

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

GRADE 6

TABLE OF CONTENTS

Introduction	3
Teaching Life and Career Development Skills in Elementary Schools	4
How to Use the Instructional Guide and Curriculum	6
What is Career Development?	8
Rationale for Teaching Life and Career Development	12
Career Development/Life Skills Curriculum	14
General Student Outcomes for the Career Development/Life Skills	15
Definitions	16
Strategies for Teaching Career Development/Life Skills Curriculum	18
American Samoan Student Standards/Competencies	23
Lesson Plans	30

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

RATIONALE FOR TEACHING A CAREER DEVELOPMENT and LIFE SKILLS CURRICULUM

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

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

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

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

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

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

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

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

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

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

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

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



CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM

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

COMPETENCIES – SCOPE AND SEQUENCE

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

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

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

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

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

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

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

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

DEFINITIONS

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

ASSESSMENT

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

CAREER

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

CAREER COUNSELING

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

CAREER DEVELOPMENT

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

CAREER DEVELOPMENT CONCEPTS

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

CAREER DEVELOPMENT PROCESSES

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

CAREER EDUCATION

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

CAREER GUIDANCE

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

COMPETENCY

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

JOB

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

OCCUPATION

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

STANDARD

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

TEACHING STRATEGIES FOR THE CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Students learn how to operate a business.

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

CAREER DEVELOPMENT AND LIFE SKILLS CURRICULUM/STUDENT STANDARDS

ACADEMIC DEVELOPMENT

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

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

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

CAREER DEVELOPMENT

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

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

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

PERSONAL/SOCIAL DEVELOPMENT

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

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

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

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

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

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

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

<p>6.1 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management.</p>	<p>4.6.1.1 Demonstrate appreciation for one’s own cultural background and for the cultural background of others</p> <p>4.6.1.2 Identify similarities and differences among people that are valuable at work and in society</p> <p>8.6.1.3 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including new or nontraditional</p> <p>8.6.1.4 Define how one’s own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans</p> <p>8.6.1.5 Demonstrate an acceptance of and respect for other people and their career choices</p>
<p>6.2 Access and use current and accurate career information in career planning.</p>	<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>
<p>6.3 Create and manage an educational and career plan that matches career goals</p>	<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>
<p>6.4 Develop employability skills to gain, maintain, advance in , or transition to a new job or career</p>	<p>8.6.4.1 Identify skills and how they are transferable from one job to another</p>
<p>6.5 Apply decision-making skills to career planning and development</p>	<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>
<p>PERSONAL/SOCIAL DEVELOPMENT</p>	
<p>Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds of others.</p>	
<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</p> <p>4.7.1.2 Identify and express feelings appropriately</p>

	<p>4.7.1.3 Practice self-control</p> <p>4.7.1.4 Identify and acknowledge personal strengths and assets</p> <p>8.7.1.5 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (gender, disability, economic status, religion, and other human differences)</p>
7.2 Develop appropriate attitudes and behaviors	<p>4.7.2.1 Discuss and explain the differences between appropriate and inappropriate behavior</p> <p>4.7.2.2 Identify basic human rights and responsibilities</p> <p>4.7.2.3 Respect alternative points of view</p> <p>4.7.2.4 Respect and accept individual differences</p> <p>4.7.2.5 Describe and demonstrate socially-acceptable group behavior</p> <p>8.7.2.6 Demonstrate effective writing, speaking, listening, and nonverbal communication skills</p>
Standard 8: Students will make decisions, solve problems, set goals, and take necessary action to achieve goals.	
8.1 Apply self-knowledge in the decision-making, problem solving, or goal-setting process	<p>4.8.1.1 Identify and compare potential consequences of a decision</p> <p>4.8.1.2 Create an effective plan of action that could result in a successful outcome</p> <p>4.8.1.3 Identify and differentiate alternative solutions to a problem or decision</p> <p>4.8.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions</p> <p>4.8.1.5 Identify and explain the ways peer pressure can influence a decision</p> <p>8.8.1.6 Develop an action plan to achieve short and long-term goals</p> <p>8.8.1.7 Identify alternative ways of achieving a goal, solving problems, and making a decision</p> <p>8.8.1.8 Apply effective conflict resolution skills to a current issue or problem</p>
Standard 9: Students will understand and use safety and survival skills.	
9.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior	<p>4.9.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact)</p> <p>4.9.1.2 Practice respect for the rights and privacy of self and others</p> <p>4.9.1.3 List and describe the skills related to personal safety and protective behaviors</p> <p>4.9.1.4 Identify and use resource people in the school and community</p> <p>4.9.1.5 Explain the relationship between rules, laws,</p>

	<p>safety, and the protection of rights of the individual</p> <p>4.9.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>8.9.1.7 Describe the emotional and physical dangers of substance use and abuse</p> <p>8.9.1.8 Apply the skills needed to cope effectively with peer pressure</p> <p>8.9.1.9 Utilize techniques for managing daily stress and conflict</p>
<p>Standard 10: Students will develop an understanding and appreciation of American Samoan cultural values, traditions, and family responsibilities.</p>	
<p>10.1 Acquire knowledge and appreciation of American Samoan culture and traditions.</p>	<p>4.10.1.1 Describe family responsibilities</p> <p>4.10.1.2 Demonstrate respect for parents and family members</p> <p>4.10.1.3 Describe the role of family members and extended family such as aunts, uncles, and grandparents</p> <p>8.10.1.4 Describe the importance of clans</p> <p>8.10.1.5 Describe the importance of land in the American Samoan culture, including inheritance of land as well as cultivation and conservation</p> <p>8.10.1.5 Describe the various “legends” of American Samoan islands and how they influence culture and tradition</p>

LESSON PLANS



ACADEMIC DEVELOPMENT

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

LESSON TOPIC: LEARNING STYLE SURVEY

GRADE: 6

LENGTH: 2-3 class periods

MATERIALS USED: "Learning Style Survey", Learning Strategies worksheets, pencil

OUTCOMES: The student will be able to:
Recognize that people differ in the ways they learn best.

PROCEDURES:

This activity is as important for the teacher as it is for the student. Teachers should study the results and adjust their teaching strategies to accommodate the learning styles of the students.

1. Tell the students that they are going to participate in an activity that will encourage them to think about themselves and ways they may differ from others.
2. Explain that everyone may differ in the way they learn best but that no one way is better than another.
3. Stress that there are no right or wrong answers for this exercise.
4. Have students complete the Learning Style Survey by checking the column that applies best to them.
5. After they answer the questions, they should tally their scores.
6. After everyone knows their preferred styles, discuss the learning strategy sheet with them.
7. When all Learning Style Surveys have been completed, students may choose to volunteer their responses in a class discussion.

ASSESSMENT:

Students will have completed a learning style survey and discussed their preferences in learning styles.

WHAT TYPE OF LEARNER AM I?

Check the column with the rating that best applies to you. Remember there are no right or wrong answers to this quiz.

5= Often

3= Sometimes

1=Seldom

5 3 1

1. I remember information better from lectures with explanations and discussion.			
2. I learn information more easily if it is written on the board.			
3, I like to take notes and write down the information I read.			
4. I enjoy the use of posters and models in the classroom.			
5. I need verbal explanations of diagrams and graphs.			
6. I enjoy working with my hands.			
7. I enjoy making graphs and charts.			
8. I am able to tell if sounds match when presented with pairs of sounds.			
9. I remember best by writing things down several times.			
10. I can follow directions on maps.			
11. I do better at academic subjects by listening to lectures and tapes.			
12. I like to play with coins, keys, pens or other objects when learning.			
13. I learn to spell better by repeating the words out loud than by writing them down.			
14. I understand a news item better by reading the newspaper than by listening to the radio.			
15. I chew gum or snack when I study.			
16. I feel the best way to remember something is to picture it in my head.			
17. I learn how something works by taking it apart and putting it back together.			

	5	3	1
18. I would rather listen to a lecture than read the same material in a textbook.			
19. I am good at solving jigsaw puzzles and mazes.			
20. I grip objects in my hands while learning.			
21. I prefer listening to the news on the radio than reading about it in the newspaper.			
22. I prefer to get information by reading about it.			
23. I enjoy classes with physical activity and movement.			
24. I follow verbal directions better than written ones.			

You've completed the quiz. Now find out about your learning style. Fill in the LEARNING STYLES SUM-UP box.

LEARNING STYLES SUM-UP

Each of the numbers below is that of a statement listed in the quiz. Beside it, put the number that you checked for that statement (5,3,1). When you're done, add up the points in each column.

	VISUAL	AUDITORY	TACTILE
Statement	2	1	4
Statement	3	5	6
Statement	7	8	9
Statement	10	11	12
Statement	14	13	15
Statement	16	18	17
Statement	19	21	20
Statement	22	24	23
Totals			

What's your learning style? The column with the highest score indicates your most preferred learning style. But you may have another column with a high score, which indicates that you learn in more than one way. This is common. Many people have a mix of learning styles.

LEARNING STRATEGIES

I'M a.....	TO IMPROVE MY LEARNING, I CAN...
Visual Learner	<ul style="list-style-type: none"> • Visualize myself successfully performing a task. • Take notes. Write out everything. • Keep a journal of what I've learned. • Use charts, maps, notes and flashcards. • Make pictures of words, ideas and concepts in my head. • Ask the teacher to write on the board.
Auditory Learner	<ul style="list-style-type: none"> • Tape lectures • Read my notes or textbooks out loud. • Summarize what I've learned and then tape myself. • Explain what I've learned to others. • Make a song out of items I need to memorize. • Listen to music as I study to match words, ideas and concepts to musical themes.
Tactile Learner	<ul style="list-style-type: none"> • Take notes. • Underline or highlight important facts. • Make a scrapbook of what I've learned. • Act out a poem, story or historical event. • Walk through a series of instructions. • Build a model or draw a picture of what I'm learning. • Create physical exercises or motions to match words, ideas and concepts.

ACADEMIC DEVELOPMENT

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

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

LESSON TOPIC: The Routine of Homework

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:
Identify basic time management skills.

PROCEDURE:

1. Begin the session with discussing the expectations of classroom teacher in terms of homework and assignments.
2. Next, write the words "FOR" and "AGAINST" on the chalkboard and brainstorm of ideas to fit into each column describing reasons for and reasons against developing a homework routine and getting assignments finished.
3. Each time the group gives a reason for doing homework, they must also try to give a reason against doing homework. The students will (hopefully) find many more reasons for doing the homework than for not doing the homework.
4. After the lists are completed it is time to look at developing a routine. A chart such as the following one might be helpful in organizing the facts about a routine:

Routine

No Routine

Who owns Homework?

What happens?

When does it happen?

Why does it happen?

5. After each student realizes how important it is to be responsible enough to have a routine, give each student time to outline their own routine.

ASSESSMENT:

After a week of using the routine, students will discuss the successes the children encountered as a result of having a homework routine.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Listening Exercise

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: "Listening Exercise Stems" sheet for each dyad.

OUTCOME: The student will be able to:
Practice and improve their listening skills.

PROCEDURE:

1. Explain the purpose of the exercise.
2. Divide group into pairs (sitting facing each other)
3. Pass out "stems" - Ask the speaker to talk to the partner for approximately 3 minutes using the sentence stems as a stimulus. The other partner (the listener) should actively listen to everything the speaker says. When the speaker is finished, the listener should repeat to the speaker what the listener heard the speaker say. The speaker may challenge, correct or accept the listener's perception.
4. Ask the partners to reverse roles. Allow adequate time to permit each member to experience the listener role at least twice.
5. Process the experience. Discuss the following questions:
 - As a listener, did you have trouble repeating what your partner said?
 - Did you, as the listener, want to interrupt the speaker?
 - How would you evaluate your listening skills?
 - What did you learn about yourself?
 - Discuss how communication problems (not listening, jumping to conclusions and making assumptions) often lead to interpersonal difficulties.
 - Discuss how being a good listener can help make and keep friends.

ASSESSMENT:

Each student identifies privately a person with whom they have a relationship that could be improved by using some of the skills they learned in this exercise. They will complete a paragraph on how they improved the relationship.

NOTES:

While observing the interaction of pairs, the teacher can identify students who have particular strengths and weaknesses in listening to others. An additional practice session could be established using these students as leaders or learners.

LISTENING EXERCISE STEMS

I get angry when....
I am happiest when...
I hold back my feelings when...
I'm afraid when...
I feel sorry for myself...
I get anxious when...
My feelings....
I avoid...
Confrontation...
Trusting others....
I care.....
My ideas.....
I wish...
When I get angry...
When I am happiest...
When I hold back my feelings...
When I'm afraid...
When I feel sorry for myself....
When I get anxious...

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: I Hear What You Say!

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: None

OUTCOME: The student will be able to:

Acquire skills in communicating with others about their need.

Students will practice communicating about important personal matters.

PROCEDURE:

1. Lead the class in a discussion of particular times in their lives when they wished they had talked with someone about a problem. This discussion can start with simple situations, such as the loss of the house key, and build to more emotionally intense situations, such as the death of a family member.
2. Pair the students up, being careful not to put two very non-verbal students together.
3. Explain that they will now have an opportunity to practice asking for someone's attention so that they can talk about an issue that they feel is important. Point out that they do not necessarily have to discuss a problem, but that they should be talking about themselves and something they feel is important.
4. Assign one student in every pair the letter A and the other student the letter B. Student A begins talking and student B listens. A talks for two to three minutes and then B tells A what she has heard. A then has an opportunity to correct B or add any additional information.
5. Reverse the roles, letting B talk and A listen for two to three minutes. Repeat the processing to make sure that the listener has heard correctly.

6. Bring the class back together and lead a discussion with them about the dialogue they have just had. Ask them how it felt to ask someone to listen, how it felt to talk about something important and how it felt to have someone really listen.
7. Request that two students demonstrate in front of the whole class some of the difficulties that one might encounter asking someone to listen. For example, they could role-play asking a parent to listen when she is leaving for work. The class may generate alternative methods of asking and have the students demonstrate these. Repeat this role-playing with as many students as possible.

