plays ball instead of going to the library?
 - What could happen if Billy refuses to play with his friends?
 - What would you say if you were Billy? What would you do? What would be the consequences?
5. List and discuss other examples of peer pressure. Use some of your own, ask the children to contribute some, or use the examples listed on the following page. Discuss each one with the children, asking open-ended questions (like those above) tailored to the example. When the children suggest ways of responding to a harmful pressure situation, write them down on the chart. Discuss how well each suggestion would work.
6. Peer-Pressure Situations:
 - Mary wants to copy Angel's answers on a test.
 - Bill tries to get Bruce to get up earlier, so he won't be late for school.
 - Carla wants Chris to ride his bike with her to the park on the other side of town, even though his parents told him not to ride that far.
 - John wants David to smoke a cigarette.
 - Judy tries to convince Cliff to use hand signals when he rides his bike.
 - Kelly urges Melinda to wear her mother's jewelry- without permission.
 - Paul tries to convince Tammy that school is boring and she shouldn't study so much.
 - Julie and Lita think Janice is weird and urge Diane not to talk to her.
 - Diane urges Jean and Lita to invite Janice to play with them.
 - Joey tells Manny that boys shouldn't have teddy bears and urges Manny to throw his away.

Conclude the activity. Emphasize that peer pressure situations can take many forms, both good and harmful. It is important to recognize harmful peer pressure situations and know how to handle them.

ASSESSMENT:

Students can identify types of peer pressure and strategies for not giving in.

CAREER DEVELOPMENT

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

LESSON TOPIC: *Getting Along with Boys and Girls*

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Worksheet, "Conflict and Me"

OBJECTIVE: The student will be able to:
Use conflict resolution skills.

PROCEDURE:

1. Write "conflict" on the board and solicit student definitions of the term. Lead students in a brainstorming activity thinking of all the various situations in which conflicts occur. These responses could range from wars between nations to babies fighting over toys. Alternately, this could be achieved by displaying a series of pictures depicting a wide range of conflict situations and asking students to comment on the common aspects of the series.
2. As students' reactions to conflict are processed, establish the following points:
 - a. Since all people are different and have individual needs and desires, conflicts are inevitable when people live together.
 - b. Since they cannot avoid conflict, it is important that students develop skills for dealing with it effectively.
3. Personalize the discussion by asking students to report on those conflict situations that are most common for them.
4. Ask students about ways in which they know that conflicts can be settled. Fit responses into the following categories:
 - a. violent resolution-fighting, threatening
 - b. giving in-when one person always gives in
 - c. talking over a compromise
5. Introduce the concept of winners and losers in conflicts. Lead students to understand the desirability of achieving "win-win" outcomes under

category (s). Emphasize that the purpose of subsequent instruction is to teach the skills needed to reach that outcome.

6. Give students the worksheet to further personalize their experiences of conflict. Lead students through each item. Walk around the room and observe student responses as they write.
7. Process the activity by asking students which of the categories raised the most serious conflict issues for them.
8. Reiterate the importance of developing skills for dealing with these situations.

ASSESSMENT:

Students will be able to analyze conflict situations with their actions and feelings so that they can better handle conflict.

CONFLICT AND ME

Answer each question as honestly as you can. The purpose of this exercise is to see how you handle conflict situations.

| CONFLICT SITUATION | What I usually do | How I feel |
|---|-------------------|------------|
| 1. When someone calls one of my family a bad name. | | |
| 2. When someone blames me for something I didn't do. | | |
| 3. When someone pushes me or hits me for no reason. | | |
| 4. When someone steals my pencil or spending money. | | |
| 5. When someone tells me to do something I don't want to do. | | |
| 6. When someone puts me down or makes fun of me. | | |
| 7. When someone talks behind my back and says things that are lies. | | |

Write "A" if you agree or "D" if you disagree with the statements below:

_____ As long as there are people there will be conflict.

_____ A conflict can be as small as an argument or as large as a war.

_____ In a conflict, there will always be a winner and loser.

_____ Conflicts between individuals or nations can sometimes be resolved in ways other than violence and war.

When I get angry I _____.

I am _____ am not _____ satisfied with the way I now solve conflicts.

I would _____ would not _____ like to learn ways to solve conflicts.

CAREER DEVELOPMENT

Competency 4.3: Integrate personal growth and change into career development

LESSON TOPIC: GETTING HELP AT SCHOOL

GRADE: 5

LENGTH: 45 minutes

MATERIALS NEEDED: Worksheet, School Directory

OUTCOMES: The student will be able to:
Identify sources of help when they have problems at school.

PROCEDURE:

1. Have students imagine that it is the first day of school.
 - A. How do you feel?
 - B. What questions might you have?
 - C. What information might you need?
 - D. To whom could you go to get the information you need or the answers to your questions.
 - E. What would you do if you can't figure out whom to ask?
 - F. What are some things that you wouldn't ask another student about?
 - G. Who would you feel most comfortable talking with?
2. Ask students to complete the School Directory.
3. Discuss with the students which situation would be the most difficult for them: seeking help or information.
4. Are there any other sources of help at school we have not mentioned?
5. Have students keep the directory for future reference.

ASSESSMENT:

Students will be able to identify different problems they may experience at school and if necessary who to ask for help.

SCHOOL DIRECTORY

Complete the directory boxes by writing names of people you might contact to get information needed for each situation. You may have more than one contact person for each situation.

| SITUATIONS | CONTACT PERSON |
|---|-----------------------|
| 1. You are lost and you need directions. | |
| 2. You were not in class and need to know the assignment. | |
| 3. You want to look especially nice for a school activity and need an honest opinion. | |
| 4. You need help with a math assignment. | |
| 5. You have a personal problem and need advice. | |
| 6. You want to organize a new club at school. | |
| 7. You have a problem with the school bully. | |

CAREER DEVELOPMENT

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

LESSON TOPIC: COOPERATION

GRADE: 5

LENGTH: 45 minutes

MATERIALS NEEDED: Paper, pencil or crayons

OUTCOMES: The student will be able to:
Learn to work together in a classroom setting.

PROCEDURES:

1. Divide class into groups. Explain that each group will have a specific responsibility in completing the group project.
2. Assign each group a portion of a person to draw. They can be creative as they like and it doesn't necessarily have to look like a traditional person. One group can draw the face, another the arms, the torso, legs, etc. Divide the parts equally so that each group can add to the "person". Students can also get very creative on the clothing or "costume".
3. The finished product may look a little strange but all groups participate and the task should be a completed drawing of a person. To give variety, the assignment may be drawing an animal, alien, or other object.

ASSESSMENT:

All students participate in a group assignment and see the results of working as a group.

CAREER DEVELOPMENT

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

LESSON TOPIC: BE YOURSELF!

GRADE: 5

LENGTH: 45 minutes

MATERIALS: Chalkboard, chalk

OUTCOMES: The student will be able to:
Understand why people feel certain ways about things that are expected from males and females.

PROCEDURE:

1. Discuss with students some of the expectations the Samoan culture has for males and females.
2. Ask students to volunteer their own experiences in things they have wanted to do but were criticized or kidded because that was not something that their sex usually did. Examples might be girls playing sports, boys interested in arts and crafts, etc.
3. After the students have generated the list, have them discuss their feelings toward each of their experiences or activities.
4. Compare today's expectations to those that have been handed down by tradition. Students will want a balance between being able to do what they want to regardless of sex but also to show respect for tradition and customs.

