

**AMERICAN SAMOAN  
CAREER DEVELOPMENT  
AND LIFE SKILLS  
CURRICULUM  
Grade 7**

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## INTRODUCTION

This curriculum is designed to assist the classroom teachers in the delivery of academic, personal/social, and career development content that will enable students to develop the skills and knowledge that will help them to be successful in life, the world of work, and the twenty first century.

Each lesson is designed to help students develop a clearer understanding of themselves, economic and social factors, career opportunities, and educational and career planning. Activities and lesson plans are designed to help students to explore their own interests and abilities.

Students will be able to direct their attention to the importance of understanding themselves, their interests and abilities, and their achievements in order to assess their strengths and limitations in relation to career and educational possibilities. By learning about our changing world, students will be able to trace and understand development of occupations in American Samoa and educational requirements for various types of employment and what it takes to qualify for different types of jobs.

## Teaching Career Development and Life Skills in Elementary Schools

While students must develop a strong foundation in reading, writing, math, and other subjects that make up the curriculum, there must be attention paid to skills that students will develop so that they understand the world around them and their place in it. There are many reasons why career development should be a fundamental part of the elementary curriculum and not just an add-on. The first ten years of life are the crucial years when a child's life goal, achievement, motivation, and perception of self are formulated. As much information about the world of work should be presented to maximize career choices and goals.

A strong case can be made for providing career development activities and guidance at an early age such as the following:

1. Children at an early age have knowledge of the duties of visible occupations and there is already evidence of sex differences in the knowledge of specific occupations. Sex stereotyping begins early.
2. Most young children can give acceptable responses to exercises that measure skills and interest.
3. Most young children think that someone else will take the responsibility for deciding what they will do for a living.
4. The occupations presented in elementary textbooks reinforce sexual stereotyping. Distortions such as emphasizing prestige occupations and not occupations that reflect the reality of the future labor market are often made.
5. The more new things children see and hear, the more things they find of interest in seeing and hearing.
6. Research shows that if a student drops out of school at age 16, he/she dropped out of school psychologically as early as grade 3.
7. The same educational "high-risk dropout" generates resistance to self-fulfilling work.

A good career development curriculum integrated into the academic program in the elementary school will help students to:

1. Realize that understanding oneself is essential for education and occupational choices.
2. Understand that it is possible to achieve future goals by proper planning and preparation in the future.
3. Recognize how school courses can be used in future work options.
4. Identify an increasing number of occupations and information about each as motivational exercises.
5. Develop good work attitudes and values through occupational preparation.
6. Develop decision-making skills based upon accurate information.
7. Knows that there is dignity in work and that work has rewards.
8. Knows that we live in a changing environment where future jobs will change.
9. Know that there are many occupational options from which to choose.
10. Develop a sense of pride and desire for involvement in the community so that

## 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 four and grade eight. Each indicator for grade four will begin with the number 4. Each indicator for grade eight will begin with the number 8. The indicators for grade eight have also been shaded. Lesson plans have been developed for each grade in order to build upon the knowledge, skills, and attitudes that have been outlined below in the standards, competencies, and indicators.

## DEFINITIONS

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

### **ASSESSMENT**

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

### **CAREER**

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

### **CAREER COUNSELING**

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

### **CAREER DEVELOPMENT**

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

### **CAREER DEVELOPMENT CONCEPTS**

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

**CAREER DEVELOPMENT PROCESSES**

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

**CAREER EDUCATION**

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

**CAREER GUIDANCE**

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

**COMPETENCY**

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

**JOB**

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

**OCCUPATION**

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

**STANDARD**

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

## TEACHING STRATEGIES FOR THE CAREER DEVELOPMENT/LIFE SKILLS CURRICULUM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Students learn how to operate a business.

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

## **CAREER DEVELOPMENT AND LIFE SKILLS CURRICULUM/STUDENT STANDARDS**

### **ACADEMIC DEVELOPMENT**

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

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

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

### **CAREER DEVELOPMENT**

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

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

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

### **PERSONAL/SOCIAL DEVELOPMENT**

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

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

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

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

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

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

<b>ACADEMIC DEVELOPMENT</b>	
<b>Standard 1: Students will acquire the knowledge, skills, and attitudes that contribute to successful learning in school and for lifelong learning.</b>	
<b>COMPETENCY</b>	<p><b>By the end of 4<sup>th</sup> grade students will be able to: (indicators that begin with a “4”)</b></p> <p><b>By the end of 8<sup>th</sup> grade, students will be able to: (indicators that begin with an “8”)</b></p>
1.1 Demonstrate an understanding of and responsibility for self as a learner	<p>4. 1.1.1 Demonstrate competence and confidence as a learner</p> <p>4. 1.1.2 Set realistic expectations for work and achievement</p> <p>4.1.1.3 Recognize and accept mistakes as essential to the learning process</p> <p>4.1.1.4 Identify and model personal attitudes and behaviors that lead to successful learning</p>
1.2 Acquire the skills for improving effectiveness as a learner	<p>4.1.2.1 Use communication skills to know when and how to ask for help when needed</p> <p>4. .2.2 Demonstrate how effort and persistence positively affect learning</p> <p>8.1.2.3 Apply time management and task management skills</p> <p>8.1.2.4 Apply knowledge of learning styles and multiple intelligences to positively influence academic performance</p>
1.3 Demonstrate responsibility for achieving school success	<p>4.1.3.1 Demonstrate taking responsibility for actions in school</p> <p>4.1.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students</p> <p>4.1.3.3 Share knowledge</p> <p>8.1.3.4 Demonstrate the capability to develop a broad range of interests and abilities</p>