ASSESSMENT:

Student will actively participate and will demonstrate listening skills and skills in expressing themselves.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: My Friend

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: drawing papers, crayons, and markers

OUTCOME: The student will be able to:
Demonstrate effective listening skills by repeating back what they have heard in the form of a picture.

PROCEDURE:

1. Have class form groups of two. Have the students in groups interview each other to find out about the other person.
2. Have students ask the following information: family, pets, favorite movie/TV show.
3. When they finish, have them make a picture of their person. Have them incorporate what they found about the person into their picture. Have them show pictures and tell about the person they interviewed.

ASSESSMENT: Students will be evaluated on their drawing and how well they interviewed the student. The information they gained from the interview should be reflected in the picture.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: I HAVE HOMEWORK.

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: 3X5 cards or paper

OUTCOME: The student will be able to:
Develop strategies to remember to do their homework.

PROCEDURE:

1. Distribute a 3X5 index card or paper to each student.
2. Write on the card the following steps that are to be followed each day:
 - a. Write the day and date in the upper right hand corner.
 - b. List the class periods down the left side.
 - c. Write any assignments next to each class period. Be sure to note any textbooks or folders that should be taken home.
 - d. Write the word "nothing" next to any class period if there are no assignments due.
3. The index cards can be folded and carried around in purses or pockets.
4. Suggest to students that at the end of the day, they should mentally review the day period by period by using the index card. Textbook or folder can be pulled out of locker as assigned for each class. Students should put the index card back in place to have for reference when homework is started.
 1. Demonstrate on the chalkboard what the index card would look like as it is filled in each day.

ASSESSMENT:

Students will have a system developed for reminding them of homework assignments.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: How Much Time Does It Take?

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: none

OUTCOME: The students will be able to:
Demonstrate time management skills.

PROCEDURE:

1. Discuss these questions:
 - A. How many hours do you spend doing homework each night?
 - B. How much time do you spend doing written work?
 - C. How much time is spent on reading assignments?
 - D. Do you do any of your homework at school? If so, how much?
 - E. Which subjects do you spend the most time on?
 - F. How many hours per week do you spend doing homework?
2. Tabulate the responses on the chalkboard to assess how much time students spend on homework assignments.
3. Discuss with the students the importance of using time wisely and that this time should be set aside.
4. Students should be reminded to spend enough time on a project to finish it and proofread.

ASSESSMENT:

Students will evaluate their homework performances.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Take Action

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: paper, pencil

OUTCOMES: The student will be able to:
List important tasks they would like to accomplish and schedule how they plan to accomplish them

PROCEDURES:

1. Ask students to make a list of all the things they can realistically think of doing in the next year that would give them satisfaction. (Include hobbies to explore, places to visit, people to get to know, jobs to work at, things to learn, experiences to have, etc.)
2. After the students complete their lists, ask them to mark each item with one of the following:
 - a. SOON. Write "soon" for those items that you choose to do very soon. You definitely will not postpone them.
 - b. LATER. These are things that you definitely want to do, but not right away.
 - c. UNLIKELY. For some reason, you will probably not do these things.
 - d. UNSURE. These are the items that you do not know how to classify.
3. After students have completed this task, ask them to write down exactly what they plan to do about each of the items on their "soon" list. They should write a specific contract with themselves including time deadlines, people they will involve and anything else that will be necessary to achieve the plan. Are the decisions realistic? Are the timelines reasonable?

ASSESSMENT: Students will have a list of things they would like to do, decide on a time sequence for working on them, and will have made a contract with themselves to get started.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Personal Time Pie

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: "Categories of Activities" activity sheet (on following page), pencil or pen

OUTCOMES: The student will be able to:
Describe how their time is spent during one day.

PROCEDURES:

1. Have students estimate the number of hours or parts of an hour in a typical day they spend in the suggested categories on the following activity sheet.
2. Have students make a pie graph using their responses to the category questions.
3. Have students discuss in groups the relationship between the amount of time spent on an item of interest and success in that activity. Also, talk about areas in which students have been unsuccessful. These areas could include low interest areas or areas in which skills were not developed.

ASSESSMENT: Students will have constructed a pie chart showing the amount of time they spend on certain activities and discussed any relationships between time spent and success attained.

ACTIVITY SHEET

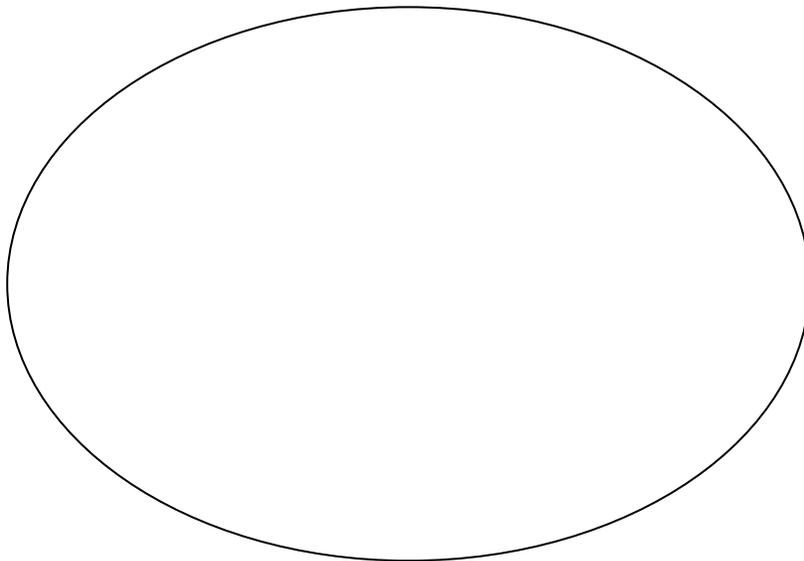
PERSONAL TIME PIE

CATEGORIES OF ACTIVITIES

Estimate how many hours or parts of an hour you spend on each of the following areas during a typical school day. Your estimates will not be exact, but they should add up to 24 hours. Make a pie chart using the circle at the bottom of this page.

How many hours do you spend?

- Sleeping
- At school
- Working (at a paying job)
- Watching a television
- Doing household chores
- Eating
- Doing homework
- Playing (games, sports, etc.)
- Reading
- Miscellaneous activities



ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Taking notes from oral and written information

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Worksheet "Note Taking Practice"

OUTCOME: The student will be able to:
Learn the steps to good note taking.

PROCEDURE:

1. Review the difference between oral and written information.
2. Talk about the steps involved in taking notes from written information.
 - e. Read the material carefully.
 - f. Look for key words and phrases.
 - g. Use your own words.
 - h. Keep your notes brief.
 - i. Revise them if necessary.
2. Distribute the worksheets depending on the ability of the students and have the students practice taking notes.

ASSESSMENT:

Students will practice note taking to improve their skills.

NOTE TAKING PRACTICE

Read the paragraph carefully, and fill in the blanks in the note column.

- 1, Computer Programmers - Computers can process vast quantities of information rapidly and accurately but only if they are given step-by-step instructions to follow. Because the machines cannot think for themselves, computer programmers must write detailed instructions called "programs" that list in a logical order the steps the machine must follow to organize data, solve a problem or do some other task.
2. Have students pick a subject and write a short paragraph. Next have them take notes on the paragraph in the same manner as the paragraph listed above.

Notes on Computer Programmers

Computers can process _____ rapidly and accurately, but only when given _____. Machines cannot _____ for themselves _____. must write _____ called _____. The machine organizes _____, solves _____, or does other tasks.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Improving Test Scores

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: Notebooks and pens

OUTCOME: The student will be able to:
Improve test scores with a few changes to their study and learning techniques.

PROCEDURE:

1. Explain to the students that today they will be learning five ways to improve their test scores.
2. Put the following phrases on the board:
 - a. Preview the test.
 - b. Arrange your time.
 - c. Look for clue words.
 - d. Answer the easy questions first.
 - e. Review the test.

Then go back and discuss and explain each one.

3. Preview the Test - Look over the entire test before answering any questions. By doing this, you will get an idea about the test.
4. Arrange Your Time - Find out how many points each question is worth. Some questions may be worth more than others may. You will want to make especially sure you do the questions of higher value. If the test contains essay questions, make sure you allow enough time to complete them.
5. Look for Clue Words - Be aware of and look for words that tell you what type of question you are answering. Read the questions carefully. Look

for words that give you a hint about the answer. Be sure you answer all essay questions completely.

6. Answer the Easy Questions First - Previewing the test (step one) helps you with this step. Do all the questions for which you know the answers first, while perhaps making a mark next to those items about which you are not sure. After doing the questions you know, go back to the ones you skipped. By doing this simple procedure, you have made sure you completed those items you could answer in the event you do not finish the test.
7. Review the Test - Look over your test when you have finished. You may find some careless mistakes. When reviewing an essay test, consider these questions.
 - a. Did you write what you really meant?
 - b. Did you really answer what the question asked?
 - c. Are your answers clear? (Is it obvious what you are trying to say?)
 - d. Did you follow the directions and answer all of the questions to the best of your ability?

ASSESSMENT:

Students will be able to list five ways to improve their test scores. With practice students should see improvement in test scores.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: WHO TO ASK FOR HELP AT SCHOOL

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: CHALKBOARD, CHALK

OUTCOME: The student will be able to:
Identify sources of help in school.

PROCEDURE:

1. Introduce the activity by stating that people often have questions when they are beginning something new. Tell the students that it is "normal" to need help in various situations at school. Ask them to volunteer any questions they may have that they need someone to talk to. Write them on the board. Prior to this it may be useful to invite the principal and counselor if available (or other resource people in the school). If guests are brought in students could ask their questions directly.
2. Encourage students to begin asking their questions one at a time. The format for asking the questions is as follows: "Mr. Principal, if I wanted to sing in a Choir or other group, where would I go?" What if I want to join a club or play some sort of sports, where would I go? If I hurt myself where should I go?
3. Continue this process until all the questions are answered.

ASSESSMENT:

Students will have increased their awareness of who to ask for help or assistance in getting involved in student activities.

ACADEMIC DEVELOPMENT

Competency 1.3: Demonstrate responsibility to achieving school success.

LESSON TOPIC: LOOKING AT MYSELF

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Worksheet "Looking at Myself"

OUTCOME: The student will be able to:
Recognize how to select courses that fit their interests and abilities.

PROCEDURE

1. In the lesson by asking students what they plan to be doing four years from now. Encourage them to share their responses orally with the class.
2. Explain that as they go through school and plan for their future, they need to know how to make choices that will fit their interests and abilities.
3. Distribute copies of activity sheet "Looking At Myself" and allow time for students to complete their answers.
4. Ask students to volunteer to share their responses with the class.
5. Instruct students to turn their paper over and to write on the back what choices they could make at school based on their interests and abilities. For example: interest in computers-sign up for computer lab time, interest in sports-join teams offered by school, interest in vocal music-join chorus, ability in art-join art clubs.
6. Allow students to share their ideas with the rest of the class so all can hear some choices that perhaps they had not considered.

ASSESSMENT:

Students will be able to describe their interests and abilities and how to relate them to school choices.

LOOKING AT MYSELF

I LIKE:

I am good at:

My favorite school subjects are:

The school subjects that I need to improve in are:

I dislike:

I value things that are important to me:

When I finish school I would like to be a:

My hobbies/interests are:

ACADEMIC DEVELOPMENT

Competency 1.3: Demonstrate responsibility for achieving school success.

LESSON TOPIC: My Changing Self

GRADE: 6

LENGTH: 2 class periods

MATERIALS USED: "Self-Assessment Inventory", 3"x5" sheets of paper - two per student, pen or pencil.

OUTCOME: The student will be able to:

Understand that many of the changes the students are experiencing in the 6th - 8th grade level are common to others, that they are not alone. In this way they can draw the conclusion that they are normal and will grow through these years into a normal adulthood.

PROCEDURE:

1. Explain that students of this age group are experiencing many physical, social and emotional changes. Ask everyone to think of someone their age that they have known for several years and to mentally compare them today with the way they used to be.
2. Distribute the Self-Assessment Inventory worksheet and ask students to check the appropriate column for each item. Explain that the purpose of doing this is to bring to their awareness the many characteristics that are part of their present physical, social and emotional being.
3. Distribute the 3x5 sheets of paper. Explain that the information they are about to write down will be put into a "pool" from which they will draw one at a time for discussion. They will not sign their papers and thus their comments will be anonymous.
4. On the first paper, ask students to write down some positive changes that have occurred in the past three years. Also, ask them to write down some future positive changes they hope will occur. On the second paper, ask students to write down some positive changes they have noticed in their best friends. Also, have them write down some changes in friends that may not appear to be positive changes.

5. Collect the two sets of responses separately. Draw several papers from the "self" pool and discuss the responses. As you draw several, note the similarities that begin to appear.
6. Follow with the same discussion of items drawn from the 'friend" pool. Also note if the types of characteristics and changes seen in friends parallel the characteristics and changes seen in self.

ASSESSMENT:

Students express how they have felt about this activity. They could write down and turn it in or respond verbally.