ASSESSMENT:

Students will discuss their experiences when they have been kidded about something they wanted to do that wasn't typical for their sex and also to compare to expectations handed down by traditions and customs.

CAREER DEVELOPMENT

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

LESSON TOPIC: DO JOBS HAVE GENDERS?

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Large sheets of chart paper and magic markers.

OUTCOMES: The student will be able to:

Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

PROCEDURES:

1. Introduce the activity. Ask the children: Are there things adults can do that children cannot do? Elicit examples of such things. Then ask: Are there things that men do that women cannot do? Are there things that females do that males should not do? Tell the children to be thinking about these questions.
2. Divide the children into two groups. Put all of the girls in one group and all of the boys in the other group. Distribute the chart paper and magic markers and have each group select a recorder. Explain the task: I want the girls' group to make a list of things that females do that males cannot do. I want the boys' group to make a list of things that males do that females cannot do.
3. Have the groups work on different sides of the room. Allow about ten minutes for them to develop their lists. Circulate and assist the recorders with correct terminology and spelling.
4. Bring the groups together and ask the recorders to post their lists so that they can be seen and discussed by the entire class. Invite each group to challenge the other's list. Encourage them to defend their

choices. Help the children apply reasoning and logic to an evaluation of their choices, avoiding emotional competitiveness.

5. Lead a culminating discussion. Ask these and other open-ended questions:
 - What makes us think that some jobs are for men and some for women?
 - Did you change any of your ideas about male or female roles as a result of this activity?
 - Do you think other people have ideas similar to ours?
 - Are people changing their ideas about what men and women can and cannot do?
 - What causes people to change their ideas?
6. Conclude the activity. Remind the children that they will have a great many choices when they enter the work world and that many options will be open to them, regardless of whether they are male or female. Thank them for their cooperation and thoughtful contributions.
7. Variation: To increase awareness of self-limiting ideas, have the girls group list things men do that women cannot do, while the boys group list things women do that men cannot do.

ASSESSMENT:

Students will participate in group discussion and written activity to develop an awareness of work and how it relates to gender.

CAREER DEVELOPMENT

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

LESSON TOPIC: IDENTIFYING NONTRADITIONAL OCCUPATIONS

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Career resource materials

OUTCOMES: The student will be able to:
Identify nontraditional jobs for females and males.

PROCEDURES:

1. Have students identify five jobs that are nontraditional for females.
2. Have students identify five jobs that are nontraditional for males.
3. Have students select one of the five jobs they have identified that would be nontraditional for them. Have them research the job to determine if they or other members of their sex could be employed in that job by analyzing the skills required for the job. Consider the following:
 - a. The activities of the job.
 - b. The skills necessary to carry out each activity.
 - c. The training and/or experience needed to develop each skill.
4. Have students discuss the following questions from their research.
 - a. Are any skills sex-related (i.e., can they only be performed by one sex)?
Why? Can you think of any exceptions?
 - b. If skills are not sex-related, why are members of one sex not found working that job?
 - c. If skills are not sex-related, can training/education be obtained for members of both sexes? If not, why?
 - d. Would you be interested in working at this job? Why or why not?

ASSESSMENT:

Students will have identified jobs that are predominantly held by females and by males. They will have examined skills required for those jobs and discussed why these jobs have been categorized male or female jobs.

CAREER DEVELOPMENT

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

LESSON TOPIC: INFLUENCE OF STEREOTYPES

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:
Explain why it is important to respect all people as individuals, regardless of their race, sex, religion, etc.

PROCEDURES:

1. Have students discuss how they feel when others make a judgment about them without knowing them. Use several stereotyping statements. Include statements regularly heard around your school. Some examples might be:
 - a. Older people don't make good decisions.
 - b. Boys can repair mechanical things easily.
 - c. Girls are naturally good at cooking and sewing.
2. Have students discuss how these preconceived attitudes can inhibit cooperation among individuals - at school, at work, in the community, etc.
3. Discuss how success in a variety of life tasks can be inhibited by stereotyped attitudes.
4. Discuss how success can be inhibited when a person has to work with individuals who hold stereotyped attitudes. Discuss teacher/student and employer/employee relationships.

ASSESSMENT:

Students will have identified several stereotypes commonly used among their peers and discussed how they help or hinder their interactions in school, work, or leisure activity settings.

CAREER DEVELOPMENT

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

LESSON TOPIC: WORK SATISFYING PERSONAL NEEDS

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk, paper, pen/pencils

OUTCOMES: The student will be able to:
Describe how work can satisfy their basic needs as well as lifestyle.

PROCEDURES:

1. Discuss with students the meaning of work benefits. Explain that some jobs have health insurance, life insurance, savings and retirement plans, paid vacation, and sick leave.
2. Have students discuss with family members their jobs and what if any benefits are available. Have students report this the next day.
3. Ask students what kinds of jobs probably don't have benefits. List the jobs on the board. For example, independent fishers, part-time jobs, artists, etc.
4. Ask students what is important to them. Would they consider a job without benefits or is the job itself more important? Many people value job security and will look for jobs that have all these benefits. Others want a job they like and may be willing to fore go the benefits for a period of time.

ASSESSMENT:

Students will be able to list the importance of benefits in jobs, typical jobs that have benefits as well as jobs that may not have benefits.

CAREER DEVELOPMENT

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

LESSON TOPIC: WHO MADE THIS?

OUTCOMES: The student will be able to:
Identify all the occupations that go into the development and distribution of a product.

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: stick of chewing gum, paper, pencil

PROCEDURES:

1. Divide class into groups of 3-4.
2. Explain to students that many products depend upon many occupations to develop them and finally get them to the consumer. Give students a stick of chewing gum and ask them to name all the occupations that are involved before the customer buys the gum in the store. (ex. Growing or developing the ingredients, marketing, distribution, etc.)
3. Have a contest to see which group can list the most occupations. Perhaps as the prize the group will get an extra piece of chewing gum.
4. Have each group share their list. Write on the chalkboard.

ASSESSMENT:

Students are evaluated on their participation in the group and the oral presentation. They are able to list occupations involved in the development of a product and to see how occupations depend on each other.

CAREER DEVELOPMENT

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

LESSON TOPIC: JOBS IN MY FAMILY

GRADE: 5

LENGTH: 45

MATERIALS USED: Paper, pencil

OUTCOMES EXPECTED: The student will be able to:
Describe work of family members

PROCEDURES:

1. Introduce topic, objective, and exercise.
2. Provide sample description of work of a family member, Students can choose immediate or extended family. Ask student to describe the type of work, tools or materials used in the job, and why the family member chose the particular occupation, and other information that the person may want to include. The class may want to design an interview form and have the teacher write it on the chalkboard for them to copy and use.
3. The assignment will need to be made on one day with perhaps 3 days for the student to research the information.
4. Students report on their family jobs orally and turn in a written report.

ASSESSMENT:

Students will turn in a written report and will participate in group discussion and oral presentation.

CAREER DEVELOPMENT

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

LESSON TOPIC: GETTING INFORMATION ABOUT CAREERS

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: *Children's Dictionary of Occupations*, career resource books, paper, pencil, chalkboard, chalk

OUTCOMES: The student will be able to:
Learn more about occupations by conducting interviews of various workers in their jobs.