<b>Standard 2: Students will develop the academic skills and attitudes necessary to make effective transitions from grade to grade and to a wide range of postsecondary options.</b>	
2.1 Apply the skills necessary to improve learning and make successful academic transitions	<p>4.2.1.1 Demonstrate the ability to seek information and support from faculty, staff, family, and peers</p> <p>8.2.1.2 Demonstrate the importance of motivation to achieve individual potential</p> <p>8.2.1.3 Apply critical thinking skills for making successful academic transitions</p> <p>8.2.1.4 Apply the study skills necessary for academic success at each level</p> <p>8.2.1.5 Demonstrate the ability to organize and apply academic information from a variety of sources</p>
2.2 Apply knowledge in establishing and achieving academic goals	<p>4.2.2.1 Demonstrate the ability to establish challenging academic goals in elementary school</p> <p>8.2.2.2 Demonstrate the ability to establish challenging academic goals by the eighth grade</p> <p>8.2.2.3 Use assessment results in educational planning</p> <p>8.2.2.4 Develop and implement an individual learning plan to maximize academic ability and achievement</p>
<b>Standard 3: Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.</b>	
3.1 Understand how to relate school to life experiences	<p>4.3.1.1 Understand the relationship between learning and work</p> <p>4.3.1.2 Compare the relationship between parent(s)' education and career choice, while examining other education and career examples that are similar or different</p> <p>8.3.1.3 Participate in co-curricular and community experiences to enhance the school experience</p> <p>8.3.1.4 Understand that education is essential to becoming a contributing member of society</p>
<b>CAREER DEVELOPMENT</b>	
<b>Standard 4: Students will acquire the self-knowledge necessary to make informed career decisions.</b>	
4.1 Develop the ability to make informed career decisions based on self-knowledge	<p>4.4.1.1 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)</p> <p>4. .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>
<b>Standard 5: Students will understand the relationship between educational achievement and career development.</b>	
5.1 Attain educational achievement and performance levels needed to reach personal and career goals	<p>4.5.1.1 Learn to work together in a classroom setting</p> <p>4.5.1.2 Acquire age-appropriate employability skills, such as, organizing and problem-solving</p> <p>8.5.1.3 Demonstrate an understanding of educational levels (work-based learning, certificate, 2-year, 4-year, and professional degrees) and performance skills needed to attain personal and career goals</p> <p>8.5.1.4 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance</p> <p>8.5.1.5 Identify individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations</p> <p>8.5.1.6 Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement</p> <p>8.5.1.7 Develop an individual learning plan to enhance educational achievement and attain career goals</p>
<b>Standard 6: Students will employ career management strategies to achieve future career success and</b>	

<b>satisfaction.</b>	
6.1 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management.	<p>4.6.1.1 Demonstrate appreciation for one’s own cultural background and for the cultural background of others</p> <p>4.6.1.2 Identify similarities and differences among people that are valuable at work and in society</p> <p>8.6.1.3 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including new or nontraditional</p> <p>8.6.1.4 Define how one’s own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans</p> <p>8.6.1.5 Demonstrate an acceptance of and respect for other people and their career choices</p>
6.2 Access and use current and accurate career information in career planning.	<p>4.6.2.1 Identify a variety of career options in the community</p> <p>8.6.2.2 Demonstrate the ability to find and use different types of career information resources</p> <p>8.6.2.3 Show how career information has contributed to one’s current plans and how it can be used in future plans</p> <p>8.6.2.3 Give examples of how career clusters and pathways can be used in career planning</p>
6.3 Create and manage an educational and career plan that matches career goals	<p>8.6.3.1 Use career planning strategies and tools to develop career awareness and a career plan</p> <p>8.6.3.2 document actions taken to attain short-term and long-term educational and career goals</p>
6.4 Develop employability skills to gain, maintain, advance in , or transition to a new job or career	<p>8.6.4.1 Identify skills and how they are transferable from one job to another</p>
6.5 Apply decision-making skills to career planning and development	<p>8.6.5.1 Recognize and demonstrate the use of various decision-making styles and their effect on career planning</p> <p>8.6.5.2 Give specific examples of how education work, and family experiences influence career decisions</p> <p>8.6.5.3 Demonstrate the use of information (i.e., about oneself; local, national, and global economic trends; and educational options) to consider in career decisions</p> <p>8.6.5.4 Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions</p>
<b>PERSONAL/SOCIAL DEVELOPMENT</b>	
<b>Standard 7: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds of others.</b>	
7.1 Develop self-knowledge and self acceptance	<p>4.7.1.1 Demonstrate positive attitudes toward self as a</p>

	<p>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>
<b>Standard 8: Students will make decisions, solve problems, set goals, and take necessary action to achieve goals.</b>	
8.1 Apply self-knowledge in the decision-making, problem solving, or goal-setting process	<p>4.8.1.1 Identify and compare potential consequences of a decision</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>
<b>Standard 9: Students will understand and use safety and survival skills.</b>	
9.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior	<p>4.9.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact)</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</p>

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

# ACADEMIC DEVELOPMENT LESSON PLANS



## **ACADEMIC DEVELOPMENT**

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

LESSON TOPIC: My Learning Style

GRADE: 7

LENGTH: 2 CLASS PERIODS

MATERIALS USED: Learning Styles Activity, pencil

OUTCOME: The student will be able to:

Identify their learning style.

Build confidence in learning by understanding their learning style and how they can best use it to learn.