SELF ASSESSMENT INVENTORY

	NOT LIKE ME	VERY MUCH LIKE ME	A LITTLE LIKE ME
1. Gets along well with boys.	_____	_____	_____
2. Gets along well with girls.	_____	_____	_____
3. Gets along well with teachers.	_____	_____	_____
4. Gets schoolwork in on time.	_____	_____	_____
5. Is funny or comical.	_____	_____	_____
6. Enjoys science projects.	_____	_____	_____
7. Remembers what is learned.	_____	_____	_____
8. Controls temper.	_____	_____	_____
9. Is willing to help others.	_____	_____	_____
10. Is confident, sure of self.	_____	_____	_____
11. Enjoys science projects.	_____	_____	_____
12. Is neat and clean in appearance.	_____	_____	_____
13. Feels lonely.	_____	_____	_____
14. Is able to concentrate.	_____	_____	_____
15. Is courteous, has good manners.	_____	_____	_____
16. Gets a lot of fun out of life.	_____	_____	_____
17. Enjoys math.	_____	_____	_____
18. Is a leader.	_____	_____	_____
19. Is not too skinny, not too fat.	_____	_____	_____
20. Studies hard, does not waste time.	_____	_____	_____
21. Is willing for others to have their way sometimes.	_____	_____	_____
22. Does not expect that everything he or she does should be perfect.	_____	_____	_____
23. Is good at physical education.	_____	_____	_____
24. Has new, original ideas.	_____	_____	_____
25. Is not too tall, not too short.	_____	_____	_____
26. Is able to talk to teachers easily.	_____	_____	_____

27. Goes ahead with school work on _____
his or her own. _____

28. Makes other people feel at ease. _____

29. Has lots of pep and energy. _____

30. Feels rebellious or angry. _____

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: WHO CAN HELP ME?

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk

OUTCOME: The student will be able to:

Identify and list the adults they can talk to when seeking help.

1. Ask students to brainstorm situations in which they might find themselves in need of help. Other examples may be:
 - a. Someone has stolen some money you have been saving.
 - b. You have a homework assignment that you are having trouble with.
 - c. You have a friend that is trying to talk you into doing something that you know is wrong and will get you in trouble if caught.
 - d. You are very upset about a family member's death and just can't seem to accept it.
2. List all the examples on the board. By listing the above, students will begin to think of things to add to the list. Read the finished list aloud. Take each situation and discuss in detail that the student may seek for help. Ask the class for their opinions and feelings about their choices. Whom would they ask for help and why?
3. Encourage as many students as possible to share in the discussion.

ASSESSMENT:

Students will have a list of whom to ask for help when they have a problem.

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: WHAT ABOUT THE 7TH GRADE?

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: 7th grade teacher

OUTCOMES: The student will be able to:
Learn about the 7th grade.

PROCEDURES:

Invite a 7th grade teacher to talk to the class about the kinds of courses they will be taking. They will have the opportunity to ask questions of the teacher.

PROCEDURE:

1. Students usually have some fear about going to the next grade. If they can anticipate the changes and possible problems, they may feel more comfortable. Invite a couple of 7th graders to come to the class so that students can ask them any questions they may have about the 7th grade. After the students have satisfied all their questions, lead a discussion about their feelings of going to a higher grade level.
2. Say, "The school year is almost over and next year you will be in the 7th grade. Sometimes moving to a new grade can be rather scary."
 - a. How did you feel on the first day of school this year?
 - b. Can you remember anything that made you nervous or worried?
 - c. What things about this year were different from last year?
3. What things will be different in the next school year: What might be expected of you that is new? List the responses on the board. Ask students to vote on which changes will be most difficult for them to adapt to. Ask:
 - a. Is there anyone who can help you adjust to these changes?

- b. Is there anything you could do over the summer to prepare yourself?
- c. What could you do the day before the first day of school next year?

4. Have students identify things they can do to prepare themselves for grades 7.

ASSESSMENT:

Students will have identified ways to prepare for grades 7.

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Myself in the Future

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: "My favorite subjects" and "Subject Areas Related to Careers" worksheets.

OUTCOMES: The student will be able to:

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

PROCEDURES:

1. Explain to the class that the kinds of subjects in school that they enjoy may eventually set a direction for a career choice.
2. Distribute the "My Favorite Subjects" worksheet and ask the class to rank order these areas.
3. Next distribute the "Subject Areas Related to Careers" worksheet and ask the students to scan the list of career suggestions under their number one ranked subject area and to put a check next to any career on that list that sounds interesting to them. Ask them to do the same under their number two-ranked subject area. They may add ideas of their own under "other"
4. Ask if anyone found a career that appeared under both their number one and number two areas. Suggest that when a career incorporates more than one of their interests, it has an even greater potential for satisfying them.
5. Discuss whether it surprised them that certain careers appeared on certain lists. An example might be FBI agent on the social studies list or roofer on the math list. Ask the class to guess the relationship between the career and subject area.
6. Ask if anyone is interested in a career not listed and under what subject(s) area(s) would it pertain.

7. Assign students to interview an adult concerning their job and to inquire which skills from what subject they have used in their work.

ASSESSMENT

Students will complete activity sheets. They will be able to list their favorite subjects and link them to careers.

MY FAVORITE SUBJECTS

Directions: Rank these subjects in numerical order, with "1" being your favorite.

_____ A) English

_____ B) Math

_____ C) Science

_____ D) Social Studies

_____ E) Fine Arts (Music, Art, Drama)

_____ F) Practical Arts (Home EC. Shop, Business)

_____ G) Health/P.E.

_____ H) Foreign Language

SUBJECT AREAS RELATED TO CAREERS

ENGLISH

Demonstrator
Salesperson
Receptionist
Telephone Operator
Proofreader
Actor/Actress
Author
Business person
Airline flight attendance
Radio or TV announcer
Secretary
Advertising copywriter
Lawyer
Newspaper reporter
Technical Writer Librarian
Teacher
Public relations worker
Psychologist

SCIENCE

Nurse's aide
Lab assistant
Landscape gardener
Pharmaceutical salesman
Dental hygienist
X-ray technician
Science teacher
Dentist
Engineer
Dietician
Physical therapist
Astronomer
Optometrist

MATH

Salesperson

Bank clerk

Postal clerk

Bookkeeper

Roofer

Waiter/Waitress

Computer operator

Real estate agent

Interior designer

Insurance agent

Airline pilot

Buyer

Carpenter

Tax consultant

Lab assistant

Chemist

Architect

Teacher

Accountant

Engineer

SOCIAL STUDIES

Taxi driver

Museum guide

Detective

Salesperson

Police officer

Travel agent

Government official

Foreign correspondent

Newspaper editor

Sociologist

Teacher

FINE ARTS

Gift wrapper

Sign painter

Wood engraver

Model

Choreographer

Artist

Cartoonist

Photographer

Interior designer

Beautician

Jeweler

Auto designer

Curator

Architect

Teacher

HEALTH/P.E.

Optician

Psychiatric aide

Medical records librarian

Radiologist

Dietician

Coach

Biochemist

Pathologist

Physician

Veterinarian

Speech therapist

Ear, nose, throat therapist

PRACTICAL ARTS

File clerk

Checker

Receptionist

Teller

Custodian

Tree trimmer
Brick layer
Carpenter
Tailor/seamstress
Electrician
Plumber
Welder
Mechanic
Stock broker
Economist
Draftsperson

FOREIGN LANGUAGE

Travel guide
Flight attendant
Customs examiner
Export clerk
Musician
Sales representative
Tutor
Actor/actress
Drama coach
Historian
Librarian
Social worker

ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Contributions of Work

MATERIALS USED: paper and pencil or pen

OUTCOME: The student will be able to:
List contributions or work activities at home and school/community.

PROCEDURE:

1. Have students list activities they enjoy which bring satisfaction and pride in achievement while they are doing them (e.g., reading, working, playing softball, walking, etc.).
2. Have students label the items on their lists according to where they take place in school, outside of school, at home or at work.
3. Have students mark items they will use after they are out of school.
4. Have students discuss:
 - a. Activities that make you glad to be alive.
 - b. Activities you love to be doing.
 - c. Activities you would do without getting paid.
 - d. A career you would choose and do without getting paid.

ASSESSMENT:

Students identified areas of life they enjoy that can be used throughout their lifetime that includes contributions at home and school.

ACADEMIC DEVELOPMENT

Competency 3.1 Understand how to relate school to life experiences

LESSON TOPIC: WHY IS WORK IMPORTANT?

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard, chalk, and markers

OUTCOMES: The student will be able to:
Compare ideas of why people work.

PROCEDURES:

1. There are many reasons that people work other than the obvious that they have to work for money. What other factors come into play with a person's work.
2. Ask students the following questions? (typical responses are included for the teacher to reinforce)
 - a. What do you get when you complete your homework assignment? (You learn something new and get a sense of accomplishment)
 - b. When you volunteer to help recycle cans what do you get? (You get a good feeling inside knowing you made a difference in the environment.)
 - c. What do you get when you do all your chores at home? (You might get an allowance, get to do something special like go to a party or be happy inside knowing you've helped out your family.)

These are all rewards. We all like to get rewards.

3. What kinds of rewards does someone get who has a job? (They get paid for the job they do, they are given responsibility to get the job done, they have independence in their work, and they feel good about the work they do and they are proud to be able to support themselves and/or their family.)

4. Ask the class "Why is getting paid important? Write down at least five things your family buys for you. Ask the class to share their answers.

Money is important to be able to provide, first, for the things you need like food and clothes, and second, for some of the things you want, like games or a night at the movies.

5. Have students break into small groups and list in order of importance five reasons they believe people work and why they choose different types of work (ex. Satisfaction, cultural reasons, availability of work, family tradition, etc.).
6. Each group report a summary of their discussion and the five reasons they listed.

ASSESSMENT:

Students will have identified reasons why people work, selected those they believe are the top five in importance and discussed these choices with the class.

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: Who Needs Math?

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: newspaper, paper and pencil, career resource materials

OUTCOME: The student will be able to:

Identify ways in which decisions about education and courses taken relate to major life decisions.

PROCEDURE:

1. Ask students to select a career or an occupation and identify the amount of education needed for that career or occupation.
2. Have students then construct a bulletin board classification chart showing the amount of training needed by workers in such areas as mathematics. For Example:

<u>No Math</u>	<u>Some Math</u>	<u>Lot of Math</u>
1.	1.	1.
2.	2.	2.
3.	3.	3.

3. Ask students to study the "want ad" section of a newspaper to see the different levels of math that are required for various careers or occupations they have found.
4. Have students make a poll of occupations and people in their community and relate these to actual educational preparation.

ASSESSMENT:

Students will identify educational requirements, especially math levels for a career they have selected, jobs in the "want ads" and occupations of people in their community.

ACADEMIC DEVELOPMENT

Competency 3.1: Understand how to relate school to life experiences

LESSON TOPIC: How am I ever going to use this?

GRADE: 6

LENGTH: 2 CLASS PERIODS

MATERIALS USED: paper, pencils, poster board, art supplies, and career information resource books.

OUTCOMES: The student will be able to:
List skills taught in courses they are taking and how those skills are used in occupations.

PROCEDURES:

1. Have students look up a particular school subject and list occupations found under the chosen school subject. Have the students read at least two of those occupations and list the subject area skills that are needed for that occupation. Example: Math - Electrician - reading blueprints and visualizing objects in three dimensions. The Children's Dictionary of Occupations along with other career resources may be used.
2. Adaption: Have students pretend they are teachers. They must recruit students for their classes by advertising. Ask students to write advertisements for their subjects that show the benefits of learning those specific subjects. All the ads must reflect how the subjects will help students in the "real world". False advertising is not allowed. When questioned about their ads, students must show solid evidence to support why they advertised as they did.

ASSESSMENT:

Students will be evaluated on their participation in the project and the creativity of the advertisement. They will be able to identify skills learned in school and match to occupations.

CAREER DEVELOPMENT

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

LESSON TOPIC: MATCHING INTERESTS TO CAREERS

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper, pencil or pen

OUTCOMES: The student will be able to:
Relate hobbies and talents to prospective careers.

PROCEDURES:

1. Ask students to list their hobbies.
2. Have students list the two subjects they like best, and also the two subjects they are best in.
3. Have each student list an occupation related to each chosen hobby.
4. Have students list an occupation related to subjects they are the best in and like the most.
5. Have students compare the careers related to their hobbies to careers related to favorite subjects.
6. Have students discuss the outcomes of their choices.
7. Discuss with the students the meaning of leisure time. This is the time you spend with your family and doing things you enjoy doing. Extracurricular activities can help to enhance a person's education as well as build additional skills. Ask students why it is important to have hobbies and other interests when you are an adult and working.

ASSESSMENT:

Students compared their interests and abilities to career choices. They also can explain why it is important to match their interests to leisure activities.

CAREER DEVELOPMENT

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

LESSON TOPIC: LITTER: WE CAN LIVE WITHOUT IT!

GRADE: 6

LENGTH: may be extended over several weeks

MATERIALS USED: Old newspapers, a large cardboard box filled with dirt, large boxes, cans or barrels for storing and transporting items for recycling a cardboard box to be used as a "Recycling Center," reusable items (e.g., bottle caps, glass, egg cartons, poster paper, old shower curtain or other plastic lining).

Optional: Construction paper, wrapping paper, contact paper or butcher paper, stencils.

OUTCOME: The student will be able to:

Experience hands-on activities in pollution control, have an increased knowledge of work required in environmental careers, identify personal interests, and feel pride and responsibility for the protection and improvement of the community.

PROCEDURE: There has been a lot of emphasis on the control of pollution in our environment. But a lot of this emphasis has been in words and not in action. "Don't Be a Litterbug," "Place Litter Here," "Give a Hoot, Don't pollute!" - these have become passwords for the younger generation. This activity gives students some hands-on experience in pollution control and increases the students' awareness of careers in environmental control. To begin this activity, have the students collect all the trash that is littering the room. There is probably more litter near the end of the day, which is perhaps the best time for this activity. Place all of the trash in the trashcan. Cover a table with newspapers. Sump the contents of the trash can on the table. Have students take a look at all of the things that have been thrown away or "stashed in the trash." Discuss:

What kinds of things are there?

What effect does this have on the environment?

Why were they thrown away?

How could things be recycled and used again?

How will things be disposed of when collected by the custodians?

Next, have the students go out into the schoolyard and collect things that have been thrown on the ground. Make a large pile, and again have the students take a look at what people throw away. Ask the same kinds of questions as before.

The following are some suggested activities to use with students after the trash has been collected.