PROCEDURE:

1. Have students name as many occupations as they can without using any resources. After they have exhausted their list, they can refer to resources to list those occupations that seem interesting to them. Record the occupations on the chalkboard.
2. Ask students to identify five occupations they would like to know more about.
3. Divide class into groups and ask that each group discuss the kinds of questions that should be asked in an interview to find out more about the occupations they are interested in. Have a student volunteer to write the questions on the board as each group reports their questions. (Some groups will probably have come up with the same or similar questions). There should be at least 5 questions. Have each student write the questions down on their paper. Have students conduct interviews of people in occupations in which they are interested. The interview can be done individually or in groups. One suggestion may be to invite presenters to the class and the students can ask their questions orally so that the class can observe the interview.
4. Report the findings from the interview back to class if the interview is conducted away from the classroom.

5. Students could make a collage/bulletin board of occupations to display in the classroom as an additional activity.

ASSESSMENT:

Students will have listed several occupations, selected those they are most interested in and conducted an interview to collect the information that they want about those occupations.

CAREER DEVELOPMENT

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

LESSON TOPIC: HOW WILL I EVER USE THIS IN THE WORKPLACE?

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Job Clusters Activity Sheet, pencil

OUTCOMES: The student will be able to:
Identify academic skills used within job clusters

PROCEDURES:

1. Give each student the "Job Clusters" activity sheet
2. Ask students to place each job listed at the top under the appropriate job cluster heading.
3. Ask students to list school skills necessary for each of the 12 job clusters.
4. Upon completion of the exercise, divide class into groups of five so that they can compare results.
5. Have one person from each group present results to the class
6. Discuss any discrepancies between job and school skills and how similar skills are interrelated between various job clusters.

ASSESSMENT:

Students will have completed the activity sheet and reached consensus regarding how skills learned in school relate to skills needed for a variety of jobs.

JOB CLUSTERS ACTIVITY SHEET

Directions: Place each job listed below under the cluster heading where you think it fits.

JOB

| | | |
|---------------------------|-----------------------|-----------------------|
| Musician | Physical Therapist | Market Researcher |
| Receptionist | Forester | Retail Store Employee |
| Roofer | Automobile Mechanic | Farm Worker |
| Medical Records Librarian | Environmentalists | |
| Biologist | Civil Engineer | Public Relations |
| Secretary | Teacher | Bricklayer |
| Registered Nurse | Watch Repairer | Lawyer |
| Webmaster | Oceanographer | Fisher |
| Real Estate Agent | TV & Radio Technician | Carpenter |
| Computer Operator | Laboratory Technician | Insurance Agent |
| Economist | Actor | Surgeon |
| | Contractor | Baker |

JOB CLUSTERS

| | |
|---|-------------------------|
| Sales Occupations | Mechanics and Repairers |
| Building Trades | Health Services |
| Performing Arts | Sciences |
| Other Professions and Related Occupations | Agriculture Occupations |
| Clerical & Related Occupations | Business Administration |
| Engineering | Conservation |

CAREER DEVELOPMENT

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

LESSON TOPIC: USING PEOPLE YOU KNOW TO FIND OUT ABOUT CAREERS

GRADE: 5

LENGTH: 2 CLASS PERIODS

MATERIALS USED: Career Interview Activity Sheet, pencil

OUTCOMES: The student will be able to:
Research careers by interviewing people he/she knows.

PROCEDURE:

1. Explain to students that most people work and most people in our families hold jobs. These people can be a source of occupation information by telling about their job responsibilities, what training was required, how satisfied they are with the job, what they would change about their career choice, what they would keep the same, and other career advice they may have for the student. Parents have a great deal of influence on their children's career decision making. They can help them to set goals, motivate them to work hard in school, and provide support to the student.
2. Ask students to share how their parents are involved with them in school.
3. Review the activity sheet with the students and ask them to interview at least 3 family members or other friends about their jobs. Set a reasonable date for the activity to be completed (one or two days).
4. Students return their interview sheets and share with the class.

ASSESSMENT:

Students complete interviews with 3 people they know. They are evaluated on the written interviews and the oral presentation.

CAREER INTERVIEW ACTIVITY SHEET

1. Why did you decide to take this job?
2. Were there other jobs that you considered?
3. Are you satisfied with the career decision you made?
4. What are your job duties?
5. What do you like least about your job?
6. What do you like best about your job?
7. What kind of training and/or education did you go through before getting your job?
8. Any advice you would give to a student planning a career?

CAREER DEVELOPMENT

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

LESSON TOPIC: SKILLS NEEDED FOR CAREERS

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Construction paper, scissors, coat hanger, string, glue, paper and pencil, hole punch.

OUTCOMES: The student will be able to:
Understand what skills are needed and to perform a future job.

PROCEDURES:

1. Have students individually or in cooperative learning groups brainstorm and list skills that are needed in occupational groups such as health, business, construction, education, etc.
2. Have students design a mobile by cutting out shapes that would symbolize a career group (i.e., airplane for air pilot). Students then put (print) skills needed onto each piece of construction paper and hang from hanger.
3. Have each student share and explain mobiles. Hang them in the room.

ASSESSMENT:

Students will be able to demonstrate with a visual and oral presentation their knowledge of skills needed for various occupation groups.

CAREER DEVELOPMENT

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

LESSON TOPIC: PREPARING FOR THE OCCUPATION I WANT

GRADE 5

LENGTH: 45 minutes

MATERIALS USED: *Children's Dictionary of Occupations*, paper, pencil, poster or chart paper

OUTCOMES: The student will be able to:
Describe the different education and training required for occupations.

PROCEDURES:

1. Explain to students that there are different requirements for occupations as far as education and training are concerned. Some occupations are direct entry and require only a certain amount of on-the-job training to perform the job. Many employers may require a high school diploma while others consider other qualifications of the applicant.
2. Explain training options such as apprenticeship, technical/vocational schools, community college, and university. There are also the military and private independent schools that do various types of training.
3. Divide class into teams of 4-5. Designate each team as direct entry, vocational/technical, community college, university, etc. Ask them to use resources available in the library to identify occupations according to the amount of training and education required. Each team should list at least 5 occupations (or more if time allows). Their report should include earnings.
4. Ask each group to report their occupations with training level and earnings.
5. As a class activity develop a graph showing occupations by education/training level and earnings level.
6. The graph should reflect that with more education the earnings increase. Discuss this with the class.

ASSESSMENT:

Students are evaluated on their class and group work participation.

Students will be able to identify occupations according to education level and earnings.

CAREER DEVELOPMENT

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

LESSON TOPIC: WHOM DO YOU WANT TO WORK FOR?

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: chalk board, chalk, career resource books

OUTCOMES: The student will be able to:
Identify occupations that are paid and unpaid.

PROCEDURES:

1. Introduce topic and objective of lesson
2. Discuss different types of work, both paid and unpaid. Students will probably identify paid occupations easily but not be as aware of jobs with no pay. Discuss volunteer work, homemaker, etc. as examples of unpaid jobs.
3. Divide students into groups. Ask them to list all the jobs they do that they do not get paid for.
4. Have groups report their list. Have a class recorder list the jobs on the chalkboard.
5. Have students brainstorm similar jobs that are paid and list them on the chalkboard. Career resource books could be made available to help them come up with names of occupations.
6. Discuss with students some of the skills that they learn for unpaid work that can be used to describe their expertise when they are applying for a paid job.

ASSESSMENT:

Students are evaluated on their participation and oral presentation.
Students are able to identify unpaid occupations as well as paid occupations.

CAREER DEVELOPMENT

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

LESSON TOPIC: WHAT IF NO ONE WORKED?

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Paper, pencil

OUTCOMES: The student will be able to:
Understand the impact on our economy if certain occupations didn't exist.