PROCEDURE:

DAY ONE:

1. Talk to students about learning styles and give a brief - definition. Tell them why they are important in the classroom and workspace.
2. Give each student a copy of the learning styles handout.

DAY TWO:

1. After they have their scores discuss the meanings with the students. Use the handout on styles.
2. With the student's help, design a graph on the chalkboard to show the percentages of students with each learning style.

ASSESSMENT:

Each student will be able to identify his/her learning style and use it in the classroom to learn better.

## **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: Listen and ask

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: "Why I missed Following Directions List" and "Student Questions" Handouts.

OUTCOMES: The student will be able to:  
Develop better listening habits.

### PROCEDURE:

1. Session one- Stimulate a discussion about the importance of following directions.
2. After a short discussion, ask students what the first step is in following directions. As soon as "Listen Carefully" is mentioned, list it on the board. Continue discussion with leading questions such as, "What should you do if you don't understand all or part of the directions?"
3. Review the items on the board, underlining "Listen Carefully" and "Ask Questions". Restate the premise that in order to be successful in school students must be able to follow directions accurately. They suffer serious consequences if they start to work without asking any questions they may have.
4. Pass out the worksheet. Inform students that there are many different reasons why students miss directions. Changing bad habits requires an awareness of just what we're doing and why. Ask students to complete the worksheet. Read the directions aloud. Ask if there are any questions.
5. After students have completed the worksheet, ask volunteers to share one or two items that apply to them. Allow students to select the five items that are most common to their group. Mark these on the leader's list and save. Ask students to put their name and date on the worksheets

and place them in a folder for the next session. Ask students to be aware during the week of how many times their old non-listening habits caused them problems and to be prepared to share these experiences with the group.

6. Session two - Return the completed worksheets and review with students the main points of the lesson.
7. Remind students that listening to directions and checking for understanding with questions is essential to turning in correct assignments. In addition to specific assignments, however, many classes have a body of information for students to master. As the teacher is sharing information the students need to employ their best listening skills.
8. Stimulate a discussion of what they were taught in elementary school about getting the main idea of paragraphs. Whether it comes from students or the leader, state these points on the board. Main idea can be found at the beginning of the paragraph and at the end as a summary.
9. Point out to students that teachers usually begin each lesson with "Today we are going to study/learn about ...." That will be the topic sentence. Students should make a note of that topic sentence and keep it in mind as the rest of the information follows. Listen for the summary. This usually comes just before the teacher asks for any questions. Ideally the teacher will also give the reasons for studying this material.
10. Ask the students to identify a topic sentence from the paragraph read to them. Model for them if no one selects the topic sentence. Model questions that might logically come up in the course of the instruction.
11. Some questions that students need to feel comfortable with are on the worksheet. Hand out worksheet and ask students to practice saying these aloud just to get used to them. If there is time, let students break up into dyads for more practice.

#### ASSESSMENT:

Students will be able to list the steps in following directions, develop an awareness of bad habits in listening, and demonstrate the ability to ask questions in class.

# STUDENT QUESTIONS

1. Could you please repeat that?
2. When you said \_\_\_\_\_, did you mean \_\_\_\_\_?
3. Could you please go a little more slowly?
4. Should we take notes on this material?
5. Could you spell this for me?
6. I don't understand that, could you please say it another way?
7. Could you put that on the board please?
8. Would it be all right if \_\_\_\_\_ helped me with this later?
9. \_\_\_\_\_
10. \_\_\_\_\_

Have students generate two more questions they have found helpful in getting clarification from a teacher.

## WHY I MISSED FOLLOWING DIRECTIONS LIST

Complete the statement below by circling the reasons you have missed following directions. Place a check in the box that best describes how you feel about that reason.

I HAVE MISSED FOLLOWING DIRECTIONS AT TIMES BECAUSE:	Good reason	Ok if it doesn't happen often	Poor reason
1. I don't like school.			
2. I don't like some classes.			
3. I was thinking about something else.			
4. I didn't get enough sleep the night before.			
5. I don't like some teachers.			
6. I don't want to do homework.			
7. I just don't care.			
8. I thought I understood.			
9. I am bored with school.			
10. I had more important things to do.			
11. I am a poor reader.			
12. I was "daydreaming".			
13. I had more important things to do.			
14. I would rather have been somewhere else.			
15. I was sick.			
16. I can't stand to be in school all day.			
17. I can't get organized to do assignments.			
18. I can't get interested.			
19. It was too noisy.			
20. A student next to me interrupted.			
21. I had trouble remembering all the steps.			
22. I let it go too long.			
23. I didn't have paper or pencil.			
24. Teachers don't like me.			
25. I was doing another assignment.			
26. I think that most other kids are smarter.			
27. I was talking to another student.			

## 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: Blind Trust

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Students can be blindfolded or asked to close their eyes.

OUTCOMES: The student will be able to:  
Develop good listening skills so that they can understand what their friends are saying and feeling.

### PROCEDURE:

1. Stimulate a discussion on verbal and nonverbal non-listening skills. List these on the board. For example, the students may mention; looking at the person, keeping silent and keeping your hands and feet still.
2. Ask several students to role-play some of these non-listening skills. The leader can play the role of the non-listener. After each role play situation ask the student:
  - a. How were verbal and nonverbal non-listening skills demonstrated?
  - b. How did it feel to know someone was not listening to you?
3. Divide the students into pairs. Explain to the students that learning to be a good friend not only involves listening but also involves trusting them. Inform the students they will now be taking a "Trust Walk". This walk will involve one student guiding another student who is blindfolded. The guide is trying to win the other student's trust by leading them on a journey that is eventful but not dangerous. The blindfolded student will have to listen very closely to instructions. Half way through the exercise the students will switch roles.
4. Instruct the students to write down how they felt in both situations. The students can share this with the other student in their group.