1. Some things are more disposable than others are. To illustrate this, line a large cardboard box with an old shower curtain or plastic bag, and fill the lined box with dirt. Bury a variety of the items the class has found, Include classes of items such as plastic, glass, small branches, leaves, paper, sticks, gum, apple cores (or orange skins, banana skins, etc.), and broken pencils. During the week, water the dirt enough to keep it moist. At the end of the week, have students dig up the items, Discuss what has begun to decompose and what has not (for example, the paper and leaves will have, the glass and plastic will not have). You might want to rebury the items and continue the experiment.

Students should consider the careers in which people might be concerned with the decomposability of an object. For example, a meat market manager might choose to package his meat in cardboard or paper trays rather than plastic ones because paper decomposes and plastic does not.

2. Ask students to brainstorm about recycling. Discuss how items, such as glass bottles, paper, and aluminum cans, can be recycled. The students may turn large cardboard boxes, cans or barrels into containers in which glass aluminum and paper may be collected and sorted. Your community may have places where these items are collected by environmentally concerned clubs and/or manufacturers.

Many clubs and/or companies pay for material so that it can be recycled. Have student volunteers find out who these people are, where collection points exist in the community, and how to best organize and set up a collection point.

The collection of items that can be recycled may develop into a yearlong activity and be broadened to include other classes, the school, families, and even the entire neighborhood or community.

3. The students can recycle many items themselves. Fill a box with items such as bottle caps, paper scraps, old pencils, egg cartons, and other commonly thrown-away items; Set up a table in a "Recycling Center." Using the items in the box encourage students to find new uses for the items. For example, bottle caps may be used as ink printers by pressing them on an inkpad and then on paper or fabrics. Glass pieces may be hung from string to coat hanger to make wind chimes. Encourage students to use their imaginations. This may become a continuing activity for students in their free time.

Students may enjoy discussing some of the many occupations involved in pollution control. Have students participate in a brainstorming session that will produce a list of careers related to various kinds of pollution such as air pollution, water pollution, or land pollution. Students should list ways these kinds of pollution occur. For example, under water pollution, student might list such things as sewage, chemicals, and garbage as polluters. Discuss with students the professional people and careers related to pollution control (for example, forest rangers, environmentalists, soil scientists, geologist, and health officers).

Students may briefly research these careers and share their findings with the class. Since students often enjoy group work, groups may choose one of the occupations and go to the library and guidance office to research information about the occupation, being certain to include the nature of the job, the educational background needed and the skills required for the job. Have the groups assume the role of employers who need a career person for the occupation they have researched. Instead of writing and/or reading the report, give each group a large piece of poster paper. Have students design a "want ad" listing the information they have found in their research. You may want to show students some examples of large corporation advertisements that appear in the "want ads" of magazines and newspapers. When the "want ads" are finished, share them with the class. Discuss whether student would want careers such as those presented, and why.

ASSESSMENT:

Orally identify and explain the job functions of at least three (3) occupations in the environmental field.

List two (2) or more ways in which every individual could personally contribute to a healthier environment. Students will develop an awareness of responsibility to the community.

CAREER DEVELOPMENT

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

LESSON TOPIC: Planning a Project

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper, pencil, and sample project plan

OUTCOME: The student will be able to:

Have a written plan to develop and complete the project.

Complete a project by working in a team and understand their role in completing the project.

PROCEDURE:

1. Have students work in groups of three to six. Each group is to plan a project. Give students a deadline for completing the project and the following criteria:
 - A. All group members must participate in all meetings and work sessions.
 - B. Everyone in the group must agree on what they are going to create and how they are going to do it.
 - C. Each student has a responsibility to the group.
2. List 5-6 project ideas on the board. This should give the students other ideas for projects. List them on the board. Each group will then choose the project they want to work on.
3. Ask students to use the following outline:
 - What is the project?
 - What will you need to complete the project?
 - Will there be any cost involved? How will you pay for it?
 - What role will each group member play? What are the responsibilities?
 - What are the timelines?
 - What will you do with the project (how will it be presented?)

ASSESSMENT:

Students will practice planning and carrying through on a project. Each student will have responsibilities that must be performed to complete project.

CAREER DEVELOPMENT

Competency 4.3: Integrate personal growth and change into career development

LESSON TOPIC: My Food Diary

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: Food Diary Handout, poster, markers, crayons, pen or pencil, pictures of food cut out of magazines.

OUTCOME: The student will be able to:

Develop an awareness of what they are eating each day, healthy and unhealthy.

Feel good about his/her health and physical fitness.

PROCEDURE:

1. Discuss the importance of a healthy diet. Describe a healthy diet.
2. Ask students to keep a food diary for 1 week writing down everything they eat.
3. At the end of the week students are to create a chart of healthy and unhealthy choices and graph the results.
4. Demonstrate a chart to show students how it should look.
5. Students will list 5 things they can do to improve their diet.
6. Teachers can expand this activity to do additional research and have students make posters of their plan for a healthy diet and show different kinds of foods in each food group.

ASSESSMENT:

Students will be able to demonstrate their food choices as healthy and unhealthy, in a graph. By listing 5 things to improve their diet they are improving their health habits.

FOOD DIARY

KEEP A RECORD OF EVERYTHING YOU EAT FOR A WEEK, INCLUDING ALL SNACKS. LIST EACH FOOD UNDER THE APPROPRIATE FOOD GROUP.

	GRAINS	FRUITS	VEGETABLES	MEATS	DAIRY	FATS
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

CAREER DEVELOPMENT

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

LESSON TOPIC: How Does School Help?

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: "How Does School Help?" worksheet, pencil or pen

OUTCOME: The student will be able to:

Understand how skills developed in school relate to work and career goals.

PROCEDURE:

1. Follow the directions at the bottom of the worksheet. Students will use the activities listed on the worksheet and explain how school has helped them to perform this activity.
2. This activity can continue over a period of time if desired.
3. Students will share at least three of the activities and how school has helped them to perform the activity.

ASSESSMENT:

Students will complete activity sheet and be able to describe how daily activities relate to work and career goals.

HOW DOES SCHOOL HELP?

How does school help...

1. Calling a taxi cab and giving instructions to a location
2. Buying shoes
3. At the supermarket (3 lbs. Coffee)
4. Selecting a record or video
5. Working as a delivery person
6. Choosing a picture
7. Making friends with a neighbor
8. Planning a fishing trip in the boat
9. Identifying a flower
10. Putting up a tent
11. Dividing candy
12. Finding out what's at the movies on or on television
13. Following a recipe
14. Babysitting
15. Setting a goal for something you want to purchase and saving the money

DIRECTIONS

Build a list of examples of daily life activities in which the school has played a major role. This can be on going for the entire school year.

CAREER DEVELOPMENT

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

LESSON TOPIC: Related Skills

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper, pencils, chalkboard, Occupational Outlook Handbook or other career resources

OUTCOME: The student will be able to:
Understand how skills developed in school relate to work and career goals.

PROCEDURE:

1. Explain to the students that today they will be shown how school and what they learn now will help them later in life.
2. Ask students to list three careers in which they might be interested after high school.
3. List some of these jobs on the board. Ask students to choose one job and create a list of requirements. What would you do everyday? What skills would you use? (Ex. Carpenter-math skills, reading, and writing skills.) How will what you are learning at present relate to future jobs? (Ex. If you didn't have a good background in math, you wouldn't be able to read blueprints and figure out the dimensions on things you are building as a carpenter)
4. Discuss the different skills necessary for certain occupations. Underneath each job list the academic area(s) necessary to perform successfully in that job.
5. How many of the jobs require math skills? How many require science? How many require reading? What skills do you need for most jobs? (Students should discover that math, reading, writing and science skills are necessary for almost every job.) What does this tell you about the subjects you are studying now?

ASSESSMENT:

Students will be able to list occupations and academic skills needed for that occupation.

CAREER DEVELOPMENT

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

LESSON TOPIC: YOU AND ME, THE SAME YET DIFFERENT

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: notepads, pens, and pencils

OUTCOMES: The student will be able to:
Appreciate the similarities among people
Develop appreciation for differences among people

PROCEDURES:

1. Have students share customs in their homes.
2. Discuss the origins of the customs.
3. There will probably be different customs discussed so that students find things they have in common and things that make them different.
4. Pair students to find 3-5 things they have in common and 3-5 differences between them.

ASSESSMENT:

Students share unique things they learned about each other that are alike and different.

CAREER DEVELOPMENT

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

LESSON TOPIC: Children of Challenge

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: Cotton Balls, blind folds, crutches, tape, arm sling, mute signs, other handicapping elements.

OUTCOME: The student will be able to:

See that being handicapped does not change the handicapped person's emotional need to be loved and accepted for himself/herself.

PROCEDURE:

1. The counselor needs to collect various materials to be used during the "Challenge Game". Duplicates may be used. (Students who pretend they are blind wear blind folds, students who pretend they are deaf place cotton balls in their ears, etc.)
2. The "Challenge Game" will be for a given period of time (possibly one afternoon) and the children will wear or maintain the new challenges and still complete school assignments. After the time period ends, an evaluation and sharing of learning should be conducted in some form, either written or oral.
3. Before the game children might discuss 1) how do I feel or act when I see someone who is physically handicapped? (Possible answers - "I'm afraid of them." "I don't like them." "I stare at them." "I want to help them but I don't know what to do.") 2) What kinds of handicaps are there? (mental and physical) 3) What causes handicaps (traumas of birth, diet, drugs, accidents)
4. After experiencing the "Challenge Game", direct students to express their feelings about the activity as well as what they learned from it, such as:

My feelings didn't change - I wanted friends.

I appreciated the help and understanding.

I was able to do almost everything.

I'm glad it was only a game.

Everyone is handicapped in some way.

5. Invite children to disclose times they may have been handicapped or to talk about family members who are challenged but have adapted in some way.

ASSESSMENT:

Students will participate in group activity and will be able to examine and express their feelings about disabilities.

CAREER DEVELOPMENT

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

LESSON TOPIC: WORKING STRATEGIES

GRADE: 6 LENGTH: 45 minutes

MATERIALS USED: Paper, pencil, chalkboard, chalk.

OUTCOMES: The student will be able to:
Identify strategies for working with people different from them and in different places.

PROCEDURES:

1. Divide class into groups of 3-4. Teacher may want to come up with more situations for the class to discuss.
2. Give half the groups situation A and the other half situation B.
3. List the following situations on the chalkboard.
 - A. You and Mi Ling have been assigned to work on a special project. Mi speaks broken English, yet she is very smart. What do you do?
 - B. Your job is sending you to Mexico for two weeks. You speak Spanish fluently and communication is no problem. The food is very spicy and tends to upset your stomach. Your host insists that you sample certain dishes. What do you do?
4. Have class come up with different situations where culture may be an issue. Ask them how they have worked with people different from them in classroom assignments and in social situations.
5. Have the class share their strategies.

ASSESSMENT:

Students will be able to list strategies to deal with different situations with diversity.

CAREER DEVELOPMENT

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

LESSON TOPIC: MATHEMATICS, CAREERS AND LIFESTYLES

GRADE: 6

LENGTH: 2 CLASS PERIODS

MATERIALS USED: Career Resources

OUTCOMES: The student will be able to:
Examine relationships between careers and lifestyles.

PROCEDURES:

1. Have students research career clusters related to mathematics.
Teacher may substitute other academic areas and related careers.
2. After selecting a career cluster related to mathematics, ask student to choose three jobs within that cluster.
3. Have students identify the lifestyle that goes with each of the jobs they have selected.
4. Have students discuss how career choices can influence lifestyle.
5. Ask students to share with the class one of their selected careers and how it relates to opportunities available in Samoa. Explain geographical location of the job, travel required with the job, income range, education required, etc.
6. Have students discuss advantages and disadvantages of the jobs selected and whether they would still be interested in that job.

ASSESSMENT:

Students will have selected three jobs related to math within a career cluster and determined the lifestyles of those careers. From these three, they will have selected one on which to report to the class.

CAREER DEVELOPMENT

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

LESSON TOPIC: Relating School to Work

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: "Job Clusters" activity sheet, pencil or pen, Children's Dictionary of Occupations, other career resources

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

PROCEDURE:

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. Have students 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

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

JOB

Musician
Receptionist
Roofer
Word Processor
Biologist
Secretary
Registered Nurse
Taxi Cab Driver
Real Estate
Computer Operator
Economist
Physical Therapist
Forester
Automobile mechanic
Civil Engineer
Teacher
Watch Repairer
TV & Radio Technician
Laboratory Technician
Police Officer
Contractor
Market Researcher
Retail Store Employee
Farm Worker
Public Relations
Construction worker
Lawyer

Soil scientist
Carpenter
Insurance Agent
Fisherman/woman
Oceanographer
Doctor
Government Worker
Environmentalist
Electrical Engineer

JOB CLUSTERS

SALES OCCUPATIONS

MECHANICS & REPAIRERS

BUILDING TRADES

HEALTH SERVICES

PERFORMING ARTS

SCIENCES

OTHER PROFESSIONS &
RELATED OCCUPATIONS

AGRICULTURE OCCUPATIONS

CLERICAL & RELATED OCCUPATIONS

BUSINESS ADMINISTRATION &
RELATED PROFESSIONS

ENGINEERING

CONSERVATION

CAREER DEVELOPMENT

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

LESSON TOPIC: ALL ABOUT MY COMMUNITY

GRADE: 6

LENGTH: 2 CLASS PERIODS

MATERIALS USED:

OUTCOMES: The student will be able to:

Know about different jobs in their community

Note: This field trip may not be possible in some communities if there are not a lot of businesses. The other possibility may be to ask a few business owners or even workers to be on a panel to tell the class about their jobs.

PROCEDURES:

1. Students will take a "Walking Field Trip" to a local business (es) that has been contacted. The students will walk through the establishment and the "manager" will describe the different jobs and skills that are required at various job stations. Students have Question and Answer sessions. Students return to class and write of their experiences.
2. With any of these activities that require job descriptions, the students could build their own career book. This assignment could be whatever business the students are interested in or the availability of businesses that would support the activity.

ASSESSMENT:

Students practice skills of observation, listening, and asking questions.