PROCEDURES:

1. Tell the students that we are going to discuss "What would our lives and economy be like without certain careers?"
2. Divide class into groups of 3-4. Ask each group to pick a career to consider. Give them a minute to make the selection. Then ask each group to report their selection. Write the careers on the chalkboard.
3. Ask students to list the total impact of a particular career not being present. Explain the domino effect i.e. if there were no teachers there would be no schools and no one would be educated, etc.
4. Have each group share their list.

ASSESSMENT:

Students are evaluated on their participation and the final discussion should show students how the economy and society are totally dependent upon a working society.

CAREER DEVELOPMENT

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

LESSON TOPIC: DEFINING WORK

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Chalkboard and chalk.

OUTCOMES: The student will be able to:
Define the term "work" in different settings and discuss feelings about work.

PROCEDURES:

1. Have students define "work" and record their definitions on the chalkboard.
Include the following:
 - a. What are the primary characteristics of work?
 - b. Are volunteer and community activities considered work?
 - c. Is homemaking considered work?
2. Have students synthesize their responses into a general statement.
3. Have students compare their definition to the dictionary definition. In what ways are they alike and different?
4. Have students list the importance of work and reasons for working. Include economic necessity, personal and social value, and personal fulfillment. Use the following questions as a guide:
 - a. Why do you think people work?
 - b. Is work an important factor in most people's lives? Why or Why not?
 - c. How many of your mothers (or women you know) work in and outside the home? Why do they work two jobs? Do any fathers/adult males you know work two jobs?
 - d. Why do some jobs have more social value than others?

ASSESSMENT

Students will have defined "work" and discussed the importance of work to the individual, community, state, nation and world.

CAREER DEVELOPMENT

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

LESSON TOPIC: DATA, PEOPLE, OR THINGS

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Career resource books, Children's Dictionary of Occupations, paper, pencil

OUTCOMES: The student will be able to:
Describe different occupations according to data, people, and things and name the area they want to work in.

PROCEDURE:

1. Explain to students that occupations can be categorized by what they work with. In some jobs, the worker works with people, some with data, and others with things. Give examples so that they understand what each category means.
2. Ask students to brainstorm and list all the occupations they can possibly think of. Write them on the board.
3. Divide students into teams and ask them to identify the occupations by data, people, and things.
4. Have each team report out and explain why they think the occupation fits into a particular category.
5. Ask students to volunteer what category they would prefer to work in.
6. Ask students if there are jobs that work with more than one category. For instance, people and numbers. That could be a bank teller who greets people and counts out money to cash a check.

ASSESSMENT:

Students will be able to list occupations according to data, people, things, and will choose which category they want to work in.

CAREER DEVELOPMENT

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

LESSON TOPIC: The Terrific Ten

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: Paper and pencil

OUTCOME: The student will be able to:
Identify activities they would like to do either on the job or as leisure activities.

PROCEDURE:

1. Have students write down their ten favorite activities. These items could be related to work, school or hobbies (e.g. swimming, reading, visiting with friends, etc.).
2. Have students use the following directions to code their list. More than one can be used for each activity:
 - a. Place an "X" next to those things you like to do alone.
 - b. Place an "A" next to those things you like to do alone.
 - c. Place a "P" next to those things you prefer to do with other people.
 - d. Place a "\$" next to those that cost \$10 or more each time you do them.
 - e. Place an "O" next to those you would like to be a part of your occupation.
 - f. Place an "L" next to those you would like to be a part of your leisure.
 - g. Place an "R" next to those you think you'll be able to do after you retire.
3. Have students use the list to determine occupations related to their favorite activities.

ASSESSMENT:

Students identified activities they like to do that can be related to lifetime choices.

CAREER DEVELOPMENT

Competency 6.3: Create and manage an educational and career plan that matches career goals

LESSON TOPIC: MY FIFTH GRADE CAREER PLAN

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Career Planning Activity Sheet and a pencil.

OUTCOMES: The student will be able to:
List activities, skills, and knowledge they have acquired.

PROCEDURES:

1. Talk to students about career development being a developmental process. At each level they acquire more knowledge, skills, and attitudes which build on each other.
2. Give each student the "Career Planning/Activity Sheet" and have them complete.
3. Group may share their plans.

Note: A process should be developed so that students develop a career portfolio to include this type worksheet. This process should allow the portfolio to follow the student to upper grades so they can add to it in addition to examining their growth and development.

ASSESSMENT:

Students will have a career planning worksheet.

CAREER PLANNING ACTIVITY SHEET

Grade 5

I. Abilities:

- a. Our abilities often determine our success and failures:

This is a list of four things I am good at:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

- b. This is a list of four things I am not so good at:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

II. Personal Traits:

- a. This list of personal traits best described the real me: (examples: cheerful, quick, good at math, etc.)

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

III. Opinions of Others:

- a. The opinions of others toward me is important:

This is a list of four things my friends like about me:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

IV. Things That Are Important to Me:

- a. Things that are important to us often help in making decision:

This is a list of things that are important to me:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: THE ME POSTER

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: Poster board, magazines, and art supplies.

OUTCOME: The student will be able to:
Enable students to explore themselves and appreciate their uniqueness.

PROCEDURE:

1. In order to explore student's uniqueness, they must be provided with an opportunity to be creative. This exercise can be done with paper and pen or can become an involved seeking-and-discovering exercise with poster-board, magazines, and markers. In either case, allow students ample time to think and complete the work properly.
2. Instruct the students to reveal themselves on paper. They are to create a collage of words and images. Have them write, draw, and/or cut out words and pictures that describe themselves. They should also be required to write a paragraph, poem, rap, etc., about themselves.
3. Have the students present their posters to the class. Ask questions to draw them out and praise something unique to build their self-esteem. This is critical at this point in the class.

ASSESSMENT:

Students give oral presentations to explain poster they've drawn.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: STRENGTHS AND WEAKNESSES

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Paper, pencil

OUTCOMES: The student will be able to:
Describe individual strengths and weaknesses in school subjects

PROCEDURES:

1. Begin class discussion by asking students to discuss what school subject are they doing well in and the ones they need some improvement.
2. Have each student list the courses they are taking. Give a star if they are doing well in the class and an "X" if they need improvement.
3. Students should list the reasons for each class that they feel they are weak in and how they could improve.
4. Students will be asked to share their list if they are comfortable doing so. This activity should not cause embarrassment for anyone. Usually there will be some common reasons students are not doing well in a particular course. List these on the board and discuss with class the meaning of each. This can be an individual activity rather than a "class show and tell" if the students are showing reluctance in sharing what they may consider failure. This activity should be an individual reflection on what they need to improve.

ASSESSMENT: Students will be able to list strengths and weaknesses in school subjects and analyze how they could improve.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: POSITIVE PERSONALITY

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: NONE

OUTCOME: The student will be able to:
Describe characteristics that project a positive personality.

PROCEDURE:

1. Have students define the following: trustworthiness, thoughtfulness, enthusiasm, confidence and ambition.
2. Ask students to rate themselves on a scale from 1 to 5 (5 being the highest) regarding the personality characteristics in Step 1.
3. Have students form groups and discuss their outcomes. How do they feel? How could they improve? Which of these traits do they value in other people?
4. Have students discuss a boastful or aggressive attitude as opposed to a pleasant, friendly or relaxed attitude.
5. Have students discuss ways in which they can develop poise and confidence.