5. As a large group develop a list of positive listening skills. After each skill list how this can enhance a friendship. Examples can be:
- a. Looking at the person
  - b. Not interrupting
  - c. I care about what you are saying
  - d. I am totally listening to your problem.
  - e. I am not thinking about my own problems

**ASSESSMENT:**

Students will be able to list and demonstrate 5 positive listening skills.

## **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: Effectively Managing Time

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Chart paper and marking pen for each group; masking tape; once copy of the handout " Keeping a Time Log" for each student.

OUTCOMES: The student will be able to:

Keep track of time use for one week.

Identify specific ways of organizing his/her time and surroundings.

### PROCEDURE:

1. Explain to the students that by following a few simple rules and acquiring good time management habits, they can accomplish more and have more time for you, too. Time management helps you get things done on time so you can avoid last minute rush jobs and the feeling of being unprepared. By planning your activities at school, home, and work, you'll get the most out of each day and you won't feel that you've wasted the time you do have.
2. Ask the students to form four groups. Assign each group one of the strategies listed below. Tell the groups that you would like them to brainstorm all the ideas and specific behaviors they can think of that might fit within that category.
  - a. Time management strategies
    1. Organize your time
    2. Prioritize your activities
    3. Organize your home environment
    4. Organize your school environment
3. Ask the group with Strategy 1 to post its list. Discuss the suggestions that the students have come up with. Liberally underline, star, and

number selected strategies to prioritize and reinforce them. Follow the same procedure for each of the other strategies. Below are some key behaviors to add if the students have not thought of them.

**Strategy 1:**

**Organize your time.**

- Keep a planning calendar.
- Record all the things you must do.
- Check your calendar first thing every morning.

**Strategy 2:**

**Prioritize your activities**

- Decide what's most important, second most important, and so on.
- Do the most important things first.

**Strategy 3:**

**Organize your home environment**

- Have a place to study and a surface (or computer) to write on.
- Reduce or eliminate distractions.
- Keep materials and equipment handy.

**Strategy 4:**

**Organize your school environment**

- Keep an orderly locker, backpack and notebook.
- Hold a clean-up, throw-out and get-organized session each night.
- Make sure you have all supplies and assignments ready for the next day.

Distribute the handouts. Explain to the students that keeping a time log for a few days will help them recognize where they need to make changes in their use of time. Go over the codes and directions. Review and discuss the "Time Management Tips" on the second page of the handout. If you are meeting with the class weekly, ask them to bring their completed time logs to the next session.

At a follow-up session, ask the students to share highlights from their time logs. Discuss how they can use this information, along with the Time Management Strategies, and the Time Management Tips to gain better control of their activities and responsibilities.

Discussion questions:

1. How satisfied are you with your use of time?
2. Where do you most need to get organized?
3. How do you usually waste time?
4. How can you reduce or eliminate wasted time?
5. Why is it important to find time for work and relaxation:
6. How much time do you spend watching TV? Do you have any desire to change that figure? Why or why not?
7. What have you learned from these activities?

ASSESSMENT:

Students will demonstrate strategies for managing time and will be able to keep a time log on their activities.

# KEEPING A TIME LOG

Directions: Keep track of your time for 1 week. Every day, in each square of the log, write the code that stands for the activity you did during that time period. Make up your own codes for activities that are not listed.

**Codes:**

- |                            |                                  |                       |
|----------------------------|----------------------------------|-----------------------|
| <b>CL:</b> Class time      | <b>FR:</b> Time with friends     | <b>TE:</b> Telephone  |
| <b>FM:</b> Family activity | <b>SH:</b> Shopping              | <b>TV:</b> Television |
| <b>HO:</b> Hobby           | <b>SL:</b> Sleeping              | <b>CH:</b> Chores     |
| <b>ET:</b> Eating          | <b>SP:</b> Sports                | <b>RE:</b> Relaxing   |
| <b>ST:</b> Studying        | <b>TR:</b> Traveling to and from |                       |

	Monday	Tues.	Wed.	Thurs.	Friday	Sat.	Sunday
6 am							
7 am							
8 am							
9 am							
10 am							
11 am							
12 PM							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							
9 PM							
10 PM							
11 PM							

# TIME MANAGEMENT TIPS

1. **Learn to say "no"**. If someone wants you to do something that you aren't interested in doing, it's okay to turn down the offer. In the same way, assert your rights when someone is wasting your time. You have the right to make good use of your time and energy. Do things that you really enjoy and benefit from. Spend time with people who add to your life.
2. **Make decisions**. Low energy and confusion sometimes result from failing to act when decisions need to be made. By making decisions and following through, you spend your time on important tasks instead of wasting it on worry or confusion.
3. **Look ahead and set goals**. Everyone should have short-term and long-range goals. You can set goals as far ahead as you choose. Stay flexible but start preparing now for the future.
4. **Get your body and mind in shape**. Budget some time for exercise and make sure you eat right and get enough sleep. When you feel rushed or stressed during the day, take a break and relax.
5. **Tackle the toughest part of any job or assignment first**. Don't start with the easy stuff. Take advantage of your freshness and enthusiasm when you first begin work. Accomplishing the tough part will spur you on to complete the rest of the task.
6. **Don't put things off**. Procrastination is the biggest obstacle between you and increased effectiveness. Start now and take each project one step at a time. Keep moving and strive to eliminate procrastination from your life.
7. **Be flexible**. Things are always changing. Be willing to adapt and switch directions if new circumstances or information arise. Be open to new possibilities.