CAREER DEVELOPMENT

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

LESSON TOPIC: THE POST OFFICE

GRADE: 6

LENGTH: 2 CLASS PERIODS

MATERIALS USED:

OUTCOMES: The student will be able to:
Identify different jobs in the Post Office

PROCEDURES:

1. The teacher may want to include different work places other than the Post Office. Discuss jobs and responsibilities of the Post Office with students.
2. Arrange for the students to go on a field trip to the Post Office where they are shown the different types of work that people do. Have someone from the Post Office talk to the students about the different jobs and education requirements. The students learn that there are several different jobs at the post office besides being a mail carrier.

ASSESSMENT:

Students are able to identify 3 Post Office jobs: their duties and educational requirements.

CAREER DEVELOPMENT

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

LESSON TOPIC: Differences in Types of Work

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Paper, pencil, career resources such as Children's Dictionary of Occupations

PROCEDURES:

1. Have students develop three lists of characteristics of jobs - one for unskilled jobs, one for skilled jobs and one for professional jobs.
2. Contrast the differences between characteristics of each of these three job categories.
 - a. What are the differences between skills needed, responsibilities, working conditions, and work schedules?
 - b. What are the similarities?
 - c. How do salaries differ?
 - d. Do wages reflect the value of each of these types of work?
 - e. Are there differences in preparation for entry into each of these categories? How do they differ?

ASSESSMENT: Students will have three lists of characteristics of jobs - skilled, unskilled and professional. They will have compared the similarities and differences and identified which ones are most significant to their career choices.

CAREER DEVELOPMENT

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

LESSON TOPIC: Working as a Hotel Manager

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: Invite a guest speaker, overhead projector and screen (if requested by speaker), paper, pencil

OUTCOME: The student will be able to:
Describe how staying in school will contribute to career success and satisfaction.

PROCEDURE:

1. Brief the guest speaker about the outcomes expected and give some guidelines for the presentation. The following should guide the speaker in his/her presentation.
 - a. How did you get to become a hotel manager?
 - b. What is your educational background?
 - c. What are our chances of becoming like you?
 - d. With or without education can you become a hotel manager?
 - e. What made you successful?
 - f. What academic skills did they learn in schools that have been the most useful in the workplace?
 - g. Describe some other jobs that are available in the hotel and their educational requirements.
 - h. Describe what a hotel manager considers to be the most important skills and attributes of a person they hire to work in the hotel.
 - i. In general, describe the hiring process, benefits, and career opportunities in the hotel business.
2. After the discussion allow the students to ask questions of the speaker.

3. When the guest speaker leaves the class will write a short paragraph on the presentation of being a hotel manager.
4. A follow-up activity may include writing a thank you letter from the class with everyone signing their name and comments about the presentation.

ASSESSMENT:

Students will practice listening skills and asking questions of the speaker. They will participate in class discussion about the presentation.

CAREER DEVELOPMENT

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

LESSON TOPIC: Health Care Facilities in My Community

GRADE: 6

LENGTH: 45 MINUTE

MATERIALS USED: Handout "Health Care Facilities in My Community", Telephone Book, community resources on healthcare facilities, Internet.

OUTCOME: The student will be able to:
Identify health care facilities, their purpose, and location in the community.

PROCEDURE:

1. Explain to students that there are many businesses in the community that provide services and products.
2. Write on the chalkboard services and products.
3. Ask class to name businesses that they can think of under each category.
4. Give students the handout and ask them to research the answer on Health Care Facilities.
5. At the end of the period, discuss the activity.

ASSESSMENT:

The student will find 5 places where they can obtain health/treatment information or health care.

Health Care Facilities in My Community

Your community has many different kinds of health care facilities. Do you know where they are located and the purpose of each facility? Make a list of health care facilities in your community and include hospitals, clinics, private health agencies, nursing homes, public health agencies, etc. Describe the function of each facility and provide its address.

Facility	Address	Purpose
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

CAREER DEVELOPMENT

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

LESSON TOPIC: Inventions that impact our daily lives.

GRADE: 6

LENGTH: 2 CLASS PERIODS

MATERIALS USED:

OUTCOME: The student will be able to:

Understand change and how it impacts the workplace and home.

Recognize that attitude affects how a person copes with change.

PROCEDURE:

1. Teacher can add additional inventions. Write the following list or a similar list on the chalk board:
 - Light bulb - Thomas Edison
 - Electricity - Benjamin Franklin
 - Airplane - Wright Brothers
 - Roll Film Camera - Eastman and Walker
 - Processing of frozen foods - Clarence Birdseye
 - Lawn Mower - A.M. Hills
 - Piano - Bartollomeo Cristafori
 - Dynamite - Alfred Noble
 - Safety Razor - Gillette
 - Telephone - Alexander Graham Bell
 - Television - Baird and C.F. Jenkins
 - Zipper - Judson
 - Penicillin - Alexander Fleming
2. Discuss with the class what they think life might have been like without those inventions. Explain that some of these inventions were not accepted at first. Brainstorm some of the reasons why they were not acceptable.

3. Allow time for students to share or write about changes they might face or have faced.
4. List changes that have occurred in the Islands over the past few years or changes in customs or family life. Have students discuss how they think different attitudes may have dealt with the changes.

ASSESSMENT:

Students will identify how attitudes affect a person's acceptance of change. They will be able to have a historical perspective of work in the past and how it impacts future jobs.

CAREER DEVELOPMENT

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

LESSON TOPIC: My Career Plan

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: "My Career Plan" activity sheet

OUTCOME: The student will be able to:

Summarize their career development activities in a personal career plan.

PROCEDURE:

1. Explain to the students that they have been involved in a variety of career development activities to increase their self-awareness, knowledge of careers and decision making. It is important to keep a record of these activities so they can be reviewed each year to add more information or to change things as necessary.
2. Have students complete the activity sheet. They can share this with their parents, have them initial it, and it should be placed in a student file that can be accessed by teachers at different grade levels.

ASSESSMENT:

Students will have a record of their career development activities and plans.

MY CAREER PLAN

1. List 3 things that you are interested in a career.
 - A.
 - B.
 - C.
2. List 3 careers that you have an interest.
 - A.
 - B.
 - C.
3. List three things you value the most.
 - A.
 - B.
 - C.
4. What are your strongest abilities? What are you good at?

5. What are your goals for the next year?

6. What are your goals beyond High School?

7. List the ways you hope to achieve your goals.

8. What have you learned about yourself in this course?

CAREER DEVELOPMENT

Competency 6.4: Develop employability skills to gain, maintain, advance in, or transition to a new job or career.

LESSON TOPIC: Personal and Social Responsibility.

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard. Words are written on the board and students give their opinions and examples when asked a question from the teacher. Words: Personal, Social, Responsibility, Citizen, Health, and Safety.

OUTCOMES: The student will be able to:

Understand that being socially responsible means caring about the well being, health and safety of self and others.

PROCEDURE:

Teacher should discuss the following with the class:

Students are taught facts and skills that they need both now and as adult citizens. Facts that students need to make their own discoveries, in their own ways and at their own speed. By combining the active (the way they show respect) and passive (the way they make decisions) that will make sense to them and will encourage them to participate in society. Skills that call for preparing to want and be able to take active part in shaping society are needed. These two important aspects of citizenship, personal and social responsibility as well as their own well being and of others should be discussed.

1. Students write a paragraph on good citizenship and its meaning to them.
2. Students will identify citizens they admire in the community (past and present) and list the reasons why.

ASSESSMENT:

Students will be able to demonstrate in their own words what good citizenship means and how important it is for the community.

CAREER DEVELOPMENT

Competency 6.4: Develop employability skills to gain, maintain, advance in, or transition to a new job or career.

LESSON TOPIC: What Is Your Job?

GRADE: 6

LENGTH: 2 class periods (several days apart)

MATERIALS USED: Two copies of "What is Your Job?" for each student.

OUTCOME: The student will be able to:

Describe the educational requirements of various occupations and understand the importance of good work habits in school to keep grades good.

PROCEDURE:

Note: The categories can be listed on the board instead of giving out the handout since the handout doesn't allow much room to write.

1. Explain to the students that jobs and careers are all around them.
2. Ask students to give examples of jobs people have at school, at home or in their community. Write some of the jobs on the chalkboard.
3. Instruct students to choose five jobs they would like to know more about.
4. Distribute two copies of "What Is Your Job?" activity.
5. Allow students time to complete the activity sheet to the best of their ability. Then lead a discussion of jobs chosen and information written on the activity sheets. Encourage the students to include as many different jobs as possible in the discussion.
6. Collect the papers and save them for the second lesson.
7. Tell students they are to take a second activity sheet home with them and complete the information on the same five jobs by talking to people

who have that job or by looking up information up at the library. They are to have the activity sheet ready for the next lesson.

Day Two

1. Distribute the individual papers from lesson one to the students.
2. Ask the students to share the information they wrote on their second activity sheet.
3. Ask the students the following questions:
 - a. Did they learn more about the jobs they had listed?
 - b. Was the job different than they thought it would be?
 - c. Did anything surprise them?
4. Tell the students to turn their paper over and to write which job interested them the most. Why was it the most interesting?
5. Collect the papers to read the job choices of the class.

ASSESSMENT:

Students will be able to list 5 occupations they are interested in and the educational requirements. Students will give an oral presentation on their activity sheet and participate in group discussion.

"WHAT IS YOUR JOB?"

JOB TITLE	DUTIES OF JOB	TRAINING OR EDUCATION NEEDED	APPROXIMATE SALARY	PROSPECT FOR THE FUTURE

CAREER DEVELOPMENT

Competency 6.4: Develop employability skills to gain, maintain, advance in, or transition to a new job or career.

LESSON TOPIC: Info Fusion

MATERIALS USED: WORKSHEET "INFO FUSION", pencil or pen

OUTCOME: The student will be able to:
Explain career and education terms.

PROCEDURE:

1. Explain to students the different education and training options.
2. Have students complete the activity sheet.
3. Discuss the answers in class.

ASSESSMENT:

Students will be able to answer correctly all career and education terms listed.

NOTES: The answer key for Info Fusion is as follows: 1. H, 2. J, 3. G, 4. E, 5. A, 6. O, 7. M, 8. F, 9. N, 10. B, 11. K, 12. D, 13. C, 14. L, 15. I

INFO FUSION

You can't process information if it's in a code that doesn't compute. Learn the language of career planning by plugging in the terms and definitions below.

- | | |
|--|--------------------------------|
| _____ 1. Career | |
| _____ 2. Job | |
| _____ 3. Trade | _____ 10. Career Plan |
| _____ 4. On-the-job training | _____ 11. Apprenticeship |
| _____ 5. Vocational /Technical Centers | _____ 12. Non Traditional Jobs |
| _____ 6. Universities | _____ 13. Community Colleges |
| _____ 7. Tech Prep | _____ 14. Job shadowing |
| _____ 8. Resume | _____ 14. Degree |
| _____ 9. Occupations | |

- A. Schools that train students for specific jobs in areas such as health, mechanics and service
- B. A written plan to help students pick high school subjects and activities to prepare them to enter college or their chosen occupation.
- C. 2 - year colleges that offer training for specific jobs and offer education for students preparing to enter a 4-year college.
- D. Jobs usually held by one gender that are now being filled by the
- E. painters and male dietitians)
- F. Learning skills for a particular job by actually doing the job.
- G. A written summary of your work experience and education
- H. A job requiring work with your hands or machines
- I. Your chosen life's work
- J. A title given by a college or university to a student who finished a course of study.
- K. A specific full-time or part-time position with set duties and responsibilities
- L. A work experience that combines classroom instructions and on-the-job training.
- M. Learning about an occupation or industry by following someone at work for at least a day
- N. A program that offers at least four years of study in high school and continued in post-secondary institutions to prepare students for technical careers.

O. One's livelihood or profession

P. Schools beyond high schools that offer bachelors and graduate degrees.

CAREER DEVELOPMENT

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

LESSON TOPIC: How My Beliefs Affect My Decision-Making.

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: NONE NEEDED

OUTCOME: Students will be able to:

Become aware of personal values and recognize individual differences.

PROCEDURE:

1. Conduct an exercise that will develop a foundation for the teacher to discuss personal differences and how values influence personality and beliefs.
2. Explain that this values clarification exercise is a forced-choice question between two options - announce choice pairs and have students choose by moving to a designated location in the room.
 - Do you want to live in Honolulu or Pago Pago?
 - Do you want to be the speaker or listener?
 - Do you want to ride a motorcycle or drive a Nissan Frontier?
 - Play Ball or read a book?
3. Points to discuss: What helped you make your decision: likes, dislikes, experiences, or what you value? We do what we know! Values.
Note the difference among class members. We have many similarities but yet different values.
4. Use other examples to continue this activity to further show students how they make decisions based on what is important to them.

ASSESSMENT:

Students will be able to relate their choices to their attitudes, values, and experiences.

CAREER DEVELOPMENT

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

LESSON TOPIC: Strategies in solving problems regarding work.

GRADE: 6

LENGTH: 2 CLASS PERIODS

MATERIALS USED: Map of deserted island (fictitious), paper, film of Robin Crusoe, VCR/TV (optional)

OUTCOME: The student will be able to:

State a problem and develop strategies and or alternatives to solve it.

PROCEDURE:

1. Draw a map of an island showing different kinds of physical features. The map might be on the board, on overhead transparency, or duplicated for each student.
2. Divide the class into groups of 4 - 5 and have them list activities/work needed to colonize the island. What skills are needed? Who should be invited to come to the island? Each group may have different answers and should explain their decisions to the entire group. There are no right or wrong answers. Have the class discuss each group's report. What personal beliefs and attitudes influenced their decisions?

To get the students started, the following list gives examples of some of their tasks:

1. Sketch a map showing land and water features.
2. Discuss necessary trades and professions for land development.
3. Name the new land.
4. Select the jobs they want.
5. Discuss a system for job training.
6. Develop a system of government, medium of exchange, etc.
7. Appoint committees for detailed projects.
3. Develop a presentation to tell others of your new country

4. Note to the teacher. A viewing of the film, Robin Crusoe may help to get the kids to see how you would survive on a deserted island.