ASSESSMENT:

Students have examined personality characteristics and discussed how they are developed. They will identify ways of improving poor personality characteristics.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: TELL ME BEHIND MY BACK

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: Each student needs a large piece of paper or colored construction paper, a marker (washable type), and two pieces of masking tape.

OUTCOME: The student will be able to:
Understand the importance of sharing positive feelings and thoughts with others.

PROCEDURE:

1. Give each student:
 - a. a large piece of paper or colored construction paper.
 - b. A marker (washable!)
 - c. Two pieces of masking tape
2. Each student writes the following on his/her paper:
"I like (child's own name) because..."
3. Each student's paper is circulated around the room so that other students can write something on it. Or the teacher could tape to the wall and the students could circulate writing something on each person's piece of paper.
4. Discuss with the students the importance of sharing positive feelings and thoughts with others (brief interaction to set the tone and purpose of this activity). **STRESS** the importance of writing only positive statements. Students are not to read the comments from anyone else's back aloud, nor talk to each other generally, nor to sign names or initials to the written comments.
5. Students circulate and write a thought or feeling (POSITIVE) about the student whose paper he/she is writing on. These can be related to

personal appearance, behaviors, academic accomplishments, social skills, athletic abilities, etc., etc. , etc.

6. Each student reads through their own comments on cape. Allow students to share statements (can be done in a variety of ways—use imagination!) Possible questions to stimulate discussion -closure:

--How did it feel when others were writing on your paper? Thoughts?

--How did you feel about sharing a comment?

--How did it feel to read the things people wrote about you?

--Was it easy for you to think of things to write about others?

Why/why not?

--Do we often say these (positive) to each other? Why/Why not?

ENCOURAGE students to share at home—hang capes at home as posters, etc.

ASSESSMENT:

All students will write positive comments on their cape. Students will feel more positive about themselves. This should be reflected in their participation.

Note any students who are reluctant to share their positive comments written on their cape. These students may benefit from self-esteem group activities.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: RISK TAKING

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: "Taking Risks Questionnaire"

OUTCOME: The student will be able to:

Students will understand themselves and how to take positive risks.

PROCEDURE:

1. Have students fill out the "Taking Risks Questionnaire."
2. Have students discuss the following questions:
 - a. Are you playing it safe? What are some things you would like to try but are afraid to? There are healthy risks and those that you take that could endanger your safety or life. Be sure students know the difference.
 - b. What is the worst thing that could happen if you don't succeed? If you don't try?
 - c. What is the best thing that could happen? Is it worth the attempt?
 - d. How can you increase chances for success and decrease chances for failure?

ASSESSMENT:

Students have examined their personal attitudes toward risk taking and understand how to take positive risks.

TAKING RISKS

Are you willing to take risks?

Check (3) the statements that best apply to you.

- _____ I like to try new things just for the challenge.
- _____ I am willing to try new things even though there is a chance of failure.
- _____ I believe "if at first you don't succeed, try again."
- _____ I am willing to defend my beliefs.
- _____ I consider myself an assertive person.
- _____ I don't back away from competition.
- _____ I am able to make tough decisions.
- _____ I follow through on the decisions that I make.
- _____ I like to do whatever my friends are doing regardless of the risk to personal safety.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: PERSONALITY CHARACTERISTICS

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk

OUTCOMES: The student will be able to :
Explain characteristics of their personality.

PROCEDURES:

1. Ask students if they know what personality means? Can they describe themselves, friends or family members in terms of their personality? Some people are friendly and outgoing. Others are quiet and stick to themselves. These people would be described as extraverts (outgoing) and introverts (quiet, like to do things by themselves). Ask students which they are by asking for a show of hands. Have students brainstorm personality characteristics. Try to think of both positive and negative characteristics. List these on the chalkboard.
2. Divide students into groups of three to four and have them discuss personality characteristics they believe they have, those they would like to further develop and those they would not want.
3. Ask them to check the ones they feel are important in an occupation and why.

ASSESSMENT:

Students will have developed a list of personality characteristics and discussed what those characteristics mean. They will then identify those they have developed, those they want to develop further, and those they do not want.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: AN INVENTORY OF WHO WE ARE

GRADE: 5

LENGTH: 1-2 class periods

MATERIALS USED: "Who We Are Inventory" activity sheet, pencil

OUTCOMES: The student will be able to:
Identify things about themselves and increase awareness of and appreciation for self and others

PROCEDURES:

1. The teacher or counselor reads the "Who We Are Inventory" to the class.
2. After each statement, ask the students raise their hands if the statement applies to them. The teacher may have to explain the meaning of the question. They may, of course, pass on any question, but they should be encouraged to take a risk, raise their hands and see who else in the class does the same. The leader can set the tone by also responding.
3. Have students discuss what they learned about each other as a result of this exercise.

ASSESSMENT:

Students identified personal characteristics about self and classmates.

WHO WE ARE INVENTORY

1. I like candy with nuts.
2. I like to stay up late.
3. I have flown in a plane
4. I have been on a farm
5. I have been on a city bus
6. I have a pet
7. I like tangerines
8. I can climb a tree
9. I can roller-skate
10. I have my own room
11. I like television
12. I wish I were older
13. I wish I could fly
14. I have nightmares sometimes
15. I am afraid of shadows
16. I am afraid of bugs
17. I have been on a camping trip
leaves
18. I have seen the Atlantic Ocean
19. I have been to another island
20. I am the oldest in my family
21. I am the youngest in my family
22. I am the middle child in my family
23. My grandmother or grandfather lives
with my family.
24. I prefer weather in Samoa to colder countries
25. I like to pick bananas.
26. I have played in the snow.
27. I once won a medal
28. I have a secret hiding place
29. I shop for my own clothes
30. I have broken a bone
31. I have been on a team
32. I have had an operation
33. I have a grandparent alive
34. I make my own breakfast
35. I know how to swim
36. I have caught a fish
37. I like pizza
38. I like spinach
39. I make models
40. I like to paint
41. I like to jump in fallen
42. I like Smithy's burgers
better than moms.
43. I can ride a bicycle with no
hands
44. I watch cartoons on
saturday mornings.
45. I get an allowance for doing
family chores.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: COPING WITH STRESS

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS: books, pen, notebooks, chalkboard, magazines, pamphlets or books on stress for school age children.

OUTCOME: The student will be able to:
Demonstrate ways of responding to others when under stress.

PROCEDURE:

If the teacher feels that stress is not a word that students can relate to, substitute another word such as worry.

1. Explain to students what stress is, the causes and how to cope with stress.
2. Discuss ways to recognize signs of stress in friends and ways to help them or who to go to for help. (examples may be worried about failing a test, homework, family member is ill, family chores, conflicts with their friends, being tired and not being able to concentrate on school work, hungry)
3. Pair students and let them discuss things that cause them stress and how they handle the situation.
4. Students write a one- page paper on stress and include things you can do personally handle stress and ways to seek help.

ASSESSMENT:

Students will be able to define and recognize stress. They will be able to list several ways of coping with stress in addition to seeking help from others.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: I KNOW HOW TO HANDLE CONFLICT

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: NONE

OUTCOME: The student will be able to:
Demonstrate skills in resolving conflict.