## **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: Desk In A Box

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: 8X11 empty file folder box, loose leaf paper in a file folder, pen, pencil, ruler, pocketsize dictionary

OUTCOMES: The student will be able to:

Organize a desk in order to prevent confusion of getting supplies together each day at home.

### PROCEDURE:

1. Instruct students that in order to save time in settling down to do homework, they can keep materials used to complete homework all together like a portable desk. Demonstrate the file folder box and its contents. This box should be kept on a closet shelf so that little brothers and sisters cannot get into it.
2. Tell students that picking up of the "portable desk" could be the first signal for them to condition themselves that everything else ceases. When the box is picked up, it is homework time.
3. Remind students that all textbooks and file folders taken home each day from school should be placed in the same place each day when arriving home. When it is time for homework, pick up the portable desk and textbooks and begin homework.
4. The study area should be someplace that has the least amount of distractions in order to begin and accomplish homework effectively.
5. Tell students that upon completion of their homework, their portable desk should be put away and school material should be stacked in the same place. This training will enable all assignments to be returned each day.
6. Reminders can be placed on top of the stack of books. A note, "lunch" is a reminder to get it out of the refrigerator.

Note: Some students may need specific places told to them for possible study areas due to overcrowding in the home.

**ASSESSMENT:**

Students will show evidence or the actual box of materials that they maintain at home for their portable desk.

## **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: Good Note Takers

GRADE: 7

LENGTH: 45 minutes

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

OUTCOMES: The student will be able to:  
Demonstrate skills in taking good notes and keeping organized.

### PROCEDURE:

1. Explain to the students that today they will learn a new way to take notes. It is fast and easy. Begin by explaining to students that it is important to skim over a section before actually reading it. What headings does the chapter use? What questions are asked at the end? What do the major pictures or diagrams concern? After looking through the chapter, begin reading.
2. At this point, ask the students to read a short section from the textbook. It should be several paragraphs long, but no more than a page or two. When the students have finished reading the section silently, have them generate a main idea statement about the selection. Write that statement on the board. Tell the students this is called an "about statement". It tells what the section is about. Ask the students to find details in the selection that support the about statement. These are called "point statements". List these on the board below the about statement. Students should be able to generate at least four point statements.
3. Read over the about statement and the point statements. Do all of the points support the about? If not, delete them or move them to a different section. Has anything important been left out? If so, delete

them, or move them to a different section. Has anything important been left out? If so, where does it belong in the notes? It is a good idea to practice this several times with the students before asking them to try independently. Proofread carefully for irrelevant statements.

**ASSESSMENT:**

Students will be able to analyze information to determine its importance and be able to take good, organized notes.

## **ACADEMIC DEVELOPMENT**

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

Competency 1.3: Demonstrate responsibility for achieving school success

LESSON TOPIC: Test Scores are Up!

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Notebooks, pens

OUTCOMES: The student will be able to:  
Improve test scores.

PROCEDURES:

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 tests.
  - 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. You'll 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.
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 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?

#### NOTES:

Allow students to practice these steps. It might be a good idea to write these steps on the board the next few times that the students take a test.

#### ASSESSMENT:

Prepare a graph showing test scores to demonstrate that students have shown improvement.

## **ACADEMIC DEVELOPMENT**

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

Competency 1.3: Demonstrate responsibility for achieving school success.

LESSON TOPIC: My Improvement Plan

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Good and Poor Study Habits, paper, pencil

OUTCOME: Students will be able to:

Analyze their current grades, relate them to their study habits, and develop a plan for improvement.

PROCEDURE:

1. Ask students to think about their grades in the 6<sup>th</sup> grade and their current grades. What grades need to be improved? Usually we can link poor grades to study habits and not preparing for exams.
2. Ask each student to evaluate themselves on the "Good and Poor Study Habits" handout. Afterwards, they need to write a plan for how to improve on the areas that need it. Students can share their plans with the class if you feel it would benefit other students to know how their classmates intend to change their study habits.

ASSESSMENT: Students will have a written plan evaluating their study habits and a plan for improvement.

## GOOD AND POOR STUDY HABITS

Identify each of the following study habits as being good or poor. Then in the appropriate column, write "always", "sometimes", or "never" to indicate how often you practice each habit.

Good Habits	Poor Habits	Study Habits
		1. Take notes in class
		2. Take notes when you read assignments
		3. Study in a cluttered area
		4. Follow directions
		5. Gather all the supplies you need before you start to study
		6. Study in an area where you will be distracted
		7. Set priorities for your time
		8. Put off big assignments until the last day
		9. Do all your studying the night before a test
		10. Work in an area that is quiet and relaxing
		11. Study and review the easy parts first
		12. Do what must be done first
		13. Study the tough parts last
		14. Try to do two activities at the same time
		15. Study when you are rested
		16. Take a few moments after you study to think about what you studied
		17. Study while watching TV
		18. Do a little each day on big assignments that are due in a week or more

## ACADEMIC DEVELOPMENT

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

LESSON TOPIC: What Are My Strengths and Weaknesses?

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:  
Evaluate their present study habits and recognize their individual academic strengths and weaknesses.