ASSESSMENT:

Students will use critical thinking skills to plan and solve problems for colonizing an island. An oral presentation will follow for each group's report.

CAREER DEVELOPMENT

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

LESSON TOPIC: HOW WILL I REACH MY GOAL?

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:
Understand how to set goals and develop a plan for reaching them.

PROCEDURE:

1. Introduce the four steps of goal setting and the characteristics and benefits of setting personal goals.
 - A. Identify goal
 - B. Select course of action.
 - C. Implement plan.
 - D. Evaluate
2. Have each student write down three goals (ex. Academics, Sports, hobby, being on time).
3. Have students choose one goal and apply the four steps of goal and apply the four steps of goal setting to their goal and write down their plans.
4. Form small groups and have students share their plans.
5. Each group could come up with a plan for school (Ex.: Keeping playground clean, helping each other, keeping desk neat). Have each group present their plans to the whole group. Implement plan for two weeks, then evaluate.

ASSESSMENT:

Students will develop a plan for implementing a goal that they have set.

CAREER DEVELOPMENT

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

LESSON TOPIC: Goal Setting

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: goal setting activity sheet

OUTCOME: The student will be able to:
Develop resourcefulness in solving problems.

PROCEDURE:

1. Have students discuss the concept of goals. (Webster defines a goal as "an end toward which effort is directed.") Discussion questions:
 - A. What does the word "goals" mean to you? (outcomes might be a common word to help them understand)
 - B. Can you think of any games you play that have goals?
 - C. What are the goals?
 - D. What do you have to do to reach those goals?
 - E. Have you ever set a goal for yourself outside of a game—like a goal to get certain work done?
 - F. What are some situations in which you might set a goal? (Ex.: School tasks, home chores)
 - G. In softball, what might keep you from reaching your goal?
 - H. If you set a goal to finish reading a book in one week, what might keep you from reaching that goal? We often use the word "obstacle" to refer to these things that keep us from reaching a goal. What are some of the obstacles you must overcome to get to bed on time or to get your homework done?
 - I. How can you set goals for accomplishing school tasks?
2. Ask the students to think of a skill they would like to work on.

3. Have them set a goal for accomplishing that skill and fill out a *Goal Sheet*. Have students discuss the goal they selected. Is it realistic, achievable and in what length of time?
4. Students can keep a chart of when goal activities began, were completed, and how much time was needed for reaching the goal. Some students may wish to address two or more goals at the same time.
5. Find a student to volunteer to help another to reach his/her goal by using encouragement, support, notes, assistance, etc.

ASSESSMENT:

Students will identify and discuss different kinds of goals and set a goal to improve a skill(s) for themselves.

GOAL SETTING WORKSHEET

Goal #1

Steps toward achieving my goal.

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

Date steps began and date steps completed. How long to reach goal.

Goal # 2

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

Date steps began and date steps completed. How long to reach goal.

Goal #3

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

Date steps began and date steps completed. How long to reach goal.

CAREER DEVELOPMENT

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

LESSON TOPIC: OVERCOMING OBSTACLES TO SUCCEED IN LIFE

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

RESOURCES: Articles about athletes or other famous people, for example: Olympics and how they overcome obstacles to compete at the Olympics.

OUTCOME: The student will be able to:
Relate their own obstacles in life to others and have the confidence to overcome them.

PROCEDURE:

1. Assign each child a biography. Give them time to complete the book or story. The Olympics could be the theme of this research. Some Olympic winners that have had to overcome obstacles are Kristi Yamaguchi, the Jamaican Bobsleigh Team, Jackie Joyner-Kersey, Wilma Rudolph, Florence Griffith Joyner, and Denise Parker to mention a few.
2. They should list obstacles that the person had to overcome. Explain that people don't succeed in their goals simply because of an obstacle, they had to make plans to overcome each obstacle.
3. Brainstorm goals and think about any obstacles they might face. Share any solutions.

ASSESSMENT:

Children will identify obstacles they might face when changes occur.

CAREER DEVELOPMENT

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

LESSON TOPIC: What Would Happen if I Opened This Door?

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: paper, pencil

OUTCOMES: The student will be able to:

Understand the decision making process and that it involves looking at the consequences or outcomes with different alternatives.

PROCEDURES:

1. Explain to students that when they are making education and career decisions they very often open or close doors depending upon what decision they make.
2. Write on the chalkboard the steps to decision- making: (1) Identify the Problem, (2) List Possible Solutions, (3) Research Consequences (4) Select Solution and (5) Evaluate the decision.
3. Using the Decision Making Process, have students consider careers that will reflect their interests, abilities, and values and also support them for the rest of their lives. Have them think through several career options, associate good and bad points and select a career choice for now. Point out to students that their career choices are likely to change many times and perhaps even after they have been working for some time.
4. Have students share their decisions with alternative options.

ASSESSMENT:

Students will make tentative career decisions following the decision making process. They will be evaluated on written work as well as oral participation.

CAREER DEVELOPMENT

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

LESSON TOPIC: Consequences of Choices

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: None needed

OUTCOME: Student will be able to:

Reflect on choices and understand that whether the choice is good or bad, it will always have consequences.

PROCEDURE:

1. Have students discuss how and when they choose to act one way or another. They need to think about what the results of their choice will be. Often our choice of action will affect our own happiness and well being as well as affecting the feelings of others.
2. Have students select one of the following choices and consider the kinds of feelings from others that the results of the choice might produce.
 - A. You choose to take your sister's bike after she said you couldn't.
 - B. You choose to go to bed on time without being reminded.
 - C. You choose to tell on your brother for doing something wrong.
 - D. You choose to say something nice to a classmate nobody likes.
 - E. You choose to use your father's new drill without asking permission.
 - F. You choose to clean up your bedroom without being told.
 - G. You choose to play after school instead of doing your schoolwork.
 - H. You choose to quit a game because you think others are cheating.
 - I. You choose to ignore an unkind remark that another student has made about you.
 - J. You choose to go to the movie instead of visiting your grandmother.
3. Have students relate and discuss the kinds of feelings other may have toward them in each of these situations.

ASSESSMENT:

Students will identify in the above situations that what they decide to do affects how others feel toward them.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance.

LESSON TOPIC: Dealing with Disappointment

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:
Demonstrate ability to cope with disappointment and move forward.

PROCEDURE:

1. Have students describe what it means to be disappointed.
2. There are times disappointment means the loss of something or someone, not getting something you wanted, disappointment in yourself or others, etc. Give these examples to students and ask them to think of other examples.
3. Have students think of a time when they changed disappointment into a success.
4. Have students think of a time when something remained a disappointment to them.
5. Discuss with the students options for dealing with disappointments, and that this shouldn't affect changes they have to make.
6. Discuss times when the students have overcome a disappointment and achieved a goal for themselves.

ASSESSMENT:

Students will define disappointment and discuss ways to cope with disappointment.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Departing from Conflict Situations

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: Chalkboard, tug-of-war rope

OUTCOMES: The student will be able to:
Describe situations where it is appropriate to depart

PROCEDURES:

1. On the board, review the conflict stoppers:

Detect

Detach

Defuse

Then write, "Depart—De-Sooner, De-Better!!!"

2. Ask for two student volunteers to come up to the front of the room. (Choose students who are assertive enough to handle another student pretending to insult them.) Without the rest of the class hearing the directions, instruct the two students to take the stance of a seesaw: the one in the standing position should hurtle an insult toward the one in the sitting position. Then they should reverse with the one sitting, standing up and hurtling an insult at the other. Have the volunteers do this four or five times before stopping them.
3. Ask the class what just happened. Draw out of them what a seesaw is. (It is two-sided and never gets any place in terms of a forward direction.)
4. Suggest that one of the two students on the seesaw walk away. Have the class describe what the consequences of this action will be.
5. Ask students the advantages that could result from walking away from a conflict situation.
6. Ask the class to select two students of equal strength and if yes, ask them to play a game of tug a war. Stop the students while both are

equally winning. Invite the two students to share how they were feeling as they were playing.

7. In a class discussion draw out of students the idea that in such a struggle even winning isn't really winning. Both individuals are equal in worth and there is little to be gained in such a rivalry. Again in situations like this walking away is a legitimate way to resolve the conflict.
8. Brainstorm with the class conflict situations in which departing would be an appropriate solution to resolve things. Incorporate into the discussion the advantages of departing quickly when this is the appropriate course of action to be taken.

ASSESSMENT:

Students will be able to identify conflict situations and appropriate ways to walk away from the situation.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: CHECK YOUR ATTITUDE

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: "The 'Check your Attitude" worksheet, pen or pencil

OUTCOME: The student will be able to:

Make a commitment and take whatever action is necessary to increase their positive attitude.

PROCEDURE:

1. Explain to students that your attitude, or basic outlook on life, matters. It determines how you react to certain situations and, often, how you are seen by others. It is your way of looking at the world and the people in it. How well you get along with your employer and your coworkers will depend on your attitude. If you have a positive attitude, you are already on your way to success on the job.
2. Tell the students that they are going to get a handout with 10 questions that relate to their attitude. Ask them to take a few minutes to answer the questions. After the students have finished go over the questions with them to be sure they understood the meaning of the question. Talk about how each attitude is important to success.
3. Next ask them if they see that there is some room for improvement in their attitude. Ask them to write at least three things that they could improve.
4. Ask students to write a paragraph on why attitude is important to success. The teacher can collect the papers to ensure that all students understood the activity and the meaning of positive attitude.

ASSESSMENT:

Students will be able to list areas of improvement and understand its importance in their personal development.

THE "10" POINT ATTITUDE CHECK

Take just a few moments to ask yourself a few questions. If you feel you could use some improvements on any of the below listed points, then make a **"commitment"** now and take whatever **"action"** is necessary to increase your positive attitude.

1. Am I a self-starter?
2. Do I make commitments and do I live up to them?
3. Do I take personal responsibility for the decisions I make?
4. Am I doing things I never thought I could do before?
5. Is my attitude and approach to life positive?
6. Do I believe in me?
7. Am I better organized and do I produce more in less time?
8. Do I have more energy?
9. Am I more enthusiastic?
10. Do I have a vision of my future?

-
1. Write at least three things you are committed to improving.
 2. Write a paragraph why attitude is important to success in school and a career.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: STRESS POSTER

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: poster board, circle poster, and markers

OUTCOMES: The student will be able to:
Identify internal and external stress.

PROCEDURES:

1. Explain the meaning of stress to the students. Stress means that we are worrying about things and sometimes it makes us very nervous. For example, you may be worrying about passing a test. You are very nervous. You would probably be less nervous if you prepared for it. This would be a way of handling the stress. The teacher can elaborate and give more examples. Explain to students about the circle.

*Center of circle reserved for the causes of inner stress.

*Outside reserved for cause of external stress

2. Ask students to list things that internally cause them to get upset or stressed out. Write them on the board.
3. Ask students to list things that externally cause them to get upset or stressed out. Write them on the board.
4. Divide class into small groups. Assign groups either internal or external stress. Each group will create a poster using magazine pictures to symbolize cause of stress.
5. Students present their poster.

ASSESSMENT:

Students will explain their poster and why the items shown through the pictures cause stress. They will be able to define internal and external cause of stress.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Grab Bag

GRADE: 6

LENGTH: 45 MINUTES.

MATERIALS USED: Paper, large paper bag with grab bag written on it.

OUTCOME: The student will be able to:
Understand and be able to appropriately express their thoughts, feelings, and actions.

PROCEDURE:

1. Write each sentence stem twice each on poster board and cut into strips.
 - a. I get angry when...
 - b. The last time I lost my temper was...
 - c. A negative way I act when I get angry is....
 - d. A positive way I act when I get angry is...
 - e. People get angry with me when...
2. Put sentence stem strips into the bag.
3. Invite the students to sit in a circle. Explain that they are going to share situations that they have been involved in that concern anger.
4. Each student reaches into the bag and draws out a strip. The student should complete the sentence. If the response is negative, the student will need to think of how he or she could make the situation positive.

ASSESSMENT:

Students will demonstrate effective ways to control anger. All students participate in activity.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: BE YOURSELF, THE UNIQUE ME

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard, student's opinions and suggestions, comments and questions about themselves.

OUTCOMES: The student will be able to:
Understand his/her uniqueness, strengths, and weaknesses.

PROCEDURES:

Tell the students that whoever you are, you have one invisible force attached to you that has been part of you since your birth. Everything: impressions, sounds, words, songs, sense, images, people, places, things, dreams, good times and bad times. You carry it with you everywhere you go and add to it all of your life. It can never detach from you. It provides you with a continuing source of materials to tap you when you want it, when you need it. Have them answer the following questions on paper and then conduct a class discussion.

1. What gets a reaction out of me?
2. What makes me laugh?
3. What color does air smell like?
4. Do I know that when I breathe I feed the trees?
5. What do I value?
6. What do I want to do?
7. What am I doing?
8. Who am I?

ASSESSMENT:

Students will be able to examine their inner thoughts and answer the discussion questions.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Accepting Change

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:
Accept change as part of life whether within a person's control or external.

PROCEDURE:

1. Children can role-play, discuss or write about the following situations. Encourage the children to understand why the child does or doesn't want change, and how fear of change is an important reason for resisting change. Teachers can give other examples if desirable.
 - A. Sandra's mom has a new job with a company in the United States. The family must move. Sandra says she won't move.
 - B. The doctor tells Francis that she will have to start wearing glasses in order to see better. Francis starts to cry and says she will never wear glasses. She is afraid other students will make fun of her.
 - C. Kevin is going to a new school next year. He doesn't want to leave his old school. Kevin tells his parents that his old school is better.

ASSESSMENT:

Children will recognize some reasons why people resist change, and share ways that change has affected them.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: COMMUNICATING FEELINGS

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: Chalkboard, chalk, paper, and pencil

OUTCOMES: The student will be able to:

Learn about different feelings and how to express different emotions.