PROCEDURE:

1. Select two students to role-play a conflict situation for the class. Have the students face each other and give them this situation. Student A is wearing a new shirt to school for the first time. His mother wanted him to save it for special occasions, but student A wanted to show it off and promised to take care of it. Student B was walking by and accidentally spilled chocolate milk on the shirt. Give the students a few minutes to act out the situation. Ask the class to interpret what happened. Was violence a possibility? If so, how was it or could it have been defused? Have students volunteer to act out other approaches student A or B might have taken.
2. Discuss the consequences if violence had taken place. Help the class understand that other alternatives are possible.
3. Divide the class into small groups. Ask each group to make up a scenario that involves two or more people in which a conflict has arisen. Ask them to follow the same set of instructions above. After each group has discussed their conflict situation and alternative way to handle it, ask for volunteers to play act their situation. The teacher may have to circulate around the room to help students come up with conflict scenarios.

ASSESSMENT:

Students will participate in role-playing and class discussion. They will observe several conflict situations role-played by the groups and different ways to handle the conflict.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: NONVERBAL IDENTIFICATION OF FEELINGS

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Magazines, scissors, paste, and construction paper

OUTCOMES: The student will be able to:
Identify emotions through nonverbal cues.

PROCEDURES:

1. Provide students with magazines.
2. Have students cut out pictures of people showing a variety of emotions and feelings.
3. Ask students to paste their pictures on a sheet of construction paper.
4. Have students identify the emotions they think are being expressed in their pictures. Ask students to express how they personally handle at least one of the emotions.
5. Display pictures in the room.
6. Discuss reasons people show emotions and what is considered socially appropriate for various emotions such as anger, happiness, etc..

ASSESSMENT:

Students identified nonverbal expressions of emotions through pictures and expressed how they would handle an emotion.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Development appropriate attitudes and behaviors

LESSON TOPIC: HOW I SEE YOU

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: pencil and "How I see You" activity sheet

OUTCOME: The student will be able to:
Understand stereotypes about different groups of people and be able to discuss why these attitudes exist.

PROCEDURE:

1. Write the word stereotype on the board. Ask students if they know the meaning. Express to students that we all have feelings and beliefs about groups of people. Often we make judgments that are good or bad about these groups. These prejudices become stereotypes that we may believe even when there is no basis in fact. Have students write two comments that come to mind when they think about these groups. Have them indicate if these are positive or negative statements. Discuss the answers and see if the origin can be determined. Ask students if they think the comments are true of all individuals in these groups. Each student should be given the activity and the class can be divided into groups for discussion.
2. If individual students display strong feelings of prejudice, expand the discussion to help them better understand their feelings. They need to understand that prejudice will only impede them in school and in the workplace.

ASSESSMENT:

Students will be able to identify stereotypes and have a better understanding of why they exist.

HOW I SEE YOU

Below is a list of groups of people. Write two comments about each group. Then determine if this is a positive (+) or negative (-) statement about that group.

| GROUP | COMMENTS | POSITIVE (+) NEGATIVE (-) |
|----------------------|----------------|------------------------------|
| Men | _____ _____ | [] |
| Women | _____ _____ | [] |
| Native Americans | _____ _____ | [] |
| African Americans | _____ _____ | [] |
| Asians | _____ _____ | [] |
| Hispanics | _____ _____ | [] |
| Jews | _____ _____ | [] |
| Caucasians | _____ _____ | [] |
| Handicapped | _____ _____ | [] |
| Elderly | _____ _____ | [] |
| Add your Own | _____ _____ | [] |

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Development appropriate attitudes and behaviors

LESSON TOPIC: IT'S OK TO BE DIFFERENT.

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: NONE

OUTCOME: The student will be able to:
Recognize and accept individuality in self and others.

PROCEDURE:

1. Line students up on one side of the room.
2. Tell each student to cross the room, but each of them must go across showing a different way of getting there.
3. Remind them to use a different way of getting there that is all their own.
4. Have each student go cross, one at a time. They may hop, jump, skip, etc.
5. Discuss the idea that different solutions are not necessarily wrong solutions. Stress that being different does not mean something or someone is bad or good - just different.
6. Discuss with students how it feels to be different. Is it okay to be different? Is it okay for others to be different?
7. Have students repeat the exercise and discuss what happens the next time.

ASSESSMENT:

Students explore individuality in themselves and others by doing exercises dealing with doing things in different ways.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Development appropriate attitudes and behaviors

LESSON TOPIC: A DIVERSE WORLD

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:
Have an awareness of diversity in relations with others.

PROCEDURE:

1. Ask students if they know of someone from a foreign country. Ask them to describe some of that person's habits or behaviors that are different from ours. Ask them how they feel about these behaviors. (Are they funny, strange, frightening). Ask them if the person has tried to adapt the local customs of language, dress, and attitudes. How do the students feel about this? Is the person being phony or silly to try?
2. Ask the class how they might feel if they went to a new country where the behaviors, language, and dress were different. Would they stay the same as they are or would they try to change to "fit in?"

ASSESSMENT:

Students will participate in openly discussing their feelings about diversity.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: Ways to Resolve Conflict and Get Along With Others

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: "Strategies For Conflict Resolution" Handout

OUTCOME: The student will be able to:
Identify and apply strategies for resolving conflicts.

PROCEDURE:

1. Divide class into groups or 3-4
2. Go over the strategies and their definitions on the activity sheet. Clarify any concerns students might have. Students may work independently or in small groups.
 - a. Avoiding is fleeing and is appropriate in dangerous or "no win" situations.
 - b. Taking turns and sharing are common ways disputes among younger children are resolved.
 - c. Chance can be used with taking turns and both parties equally risk "losing."
 - d. Apologizing is appropriate when one party is at fault or wishes to defuse a minor situation (e.g., bumping into someone in the hall-quick apology.)
 - e. Getting help is when you go to a teacher, police officer or third party to resolve a problem.
 - f. Humor can be tricky, but many students use it skillfully to avoid embarrassment.
 - g. Compromise takes negotiating skill and may require the aid of a third party.
 - h. Postponing differs from avoiding in that resolution is put off to a set time to allow participants to cool off and think clearly.

ASSESSMENT:

Students can identify 5 strategies for conflict resolution.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: COOPERATION IN A GROUP

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: Paper, pencil, and "Group Cooperation" activity sheet

OUTCOME: The student will be able to:
Identify ways to cooperate in a group.

PROCEDURES:

1. Discuss with the class:
 - a. The classroom is a social group. Each of us is expected to be a member of this group. Everyone has reason to want the classroom to be a good place in which to study and learn new things. If the classroom is going to be a good place to study and learn new things, class members must cooperate with one another and with the teacher. We cooperate when we share ideas, the things we own, and when two or more of us work together to complete a task. Nine ways for cooperation in the classroom are listed in the handout. Use the space that is provided after each item to explain why the behavior identified requires cooperation.
 - b. This can be completed individually or in groups of 3-4.

ASSESSMENT:

Students will participate in oral and written activity. They will be able to identify how cooperation is used in the classroom.

GROUP COOPERATION

ACTIVITY SHEET

1. When we play games, we cooperate. How?

2. When different class members do different things to build a bulletin board, we cooperate. How?

3. When we do the work the teacher assigns, we cooperate. How?

4. When we participate in a class discussion, we cooperate. How?

5. When we collect money to pay for a bus and take a field trip, we cooperate. How?

6. When small groups of students do an experiment in science, we cooperate. How?

7. When we help break up fights between classmates, we cooperate. How?

8. When each of us brings something for a class party, such as potato chips, we cooperate. How?

9. When we plan and do a group project we cooperate. How?

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: DECISIONS! DECISIONS!

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Decisions! Decisions! Activity sheet
Pencil or pen

OUTCOMES: The student will be able to:
Develop decision-making skills.