### PROCEDURE:

1. Discuss the relationship between effort and learning and how attitudes influence learning. Emphasize that each student has a unique approach to learning and his or her own study habits.
2. Think about the following activities and how you approach them. What are the positive (+) and productive methods that are helpful and effective study skills? What are some of the negative (-) or unproductive methods that interfere with your school success? List them under each activity.
  - Doing Homework
  - Reviewing for a test
  - Listening to a lecture
  - Doing a report
  - Following direction
  - (any others you select)
3. Using the information listed, discuss orally or in writing a few strengths and weaknesses of a student. Write a short and long-term goal (1 week and 4 weeks) and an appropriate reward.
4. Suggestion: Students may do this individually, in small groups or as a class. Review the personal academic goals and offer an appropriate reward.

**ASSESSMENT:**

Students will be able to list their strengths and weaknesses in several school work activities so that they can improve as they begin and finish assignments.

## ACADEMIC DEVELOPMENT

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

LESSON TOPIC: *Getting Ready for High School*

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:  
Have an awareness of some of the possible problems they may encounter upon entering high school.

### PROCEDURE:

1. Ask two students from the local high school to address your class, one boy and one girl. It would also be desirable if they were either from the 9<sup>th</sup> or 10<sup>th</sup> grade class.
2. In preparation for the visit, ask students to each prepare one question to ask.
3. The counselor may want to conduct a question and answer session after the visiting students have completed their presentation. Students may be interested in such things as:
  - a. Is there a serious drug problem at your school?
  - b. Is there violence in the school?
  - c. How is discipline handled?
  - d. What are the teachers like?
  - e. What sports are played at your school?

### ASSESSMENT:

Students will be better informed about what high school is like and the problems they may encounter.

## **ACADEMIC DEVELOPMENT**

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

**Competency 2.2: Apply knowledge in establishing and achieving academic goals.**

LESSON TOPIC: What Are High School Credits?

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: A list of each diploma requirements, actual diplomas

OUTCOMES: The student will be able to:

List graduation requirements for various high school diploma programs.

PROCEDURES:

1. Discuss what "credits" are. (A credit is the numerical weight awarded each class successfully completed). Each class is generally awarded one-half credit per semester. For example, when a student successfully completes one year of school (on a normal schedule of six classes per semester) he earns six credits for the year or three credits per semester.
2. Inform students of credit requirements for each diploma program.
3. Show the students an example of each diploma.
4. Check the group for understanding.
  - a. What are the differences in the diplomas?
  - b. How many credits are needed for each?
  - c. How many electives do you have?
5. Answer any questions.

ASSESSMENT:

Students will be able to list the different diplomas and the requirements of each.

## **ACADEMIC DEVELOPMENT**

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

LESSON TOPIC: The Courses I'm Taking

GRADE: 7 LENGTH: 45 minutes

MATERIALS USED: "Program Planning" worksheet, and pencil.

OUTCOMES: The student will be able to:  
Know how to select high school courses that fit their career goals.

### PROCEDURES:

1. Students often choose courses without careful consideration. This activity will help students evaluate their reasons for choosing classes. This activity is well suited to the student who lacks motivation and direction in their high school career. It will stimulate them to re-evaluate course selections and clarify their goals for the courses they take. This group may be assembled from volunteers or by recommendations of teachers or advisors who have identified "unmotivated" students.
2. Introduce this activity by explaining that there are many reasons people take courses, but often the reasons don't seem to be well thought out. This leads to lack of interest and boredom with school.
3. Distribute the "Program Planning" sheet and ask students to complete it.
4. Check for student awareness. Ask them if the courses they have liked or done well in have any common features. Ask the same for disliked courses. Emphasize that courses that match interests and abilities and lead to future goals are usually the most rewarding.
5. Ask students to complete the sentence stem, "In the future, I'd like to take courses that \_\_\_\_\_" and ask students to make a commitment to give deeper consideration to course selection.

**ASSESSMENT:**

Through the written activity, students will be able to analyze their course selection and realize the importance of the courses they take in high schools.

## PROGRAM PLANNING

Why Did You Choose the Courses You Are Now Taking?

1. Graduation Requirements
2. College Admissions, Technical Institute, or Trade School Requirements
3. Curriculum Exploration (Choosing course to check out your interests or because you think you need new experiences).
4. Interests and Strengths (Choosing courses in areas in which you already have strong interests and/or ability).
5. Career Applicability (Course is useful for getting a job or is a direct requirement for a career you have in mind).
6. Skill Development (Choosing course in an area in which you know you are weak and want to improve).
7. Parent Decision (Parent insists or strongly encourages that the course be taken).
8. No Reason
9. Recommendation of a friend.
10. Liked the teacher
11. Other (Specify).

**Directions:** On the lines below, write down the names of the courses you are taking. Then place the number of your reason for taking a particular course behind the course name.

Courses:

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What Does The Completed List Say About Your Reasons For Taking Courses:

My courses are leading to an after graduation goals.

I want to be prepared to get a job after graduation.

\_\_\_\_\_ Graduation is my only goal at present.

\_\_\_\_\_ I want to be prepared to get into college after graduation.

\_\_\_\_\_ I'm taking many courses for no apparent reason.

\_\_\_\_\_ Other people seem to be making my course decisions for me.

\_\_\_\_\_ I'm building my strengths and interests.

\_\_\_\_\_ I see my weaknesses and I'm trying to do something about them.

# LEARNING STYLES

When it comes to learning, the passage of time and personal advancement allows us to develop our own preferences. Some of us learn best by thinking quietly alone; others like to talk things out. Quiet places suit some learners; others prefer background noise or music. Research shows that we work better when we use our unique learning needs and strengths. Take a minute to explore your personal learning styles, or intelligence strengths.