PROCEDURES:

Have students name as many types of feelings as they can come up with. Write them on the chalkboard. Ask students to answer the following questions:

1. Which emotion do you feel most of the time?
2. Which emotion is the hardest for you to express?
3. Which emotion do you most often experience with your friends?
4. Which emotion makes you the most uncomfortable?
5. Divide students into groups according to their answers.
6. Have students report or share their feelings.

ASSESSMENT:

Students will name emotions that they have experienced and become aware of how they handle them.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: WE ALL HAVE CHOICES

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: "How Should I Respond?" activity sheet (on the following page), pencil or pen

OUTCOMES: The student will be able to:
Examine alternative ways of expressing feelings.

PROCEDURES:

1. Have students complete the "How Should I Respond?" activity sheet.
2. Discuss the students' responses to the activity sheet.
3. Discuss reactions to situations that indicate feelings (both positive and negative).
4. Discuss consequences of different responses to the same situation. (Go through each situation.)
5. Discuss how the way we respond is our choice and that by that choice we also choose the consequences.

ASSESSMENT:

Students will have discussed different responses, the consequences of each response and how we choose our response with the ensuing consequences.

ACTIVITY SHEET

HOW SHOULD I RESPOND?

Directions: The following sentences provide possible ways of reacting to a situation. Think of possible responses to the situation. Choose the alternative you think is best and consider what the consequences of the choice might be.

1. Another student calls you dumb.

You should:

- A. Say "I'm smarter than you."
- B. Ignore the person.
- C. Plan to get even with the person
- D. Or _____

2. Your teacher said you were doing much better at your schoolwork.

You should:

- A. Smile
- B. Feel embarrassed
- C. Or _____

3. You find out that your little brother left your boom box on and the batteries are dead.

You could:

- A. Say nothing and decide to put your things away in the future.
- B. Tear up something of his.
- C. Tell your mother what a brat he is.
- D. Or _____

4. Your best friend is invited to a party and you weren't invited.

You Could:

- A. Say "I didn't want to go anyway."
- B. Tell her or him you'll be mad if he or she goes when you can't.
- C. Ask if you can go too.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: I NEED TO TALK TO SOMEONE.

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Paper, pencil

OUTCOME: The student will be able to:

Recognize feelings they may have and when they need to talk to someone.

PROCEDURE:

1. Ask the students to recall and share an important personal event about which they had feelings that they would be willing to share.
2. Name the feelings and list them on the chalkboard. Prompt the students to disclose the following:
 - a. What was happening when they felt that way?
 - b. Did others know how they were feeling?
 - c. How did they feel about the way they reacted to their feelings?
Would they react the same way again or do something different? If they would do something different, what would it be?
3. Conduct a discussion of the value of sharing experiences. Call attention to students who related common experiences and ask them how it felt to hear others experiencing similar things. Introduce the concept of a support group in which people benefit from sharing experiences with people who have a common bond.
4. Have the students compile a personal list of people they would choose to form their own support group (people who will be supportive of the student in difficult situations). Then have them identify those members of the support group with whom they would feel comfortable discussing each of the feelings discussed during this session.

5. Encourage them to keep their support group lists and to make future changes as circumstances may dictate. The list may then be used as a starting point whenever the student needs to talk to someone about a difficult feeling or problem.

ASSESSMENT:

Students will compile a personal list of people who will form their support group if they need someone to talk to.

PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 7.2: Develop self-knowledge and self acceptance.

LESSON TOPIC: YOU'RE GOING TO BE A "WHAT"?

GRADE: 6

LENGTH: 2 CLASS PERIODS

MATERIALS USED: Paper, pencils

OUTCOME: The student will be able to:

Develop skills to handle kidding especially when it relates to kidding about non-traditional choices.

PROCEDURE:

1. This activity focuses on helping students develop the skills, internal and external, required to rebut "kidding" especially as it relates to kidding about non-traditional choices. This skill will be developed best in an atmosphere that emphasizes respect for individual differences (in self as well as others) on an on-going basis.
2. Self Talk (internal skills) - Generate two lists of occupations and activities:
Stereotype male occupations/activities:
 - a. fireman
 - b. football player
 - c. electrician
 - d. policeman
 - e. business owner
 - f. surgeon
 - g. airplane pilot
 - h. fisherman
 - i. hunter
 - j. woodworker
 - k. race car driver

Stereotype female occupations/activity

- a. housewife
- b. seamstress

- c. nurse
 - d. secretary
 - e. cleaning lady
 - f. professional baby-sitter
 - g. kindergarten teacher
 - h. hairstylist
3. Write these occupations and activities on slips of paper and put each set (male and female) in a separate container. Then ask the female students to draw from the traditionally male occupations container and the male students to draw from the traditionally female occupations container.
 4. Ask the students to write down the very first thought that comes to their mind after reading the occupation/activity slip they drew.
 5. Ask the students to write a few sentences describing specific duties they would perform in the occupation/activity.
 6. Divide the class into small groups to discuss the following:
 - a. Their first reaction to the occupation/activity.
 - b. The ease or difficulty they had picturing themselves in the occupation/activity.
 - c. Their self-talk, i.e. what they said to themselves in regards to it being an OK occupation/activity for them.
 - d. Accuracy of self-talk, i.e., are there really occupations that can only be accomplished by a certain sex.
 7. Other Talk (external skills) - In small groups instruct the students to individually role-play the activity or occupation selected previously. While one student is role-playing, the other students can be kidding the student about the activity.
 8. Ask the role-playing student then to relate how he/she felt about being teased.
 9. Re-play the role-playing. Ask the students to again kid the role-player. But this time the student role-playing should make comments back, such as, "Your may be right" or "That's an interesting point." (Note: This time the student is not accepting the kidding statements as true and thus, not taking them personally.)
 10. Ask both the role-player and the students who kidded to explain how they felt this time.
 11. Emphasize to the students the importance of believing in their own decisions.
 12. Personal Application - Ask each student to write a personal choice they have made that went against the traditional role or that was different from their peers. Then ask them to share with the class what they wrote.

13. Ask the students if they have a personal strategy for dealing with "kidding" from their peers.
14. Close by asking the students to complete verbally the following statements:
 - a. I learned I was.....
 - b. When someone kids me, I will.....

ASSESSMENT:

Students will analyze their perceptions toward different occupations and how they feel about men or women in nontraditional occupations. Students will demonstrate skills to handle teasing if they are interested in a nontraditional choice.

PERSONAL/SOCIAL DEVELOPMENT

COMPETENCY 7.2: Develop self-knowledge and self acceptance.

LESSON TOPIC: Work is Important for all Men and Women

GRADE: 5 LENGTH: 45 minutes

MATERIALS USED: Large sheets of chart paper and magic markers, activity sheet "Times Gone By".

OUTCOMES: The student will be able to:

Describe how work is important to women and men.

Describe how men and women are capable of performing many different types of work

Describe the changing life roles of men and women.

PROCEDURES:

1. Introduce the activity. Ask the children: Are there things adults can do that children cannot do? Ask students for examples. Then ask "Are there things that men can do that women cannot do?" "Are there things that women do that men 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 women do that men cannot do. I want the boys' group to make a list of things that men do that women 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.
8. Give the students the pop quiz "Times Gone By"

ASSESSMENT:

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

Teacher answer sheet for discussion:

1. Women don't need to earn as much as men. **False**
Many families need two incomes to support themselves. In addition, women head 90 percent of single-parent (one-income) families.
2. Women can make more money in the trades than in traditionally female jobs. **True**
Depending on the trade, women can earn between 25 to 50 percent more salary in trades and skilled crafts than in traditional jobs for women - service, clerical, childcare and food service.
3. Women are not strong enough to work as laborers. **False**

The average woman is strong enough to work as a skilled laborer. Besides, women frequently lift heavy items just in the course of a day's housework.

4. Trade work is dirty and girls don't like to get messy. **False**

Many women don't mind getting dirty on the job when the salary and benefits make it worthwhile. Besides, those tasks traditionally performed by women, changing diapers and housecleaning, are particularly messy ones.

5. Parents don't like their daughters to pursue careers in the skilled trades.

True and False.

Although some parents might not want their daughters to enter the skilled trades, many are supportive when they learn about the benefits. Many apprenticeships, for instance, pay four years' post-secondary tuition.

6. Females don't have the mathematical ability for trade work. **False**

There is no reliable research to indicate that males are superior to females in math. Women can use math skills in carpentry, plumbing, etc. just as well as males.

TIMES GONE BY!

How savvy are you about the workplace? Answer these questions, and then check your answers with the teacher.

- | | |
|--|------------|
| 1. Women don't need to earn as much as men. | True False |
| 1. Women can make more money in the trades than in traditionally female jobs. | True False |
| 3. Women are not strong enough to work as laborers. | True False |
| 4. Trade work is dirty, and girls don't like to get messy. | True False |
| 5. Parents don't like their daughters to pursue careers in the skilled trades. | True False |
| 6. Females don't have the mathematical ability for trade work. | True False |

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: How to Make Real Friends

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard and chalk

OUTCOME: The student will be able to:

Look at ways to build new friendships and expand their circle of friends beyond the comfortable secure clique to which many young adolescents cling.

PROCEDURE:

1. Begin the session by writing the following quotation on the chalkboard and discussing what the quote means to them:
 - a. "People are lonely because they build walls instead of bridges."
2. Ask the class a few of the following questions:
 - a. When is the last time you made a new friend?
 - b. How did you meet them and who took the first step to get to know each other?
 - c. Why did you become friends?

Spend time talking about what happens when people form a new friendship and ask students to share their experiences in meeting a new friend.

3. Next, discuss the following questions:
 - a. Have you had times when you were afraid to make new friends?
 - b. What do you think stops us from opening up to someone new?

c. Is it important to be open to new friendships? Why?

Again spend time talking about why it is exciting or beneficial to meet new people. Also, discuss why it is difficult to meet new people at times. Some examples of the reasons why it's difficult include fear of rejection; fear of the unknown and of others based on prejudice.

4. Discuss what a "Clique" is. One definition might be: "A clique is a group of friends that stick together and can sometimes exclude others." Ask students to make a list on the chalkboard or on paper identifying some of the characteristics of a clique and a gang. Some examples of a clique include: group of people who have certain qualities in common, only certain people can belong to it, you have to be the "right" kind of person to get in. Some examples of a group include a kind of clique where members may be involved in some form of antisocial or destructive behavior. Discuss the pros and cons of being a member of a clique or a gang.

5. End the discussion with the following question:

a. How does a person get into a clique or gang?

6. Choose five student volunteers to role-play a situation about new kids who have moved to town. Three students will be the "old" kids and two students will be the "new" kids. The setting might be the ball park, school grounds, village meeting area, or the church. They meet and size each other up and ask a few questions such as, "Aren't you new around here? I have never seen you before. Where do you come from? What school did you go to?" At this point the role-playing situation may be stopped to discuss in what ways the "old" kids might exclude the "new" kids. Then discuss ways the "old" kids might include the "new" kids. For example, they might ask them to sit with them and eat lunch, hang out with them at the store or just to meet in school.

7. At the end of the role playing situation, make a list on the board of the following questions:

a. How do you overcome shyness?

- b. How do you join in a group you want to belong to?
 - c. How do you make the first move in meeting someone?
8. As a follow-up activity, ask students to observe cliques during a school day and note the characteristics and behaviors of the clique members.

ASSESSMENT:

Students will participate in group discussion and role-play situations.

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: "Can We Talk?"

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: Worksheet "Formula for Future Friendships"

OUTCOME: The student will be able to:
Talk to someone when they need to.

PROCEDURE:

1. Ask students to describe a time when they really needed to talk to someone about a problem situation but did not do it. Include in the conversation who they wanted to talk with and why it was difficult to speak with the person. Emphasize to the students that they do not need to reveal personal facts.
2. Inform the students that they might feel better about talking to someone about their problems if they have an effective process to start the conversation. Pass the handout "Formula for Future Friendships" to each student. Explain that by using this formula in discussing a situation they will be dealing with it in a direct and honest way. By using a "I feel" statement the student can express their feelings in a positive manner.
3. Ask each student to write a response by using this formula.
4. Divide the class into groups of four. Direct each group to look at the following situations and record a positive "I feel" statement for each and a negative response to the situation.
 - a. Your mother bought you some new clothes without your looking at them first and you really hate them.
 - b. Your sister helped you with a special science project.

5. Bring the group back together to discuss the different responses. Encourage the students to discuss the following questions.
 - a. How can the "I feel" statements help your relationships with friends and family?
 - b. Do you feel you will use the "I feel" statements when you are angry? Why will that help the situation?

ASSESSMENT:

Students will be able to express their feelings and participate in group discussion. Students will express positive statements for various situations.

FORMULA FOR FUTURE FRIENDSHIPS

When you...(Describe other person's behavior)

I feel...(Express feelings)

Because...(State why you feel like you do but do not blame the other person)

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: I HAVE A PRESENT FOR YOU!

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: "Present for You" handout and colors, strips of paper with names of everyone in the class so that students can draw one name out.

OUTCOME: The student will be able to:
Give positive compliments to others.

PROCEDURE:

1. Discuss the fact that you can give a present to a person that doesn't cost you anything.
2. Ask students to draw a name out of a box and fill out the handout with the information required.
3. Students may decorate the handout with colors.

ASSESSMENT:

Students will practice giving and receiving compliments to others and to themselves.

PRESENT FOR YOU

TO:

FROM:

The thing I like best about you is

Three adjectives that describe you are:

1. _____

2. _____

1. _____

I remember the day when

If I could make a wish for you, I would wish for you to have

A time when you were a good friend
was _____

PERSONAL/SOCIAL DEVELOPMENT

Competency 7.1: Develop self-knowledge and self acceptance

Competency 7.2: Develop appropriate attitudes and behavior

LESSON TOPIC: GROUP RELATIONSHIPS

GRADES: 6

LENGTH: 45 minutes

MATERIALS USED: Handout "Group Relationships skills"

OUTCOME: The student will be able to:

Analyze their relationships with others to improve their skills of getting along.