PROCEDURES:

1. Discuss with students the following steps in arriving at an "IDEAL" decision:
I = Identify the situation
D = Describe everything that can be done
E = Evaluate what might happen
A = Act out a plan
L = Learn from your decision
2. Ask students to complete the "Decisions! Decisions!" handout.
3. Discuss how students are responsible for making their own decisions.

ASSESSMENT:

Students examined their decision-making skills and discussed how they are responsible for their decisions.

Activity Sheet

Decisions! Decisions!

1. In column 1, list three situations in which you had to make a choice today.
2. In column 2, describe what choices you made.
3. In column 3, give the reasons for your choices.
4. In column 4, tell whether you think you made the right choices. Explain why.

| Situation 1 | Choice Made 2 | Reason 3 | Evaluation 4 |
|----------------|------------------|-------------|-----------------|
| | | | |
| | | | |
| | | | |

Optional: Think ahead to a decision you may need to make tomorrow. Write a paragraph about how you think you can best handle the decision.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: DECISION-MAKING PATTERNS

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Paper, pencil

OUTCOMES: The student will be able to:
Will be able to identify different decision-making patterns/strategies and to make them more aware of the ones they use most often.

PROCEDURES:

Divide the class into groups of three and four. Ask each group to come up with examples for each pattern. Then bring the class back together and ask each group to share one example for each pattern with the others.

Examples:

- | | |
|---------------------------|---|
| Wish pattern: | You get a cat hoping it won't affect your allergies. |
| Escape pattern: | You don't try out for chorus because you are afraid someone will laugh at your voice. |
| Safe pattern: | You decide to be a bookkeeper rather than an accountant because you are not sure you will do well in college. |
| Impulsive pattern: | You buy something you want with some money you have been saving for another purpose. |

| | |
|----------------------------|---|
| Fatalistic pattern: | You decide to run in a marathon even though your knee has been going out on you. |
| Compliant pattern: | Someone has asked you to do something you really don't want to do but you do it anyway. |
| Delaying pattern: | You put off reading your history assignments until the night before the final. |
| Agonizing pattern: | You think every item on the menu sounds good and have to keep asking the waiter to give you a few more minutes. |
| Planning pattern: | You decide to marry someone with similar goals and values. |
| Intuitive pattern: | You move to a city you've never visited because you have a feeling you'll like it. |

1. Take a poll of how many students currently use each decision-making pattern.
Ask: "After becoming aware of these patterns for making decisions, what are some patterns you would prefer to use now? Are there some not listed here that you could add now?"
2. Follow-up:
Ask which pattern would be the best to use in most circumstances.

ASSESSMENT:

Students will be able to identify patterns used in making decisions, which they use more often, and which would be the best to use.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: MAKING DECISIONS

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Paper, pen or pencil

OUTCOMES: The student will be able to:
Identify and choose between options.

PROCEDURES:

1. Have students make a chart with four columns. In the first column, list five decisions recently made on the basis of experience.
2. In the second column, list five decisions made from habit.
3. In the third column, list five decisions made by following someone else's example.
4. In the fourth column, list five decisions that were made on impulse.
5. Identify which of the 20 decisions could have turned out better had a systematic decision-making process been used.
6. Discuss which of the columns were easiest to complete. Does this reveal how the majority of your decisions are made?
7. Discussion: Were there problems that interfered with making the decision? How did you overcome these?

ASSESSMENT:

Students will have listed decisions they have made recently and determined on what basis they make decisions.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: MAKING CHOICES

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:
Describe the impact their decisions may have on others.

PROCEDURES:

1. Discuss the ways your decisions affect others. Explain that decisions are like pebbles dropped into a pool of water. The ripples from the dropped pebble spread out from the center. An example may be that the student is supposed to get a loaf of bread on the way home from the school. The student decides to play with his friends and forgets the bread. What would happen. He would be in trouble with his parents, the family wouldn't have bread for dinner, or the parent may have to go to the store, dinner will be late, etc.
2. Discuss the groups each student belongs to (e.g., member of a family, high school student, worker, member of a community, citizen of a state, citizen of a nation) and how decisions made affect each of these groups.
3. Have students give examples of past decisions that affected others.
4. Discuss the increase in the number of decisions to be made as one gets older and assumes more responsibilities (e.g., a student who earns money for continued education reduces the financial burden on parents).

ASSESSMENT:

Students will have discussed how their decisions affect others and will have given examples of some of those decisions.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: MAKING THE GRADE

GRADE: 5

LENGTH: 45 MINUTES

MATERIALS USED: Chalkboard, chalk, eraser, paper and markers.

OUTCOME: The student will be able to:
Understand how their choices in school will impact their work opportunities in later life.

PROCEDURE:

1. Introduce the lesson as "Making the Grade" and explain the expected outcomes. Explain that when a student gets a degree or diploma it is like a ticket into the world of work. Sometimes they may not like certain courses because they have to work a little harder to make the grade. By focusing on their interests and strong points and working to improve their weak areas they will have more success in later life. In this lesson explain to the students that they will identify occupations that require high school graduation, a certificate, or a college degree.
2. The students are to break into four groups. Each group will take an occupation and research its qualifications and characteristics. There should be a facilitator, recorder, and a reporter for each group.
3. Each group will report on the chosen occupation listing its job requirements, duties, and other characteristics. They should also include academic courses that are important to the occupation. For instance, an accountant would need math, a writer would need language arts, etc.
4. Discuss the activity with the class and draw comparisons between job requirements for the occupations they reported on.
5. Discuss occupations with students that are direct entry i.e., a high school graduate could enter a job without any post-secondary training.
6. Discuss jobs that require a college degree and others that require technical training or a community college degree.

ASSESSMENT:

Students will learn about occupations from the research each group reports on and each should be able to list at least 3 occupations with job descriptions, education requirements, and other characteristics.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: HOW DRUGS AND ALCOHOL AFFECT THE BODY

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk, magazines, scissors, pencils

OUTCOMES: The student will be able to:
Identify the physical effects of drugs and alcohol on the body and mind.

PROCEDURES:

1. The teacher should introduce the activity by stating that there are many myths concerning the use of drugs and alcohol. In this lesson the class is going to study some facts about what drugs and alcohol can actually do to the mind and body. For example, some people think that wine and beer have a low alcohol content so they are harmless. There are some household products that students sometimes think it is harmless to sniff to give them a "high". Research shows that this can cause liver and kidney damage. Sometimes death if you have a damaged organ and cannot get a replacement.
2. Discuss with students some of the effects on the body such as addiction, disease (cancer and heart), energy, alertness, and even the cost of the drugs. If a person uses drugs daily it is difficult to think clearly, work, and be a responsible person. Ask students to list some drugs they know that people use locally. Divide the class in discussion groups. Give them each one of the drugs they have listed and do a report on it. If this activity is chosen the lesson can be spread over a couple of days so that they will have time to do the research. They should discuss the effects of the drugs on the mind and body. Also talk about how different medicines can become addictive.
3. Encourage the students to describe the effects of TV, radio, and magazines have on people's attitude toward drug use. Note that famous

people are often shown smoking cigarettes or drinking and this makes these drugs look more glamorous.

4. Collect magazines and distribute to students. Request that they cut out alcohol or tobacco ads that attract their attention. Encourage them to report on what they feel is the implied message in each ad. Why are the people in these ads always made to look wealthy, attractive or popular? Is anyone in these ads upset? (The lesson would be enhanced by videos that are about drug and alcohol use.)
5. Ask students to make their own ads for tobacco or alcohol but that they tell the truth in their advertisements. They do not imply anything that is not true with their words or their pictures.
6. Ask students to share their ads and reports.