Read the following items. Circle Y (Yes) if it applies to you; N (No) if it doesn't. Add your Y responses and record your top three intelligence styles below.

## Verbal/Linguistic

1. I learn best from reading books. Y N
2. I learn a lot from listening to instructors. Y N
3. I really enjoy explaining, teaching, and learning. Y N
4. I find it easy and fun to learn a new language. Y N
5. I easily remember the things I've learned. Y N

**Total Yes answers** \_\_\_\_\_

## Logical/Mathematical

1. I am good at solving problems with symbols. Y N
2. I enjoy working with numbers and making calculations. Y N
3. I find it easy to find answers based on information at hand. Y N
4. I remember information best when it's numbered and in logical order. Y N
5. I can easily apply new information to old formulas. Y N

**Total Yes answers** \_\_\_\_\_

## Visual/Spatial

1. Diagrams and drawings help me understand new ideas. Y N
2. Give me a map and I can find my way anywhere. Y N
3. I'd rather watch an expert first, then try a new skill. Y N
4. It's easier for me to learn something new if it is plotted on a graph or chart. Y N
5. I prefer to explain my ideas by drawing pictures. Y N

**Total Yes answers** \_\_\_\_\_

**Kinesthetic**

- 1. I learn by doing. Y N
- 2. I like activities that require me to move around. Y N
- 3. I often learn well by imitating others. Y N
- 4. I prefer to explain my ideas by acting them out in role-plays. Y N
- 5. I enjoy physical challenges. Y N

**Total Yes answers** \_\_\_\_\_

**Musical**

- 1. I learn information easily when I put it to music. Y N
- 2. I can't concentrate unless there is background music. Y N
- 3. I find it easy to pick out rhythms in sounds I hear. Y N
- 4. I always remember songs I hear on the radio. Y N
- 5. I can easily repeat sounds and music I hear. Y N

**Total Yes answers** \_\_\_\_\_

**Interpersonal**

- 1. I learn a lot from discussions. Y N
- 2. I work better when I'm in a group. Y N
- 3. I pick up on what other people think and want. Y N
- 4. I learn about others by looking at their point of view. Y N
- 5. I'd rather get information from people than books. Y N

**Total Yes answers** \_\_\_\_\_

**Interpersonal**

- 1. I learn best by thinking quietly. Y N
- 2. I remember things easily when I can relate it to my own experience. Y N
- 3. I succeed most often when I rely on my intuition. Y N
- 4. I'd rather talk about feelings than abstract ideas. Y N
- 5. I enjoy thinking about different ideas when I'm alone. Y N

**Total Yes answers** \_\_\_\_\_

**My top three preferred learning styles:**

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People learn constantly as they move through the years. Learning takes place in the workplace too. Take some time now to determine whether the career you select fits your preferred learning styles.

### **The Many Ways We Learn**

***Verbal/Linguistic Intelligence:*** Spoken and written communication come easily to people with this strength. They excel as writers, public speakers, or comedians.

***Logical/Mathematical Intelligence:*** People with this strength are able to easily solve problems using numbers or abstract ideas.

***Visual/Spatial Intelligence:*** This strength allows people to form pictures in their mind, which helps them with painting, sculpture, architecture, and navigation.

***Kinesthetic Intelligence:*** People with this strength like to move their bodies. They do this to express emotion, play games, or create.

***Musical Intelligence:*** Recognizing rhythms and harmonies is easy for those with this strength. They are also sensitive to the effects of sound.

***Interpersonal Intelligence:*** Getting along with other people by understanding their moods and feelings is something people with this strength are able to do. They excel as counselors, teachers, and politicians.

***Intrapersonal Intelligence:*** Psychiatrists and philosophers often have this strength, which helps them understand other people.

## ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Secondary vs. Post-secondary Program

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: school catalogs, chalkboard, and chalk.

OUTCOME: The student will be able to:

List advantages and disadvantages of secondary and post-secondary programs

PROCEDURE:

1. On the chalkboard make two columns. Secondary and Post-Secondary
2. Using school catalogs, list the programs available at each level.
3. Discuss the occupations that the program prepares you for and indicate if the secondary program prepares you for an entry-level job or if you need additional training.
4. List Tech Prep programs available.
5. Ask students to compare the advantages and disadvantages of both programs. Ex. Costs, length of time, study time, etc.
6. Which programs will help them to meet their personal goals?
7. In several activities, students have identified at least 3 occupations they are interested in. Using secondary and post secondary catalogs and listings of programs, students list the educational and training requirements for the occupations.
8. Next list the school's requirements to enter that program.
9. Students list 3 things they have to work on immediately to meet those requirements later on.

**ASSESSMENT:**

Students will be aware of what programs are offered in the high school and other post-secondary options. They will be able to match occupations they are interested in to the programs.

## **ACADEMIC DEVELOPMENT**

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

LESSON TOPIC: Why It's Important To Complete High School

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Career information materials, paper, pencil, chalkboard, chalk (list occupations described by groups).

OUTCOMES: The student will be able to:  
Identify occupations that require completion of high school.

### PROCEDURE:

1. Divide the class into four groups. Ask group 1 to identify 5 occupations that do not require any education. Ask group 2 to identify 5 occupations that require at least a high school diploma. Ask group 3 to identify 5 occupations that require 1 to 2 years of post-secondary training. Ask group to identify 5 occupations that require a college degree.
2. Ask each group to research and report to the class their findings and group discussion on the following:
  - a. What is the average salary of the occupation?
  - b. Is the job available in the Islands?
  - c. Is there training on the job or where is training and education available for the job?
  - d. What are the advantages or disadvantages of the occupation? (consider salary, opportunity for advancement, benefits, hours of work, working conditions, security, etc.)
3. Have each group report their findings. Discuss with the class the importance of completing high school. Ask them what are the benefits to furthering their education? How is it important to job selection? How is it important to continuing their education? Also stress that it makes a

difference in what courses the students take if they plan to continue their education at a post-secondary institution. If they plan to go to college they can't wait until the eleventh grade to plan.