PROCEDURE:

1. Ask students to read through the list of activities on the "Group Relationships Skills" sheet and decide which ones they are doing all right, which ones they should do more often and which ones they do less often. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important than those listed. Students may write such goals on the blank lines.
3. Ask students to go back over the whole list and circle the numbers of the three or four activities that they would like to improve most at this time.
4. Encourage students to complete the handout. Walk around and give individual attention.
5. Discuss responses to items on the handout and help determine how to accomplish the desired changes in behavior.

ASSESSMENT:

Students will examine their skills and determine which ones need to be improved.

GROUP RELATIONSHIP SKILLS

COMMUNICATION SKILLS	Doing OK	Do more of it	do less of it
1. Amount of talking			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I talk			
7. Keeping my remarks on the topic			
OBSERVATION SKILLS			
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being left out			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids topic			
PROBLEM-SOLVING SKILLS			
1. Stating problems or goals			
2. Asking for ideas/opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying Issues			

MORALE-BUILDING SKILLS	Doing OK	Do more of it	Do less of it
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in group pressure situations			
6. Expressing praise or appreciation			
EMOTIONAL EXPRESSIVENESS			
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
SKILLS NOT LISTED			
COMMUNICATION SKILLS			
1.			
2.			
OBSERVATION SKILLS			
1.			
2.			
PROBLEM SOLVING SKILLS			
1.			
2.			
MORALE BUILDING SKILLS			
1.			
2.			
EMOTIONAL EXPRESSIVENESS			
1.			

PERSONAL/ SOCIAL DEVELOPMENT

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

CAREER DEVELOPMENT

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

LESSON TOPIC: My Decision Tree

GRADE: 6

LENGTH: 45 MINUTES

MATERIALS USED: paper, pencil, "MY Decision Tree" and "Decision Situations" activity sheets.

OUTCOME: The student will be able to:
Recognize that there are a number of solutions for most problems.

PROCEDURE:

1. Have students write a paragraph on the best and worst decision they have ever made.
2. Ask volunteers to let the class see their decisions for discussion.
3. Ask the volunteers what they did in order to make their decisions. (Hopefully without much guidance it will be obvious that the worst decisions were hasty and the best decisions required thought.)
4. Repeat and illustrate this point by showing how both decisions could be reversed if the steps that went into making the decisions were switched. Review the decision-making steps with them from the handout.
5. Have students select a decision from the "decision situations" and complete "My Decision Tree"
6. Have a discussion centered around the students correcting the mistakes that were made by the examples on the worksheet.
7. Ask students to reemphasize what is required to make better decisions.

ASSESSMENT:

The students will write or share examples of negative decisions and decide on methods to make better decisions.

MY DECISION TREE

Directions: Choose a situation from the "Decision Situations" worksheet and follow the decisions making steps. Note that you begin at the bottom of the tree, with Step One, and work your way to the top.

STEP FIVE: EVALUATE THE RESULTS (OR: DESCRIBE HOW YOU WILL DO THIS)

STEP FOUR: DECIDE ON THE BEST POSSIBLE COURSE OF ACTION

STEP THREE: CONSIDER THE INFORMATION/ EXAMINE PROBABLE CONSEQUENCES

1. Positive

2. Positive

1. Negative

2. Negative

STEP TWO: LOOK AT ALTERNATIVE COURSES OF ACTION

STEP ONE: IDENTIFY THE SITUATION

DECISION SITUATIONS

SITUATION 1:

Twelve year old Johnny Martin has been hanging around with the same group of boys all year. They are fairly good students and active in school. One afternoon one of the boys mentions that he has some alcohol that his brother has given him and he would like the others to join him. Everyone agrees except Johnny, who hesitates. The other boys try hard to convince him that they are going "just for a little fun". What should Johnny do?

SITUATION 2:

Phil and Dan were on a hiking trip around the island. As they stood at the top of a huge valley, they tried to decide which trail to take. A person that lives nearby passed by, and they asked him about the trail down into the valley. "That can be a very dangerous trail," the person said. "In certain places it's steep and slippery because of loose gravel. Also, there have been reports of wild pigs down there. But if you're careful and you know how to handle yourselves around the pigs you shouldn't have any trouble. The trip will be worth it -there's a beautiful river at the bottom and a series of waterfalls." Should Phil and Dan go to the bottom of the valley?

SITUATION 3:

Nancy and Alice are both 13. One Saturday they decided to go together to a store that had recently opened. They waited for half an hour in the rain for the taxi that would take them to the store. While they waited, they became wetter by the minute. To their surprise, a car stopped, and the driver, a stranger leaned over and offered them a lift. Alice started to get into the car, but Nancy remembered that her mother had warned her to be careful who she accepted a ride from. "I'm not sure we should do this," Nancy said. "Aw, c'mon," said Alice, as she jumped into the car. What should Nancy do?

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: I SAID NO AND I MEAN NO!

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Shoe box with mirror inside, writing paper, pictures in magazine or other printed materials to show people being friendly toward each other.

OUTCOME: The student will be able to:

1. Show pictures of people exhibiting friendly behavior toward each other and discuss "What is a good friend?" Write a list of qualities of a good friend on the chalkboard.
2. Discuss "What is a best friend?" "How do you know someone is your best friend?" Pass around the shoebox and invite each student to look inside and see the one friend who will be with him or her all through life. Discuss "Why am I my own best friend?"
3. Explain to students that people who give them drugs for fun are not their friends. Emphasize the importance of being able to say "no" to someone who offers him or her a drug. Explain that when they say "no" that they are being their own best friend.
4. Give each student an opportunity to say "no" in a strong voice. The whole group together then practices saying "no".
5. Ask students to think of various situations where they need to say "no" to a friend, such as parent's curfew vs. a friend's want to continue playing or being offered a drug by a friend.
6. Brainstorm all the ways students can say "no", such as, "Not now", "I don't want to", or "Not for me". Write these statements on the chalkboard and discuss how they would feel using them to say "no" to a friend who offered them a drug.
7. Distribute writing paper and let students copy the list.

ASSESSMENT:

Students will be able to describe three reasons they shouldn't use drugs or alcohol.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: THERE ARE MANY KINDS OF DRUGS

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Magazines, scissors, tape, poster board, markers, construction paper

PROCEDURE:

1. Introduce this activity by asking students to define the word "drug". Ask students for examples until you reach a definition that a drug is a chemical substance taken to change the functioning of a person's body or mind.
2. Distribute magazines to each student and ask them to look for advertisements about drugs. Make it clear that this includes the ads about cigarettes, alcohol, aspirin and other nonprescription drugs. Direct them to cut these advertisements out of the magazines.
3. Label two large poster boards HELPFUL DRUGS and HARMFUL DRUGS. Invite the students to tape their advertisements on the appropriate board. If there are too many ads, it may be necessary to create more than one poster for each category or just overlap the pictures to make a collage.
4. Lead the class in a discussion of what makes the particular drugs helpful or harmful. Talk specifically with the students about the harm that alcohol and tobacco does to the body. Cover all body systems (circulatory, digestive, nervous, respiratory, musculature) that are affected.
5. Distribute markers and construction paper to each student. Encourage them to create their own ads about a harmful drug. Emphasize that they tell the truth about what the drug really does to a person's body rather than trying to get a person to buy it.

6. Display the student ads around the room so that they can all be observed.
7. Lead the class in a discussion of the people that can help if they or someone they know needs help or someone to talk to about drug or alcohol problems.

ASSESSMENT:

Students will be able to describe helpful and harmful drugs and give examples of each along with the effects on the body and mind.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: GETTING ALONG WITH ADULTS

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Handout "Getting Along with Adults"

OUTCOME: The student will be able to:

Describe their responsibilities and relationships with the adults in his/her family.

PROCEDURE:

1. Discuss with the students how they affect and are affected by the people around them, such as parents, teachers, siblings, peers, teammates, relatives, etc.
2. Emphasize the relationships with members of their own families. Compare it to a team.
3. Say:
Imagine your family as a team playing a game. Who would be the captain or coach? What would be the rules so your family can win? How would you know if your family won the game? Distribute the activity sheet, "Getting Along with Adults" and ask the class to answer the questions in writing then discuss their answers.

ASSESSMENT:

Students will complete worksheet that causes them to reflect on their relationships with adults.

Getting Along with Adults

1. One thing the adults I know do that I especially like is

2. One thing the adults I know do that I just hate is

3. One thing I do that the adults I know especially like is

4. One thing I do that the adults I know just hate is

5. One thing the adults I know could do to make life easier and more pleasant for kids is

6. One thing I could do to make life easier and more pleasant for the adults I know is

7. One thing I think adults and kids should talk more about is

8. One thing I think adults and kids should do together more often is

9. One thing I hope I will remember to do for kids when I am grown up is

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: PROBLEMS WITH BROTHERS AND SISTERS

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: NONE

OUTCOME: The student will be able to:

Express and share positive and negative feelings about their siblings.

Brothers and sisters often fight. This activity will help students to find ways of handling common difficulties with siblings.

PROCEDURE:

1. Ask how many of the students have sisters and/or brothers?
2. Say, "Listen to this story and see whether it sounds familiar".

When you're not around, your brother(s) and/or sister(s) plays with your games and other personal belongings, breaks them, loses things, and never puts anything back. When you're playing with your friends, your younger brother(s) and/or sister(s) a pest and won't leave you and your friend alone.

3. Ask, "Who has a brother or sister like this? How would you feel? What would you do?"
4. Say, "Now listen to this story."

You get C's on your report card and your brother and/or sister always gets A's. Your brother or sister is better at sports and even beats you when you play games. Your brother or sister is good at everything.

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

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

Your brother or sister always bosses you around and makes you wait on him and/or her. He or she gets treated better by your parents, gets to stay up later and can go lots of places you can't.

7. Ask, "who knows a sister or brother like this? How would you feel? What would you do?"
8. Say, "Listen to the last story."

She's the baby of the family and always gets all the attention. Everyone makes a fuss over her and ignores you. When you try to do something cute, all you do is get in trouble.

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

ASSESSMENT:

Students will be able to describe ways to get along better with their brothers and sisters.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: FAMILY CONFLICTS

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: "FAMILY CONFLICTS" handout

OUTCOME: The student will be able to:

Discuss and identify feelings in order to understand and more effectively deal with these feelings.

PROCEDURE:

1. State that although family members love each other, conflicts occur in all families. Besides routine conflicts, point out those especially stressful situations may make matters worse. These include things like separation, death, moving and unemployment.
2. Encourage the students to discuss and identify situations that cause problems in most families. Ask them to identify the types of feelings these problems are likely to cause.
3. Give the students' the worksheet. Ask them to select one of the problems that would probably cause them to be upset. Detail how they might feel and what they might do.
4. When the students have had time to complete their worksheet, ask them to share one or more of the conflicts on their list. Encourage the students to relate to each other's feelings.
5. In summary, the counselor should bring out the following concepts:
 - a. It is okay to be angry with your family.
 - b. It is not right to "dump on" or mistreat others who don't deserve it when you are.
 - c. It is good to find someone who cares and who will listen when you are angry and upset.

- d. It really helps to have a plan of action to deal with the anger you feel and the situations that make you angry.

ASSESSMENT:

Students will express their feelings about conflicts in their families and ways to deal with and understand their feelings.

Family Conflicts

In column one, list four things that may happen in a family that may make you angry. In column two, describe what you would do about the situation.

Why were you angry?	What would you do?
1.	
2.	
3.	
4.	

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: FINDING SOMEONE TO TRUST

GRADE: 6

LENGTH: 45 minutes

MATERIALS USED: Paper, pencil

OUTCOME: The student will be able to:
Identify whom to go to when they need help.

PROCEDURE:

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. Discuss 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 each describe what trust means to them and understand that they can talk to others when they need help with a problem.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Helping Out At Home.

GRADE: 6

LENGTH: 45 MINUTES

OUTCOME: The student will be able to:

Compare their family to group memberships and how they work together to get things done.

PROCEDURE:

1. Ask each student to write a paper on what happens in their house each weekend to ensure that the house is cleaned, errands are run, meals are cooked, laundry is done, yard is cleaned, etc. In the paper, they should describe each family member's responsibilities and how together all the work is accomplished.
2. Ask students to share their papers.
3. Ask the following questions for class discussion:
 - a. What would happen if the whole family did not participate?
 - b. Are there certain roles that the mother usually performs? The father?
Children?
 - c. Do there seem to be male and female roles? What is your reaction to this?
 - d. What is your idea of what family responsibilities should be?
 - e. How are chores affected by your place in the family, i.e., the eldest versus the youngest?

NOTE: Teacher should adjust questions and assignments to accommodate single parent homes or if students live with other relatives.

ASSESSMENT:

Students will write paper and share in class.

PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: THE AMERICAN SAMOAN LIFE

GRADE: 5-6

LENGTH: Several classes

MATERIALS USED: Speaker who can talk with authority about Samoan culture, paper, pencil.

OUTCOME: The student will be able to:
Describe the Samoan culture and traditions

PROCEDURE:

1. Discuss with students the traditions and customs of Samoan life.
2. Divide the class into groups. Give each group a custom or tradition to demonstrate or explain to the class. Where needed have the students role play..
3. It may be interesting to the students to have someone come to the class and talk about Samoan culture and traditions.
4. Point out to the students that different villages on the island may use different customs in the competencies listed above.
5. Ask students to write a paragraph or page about what they have learned and how they feel about traditions being passed down through the generations. Do they feel the customs should always be honored or do they think some have become outdated or hard to follow in today's society.

ASSESSMENT:

Students will have practice in research, listening to guest speakers, taking notes, asking questions, writing report, and giving an oral presentation. They will learn more about their Samoan culture.

This page intentionally left blank.



American Samoan
Department of Education
Pago Pago, American Samoa