ASSESSMENT: Students will be able to list 3 drugs and the effects they have on the body. They will also have a better understanding of the influence of advertising on their decision to use drugs or alcohol.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: I CAN SAY NO!

GRADE: 5

LENGTH: 2 - 45 minutes

MATERIALS USED: Paper and Pencil

OUTCOMES: The student will be able to:
Explain the effects of alcohol and how it could affect their future choices in life if they get involved in drugs or alcohol.

PROCEDURE:

1. Ask students to list reasons why high school students or younger use drugs.
2. Ask students to list reasons why some adults may use drugs.
3. When does it become abuse? Some people may try alcohol or certain drugs occasionally but if they become addicted then it becomes abuse. They can damage their health and their lives.
4. Ask students to list their career choices and the type of person they would like to be (lifestyle).
5. Students may compare information from previous lesson plans about drug abuse, career choices, and life styles.
6. Encourage students to check for similarities and differences in their lists.
7. Discuss the similarities and differences.
8. Ask students to list reasons for not using drugs. Include the legal penalties involved for substance abuse with students and adults.
9. At the end of the unit, ask the students to write papers on how drug use could affect their chosen career and life style. Ask them how this helps them to make the decision not to use drugs or alcohol.

ASSESSMENT:

Participation in class discussion and the paper assignment will help students to realize how drugs and alcohol could influence their lives as students and as adults.

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoan culture

LESSON TOPIC: GETTING ALONG WITH PARENTS

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The students will be able to:
Practice basic communication skills to use with their parents.

PROCEDURE:

1. Ask students if any of them have had trouble communicating with their parents in the past week. Ask them to identify why they feel they couldn't communicate with them. Be careful not to assign blame, but restate the idea: For example, if the student says "My mother didn't even look up from what she was doing"; you could say, "So when someone doesn't even make eye contact, there will be communication problems." List the things that cause communication blocks on the board.
2. Encourage the students to determine the essential ingredients to good communication. Be sure to include nonverbal as well as verbal ingredients. Emphasize the difference between "I" statements and "You" statements by role playing with a student in the class in the following two ways.
 - a. "You never do anything I tell you to do. You never do your chores without me making you."
 - b. "Jim, I feel really frustrated when you don't do what I ask. Ask the student to identify which statement he prefers.
3. Select a typical situation that students have identified as being a source of conflict with their parents. Ask volunteer students to role-play these situations. Get feedback from other class members about the success of the communication. Rotate through the class in order that everyone gets a chance to practice the skills. If the selected situation gets "worn out" pick another one.
4. If some students seem shy you may want to set up small groups for them to practice their skills.

ASSESSMENT:

Students will learn and practice communication skills that will improve their ability to get along with parents.

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoan culture

LESSON TOPIC: WAYS TO GET ALONG WITH FAMILY MEMBERS

GRADE: 5

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:
Understand ways to get along with brothers and sisters.

PROCEDURE:

1. List on the board a brainstormed composite of the many problems that siblings have in getting along with each other.
2. Ask students to choose one or more problems listed to use in a short paragraph that suggests ways to resolve the problem without hurting the people involved.
3. Encourage students to share what they have written. Elaborate on their suggestions.
4. Ask the class to role-play some of the situations if interest and time permits.

ASSESSMENT:

Students identify ways to improve their communication so that they get along with their brothers and sisters.

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoan culture

LESSON TOPIC: PROBLEMS FOR THE FAMILY

GRADE: 5

LENGTH: 2 45 minutes

MATERIALS USED: Chalkboard, chalk

OUTCOMES: The student will be able to:
Identify problems a family may have and understand the reasons for them.

PROCEDURE:

1. Divide the class into four families. Assign each family a problem that they will discuss and come up with some possible solutions. The topics could be death, family member moving to another island, loss of home due to fire or other disaster, and unemployment or any other topics you feel may be more relevant for the "families".
2. Tell students to list as many problems as they can think of that would or could result from their particular problem area.
3. Depending on the number of possible problems that are listed by the group, ask members of the group to select one or two problems. They will be responsible to coming up with solutions to the problem(s). This is a homework assignment.
4. Tell the students to find as many solutions as possible for their problems. Ask them to state the resource that they used to find their solution as well as the solution itself.
5. Make a list of several possible resources on the board and ask for any suggestions that the students might want to add to the list.
6. The next day give each group an opportunity to present their problem. Ask them to state all of the anticipated problems that they listed for their area as well as the solutions and resources used.

ASSESSMENT:

Students will understand how families work together to solve problems.

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoan culture

LESSON TOPIC: HOW TO FIND HELP FROM SOMEONE I CAN TRUST

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Paper and pencils.

OUTCOMES: The student will be able to:
Understand their responsibilities within their family

PROCEDURES:

1. Talk about how family members depend on each other for help and support. Describe how this system may break down under stress, leaving a child confused about where to go for help. Encourage discussion and examples from the class.
2. Ask students to write what trust means to them. Ask how they come to trust others and have trust and confidence in themselves. Allow five minutes for discussion.
3. Encourage as many of the students as possible to read their ideas and elaborate on them. Put a list of commonly expressed ideas on the board. Encourage students to include any of these on their paper.
4. Discuss how students might find people they can trust to help them. Offer to assist any student who wants to talk individually.
5. Compile a list of people students can turn to when their family has problems.

ASSESSMENT:

Students will be able to list sources for help when the family has problems.

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoan culture

LESSON TOPIC: RESPONSIBILITY

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Drawing paper, crayons and pencils.

OUTCOMES: The student will be able to:
Define responsibility and describe tasks at home, school, and community that demonstrates responsibility.

PROCEDURES:

1. Have the students discuss the meaning of responsibility.
2. During the discussion, ask students to describe a responsibility they have at home.
3. Ask the students to identify some of their school responsibilities.
4. Ask the students to identify some of their responsibilities in the community.
4. Ask students to discuss why it is important to fulfill their responsibilities in home, school, and community.

ASSESSMENT:

Students identified personal responsibilities in the home, school, and community.

PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire knowledge of American Samoan culture

LESSON TOPIC: WHOSE JOB IS IT?

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Paper, pencil.

OUTCOMES: The student will be able to:
List responsibilities within a family to maintain a home.

PROCEDURES:

1. Ask students to make a list of the jobs families usually do in order to maintain a home. Encourage them to be as detailed as possible. For example: List not just "shopping" but also "putting groceries away." If students have trouble generating 5-8 or more jobs, suggest that they think through a day in detail.
2. Request that they put a name next to every job in order to identify who does what. If everyone in the family does a particular job, then they will mark it "Everyone."
3. Direct the students to add up the number of jobs each person does. They will then take these numbers and make a circle diagram of how responsibilities are handled in the family. For example, the person with the most jobs would have a bigger "slice" in the circle.
4. Pair students and instruct them to share their diagrams along with any wishes they may have about how responsibilities could be divided differently.
5. Bring students back to the large class and put a diagram on the board to form a fictitious family where one member is clearly working harder than anyone else in the family at household tasks. Ask students why they think the people in this family are feeling toward each other.
6. A few students may be uncomfortable with this activity if they have no responsibilities at home or if they are the most responsible family member. You may want to talk later to any student who reacts negatively and provide them an outlet for their feelings.

ASSESSMENT:

Students will be able to list family responsibilities and how they depend on each other.



American Samoa
Department of Education
Pago Pago, American Samoa