4. Ask the students what conclusions they have come to after the group presentations and discussions.

#### ASSESSMENT:

Students will be able to identify jobs that require high school graduation and others that require more education and training. They will understand that the first step in future planning is to complete high school.

## **ACADEMIC DEVELOPMENT**

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

LESSON TOPIC: School Subjects and Career Future

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "School Subjects and Career Future" Handout and pencil

OUTCOME: The student will be able to:  
Identify the courses they need to take for their career choices.

### **PROCEDURE:**

1. Courses you take in school can affect your career choices. On the line below, write one work or career choice that interests you today. Then ask yourself what skills would be useful in that career.
2. For each school subject listed on the handout think of the skills you would learn in courses on that subject. Write down those that would be useful in the career you selected. For example, if you wrote "novelist" as your career choice, courses in computer literacy can teach you the word processing skills that novelists need today. English courses will improve your writing and knowledge of novel format. Health/physical education will teach you how to use exercise to relieve the stress caused by hours of writing. Social studies will teach you about people and places that you may want to write about in your novels.

### **ASSESSMENT:**

Students will list skills taught in their courses that will be useful for their career choices.

# School Subjects and

# Future Careers

Career Choices: 1. 2.

School Subject

Skills Taught

\*\*\*\*\*

Art/Music

Computer Literacy/Technology

English

Foreign Language

Health/Physical Education

Life Management

Mathematics/Consumer Economics

Science

Social Studies

Other

## ACADEMIC DEVELOPMENT

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

LESSON TOPIC: My Leisure Time

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: paper, pencil

OUTCOME: The student will be able to:

Understand how participating in co-curricular activities can enhance the school experience. Develop a plan to manage their leisure time.

PROCEDURE:

1. Students sometimes spend their time on the same leisure activities without trying out new things. This activity will stimulate new ways of thinking about the role of leisure time.
2. Ask students to list their top 10 interests. Make 3 columns by the interests. Column one- Ask them to identify each as a sport (s), hobby (h), or time-filler (tf). Column two- Identify if it is active (A) or passive (P) and column three if it requires others (O) or if it is done alone (A)
3. Ask them to answer the following questions:  
I learned that I:  
I would like to do more:  
My favorite activity of all is:
4. Talk to the class about why we pick the activities we do. Also leisure activities can also tell us about the kind of person we are. Later, in this lesson we'll think about what we'd like to do if we could, without thinking about any restraints on us.
5. Ask the class to be ready to move to different parts of the room to participate in the following activity. "When I read a statement, I'd like you to move to one of three possible places in the room. Each place signifies a belief or feeling you have. Over there will be the place called "strongly agree". Here will be where those who "strongly disagree" will go. Over there is where the "undecided" will go. When you move to one of the places, be ready to explain your choice. Remember, when I read a

statement, vote quickly by moving". After each statement, ask students to explain their votes.

1. I like sports better than other activities
2. I am most comfortable doing things with others
3. I have at least two hobbies.
4. I am often bored.
5. I am uncomfortable trying a sports activity
6. I really like activities that I can do alone
7. I need some new leisure time activities

Point out that often we can change the things we do by experimenting with the support and help of others. Say the following: "Let's think about doing things new, starting fresh. If you could try out all new activities, what would you do? On a sheet of paper, put the following words at the top. SPORTS.... HOBBY.....TIME FILLER. Think of three things that you would like to try new or experimental within each category. For example, a person might wish they could swim. They would write "swim" under the SPORTS category. Think hard, complete the activity, and we will share when through."

After students have shared, question students how they might try some of the items on their wish list. Students could ask others for help, read up on a subject in the library and try it, or join a club or group that teaches the activity. Point out that common roadblocks for trying are lack of confidence, fear of failure or ridicule, and need for reinforcement. Students can overcome these by enlisting the help of trusted person.

**ASSESSMENT:** Students will have a written sheet listing their leisure activities.

## ACADEMIC DEVELOPMENT

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

LESSON TOPIC: Expanding Your Leisure Interests

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard, chalk, paper and pencil

OUTCOME: The student will be able to:  
Know how to identify personal leisure time interests.

### PROCEDURE:

1. Write physical, fine arts, crafts, and intellectual on the board.
2. Brainstorm ideas for each area. Ask students to write down those things which are of interest to them.
3. Ask the students to cross out all five in each area, according to their interests.
4. Ask the students to rank in order the remaining items of interest (1- highest through 5- lowest).
5. Ask students to rank in order in which area they are most interested (1- 4).
6. Ask students to share their results. Question students about whether they might want to develop leisure interests in some new area as a result of their inquiry.
7. Select some of the students' interests to use as examples and discuss ways one could become involved in them. What sometimes keeps people from trying something new? How can you overcome these things? What are the long range benefits of developing new interests?

### ASSESSMENT:

Students will be able to describe leisure activities and understand how they can provide satisfaction and balance to their lives.

## **ACADEMIC DEVELOPMENT**

**Competency 3.1: Understand how to relate school to life experiences.**

LESSON TOPIC: Fairy Tales and Reality

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "My Lifestyle Preferences" handout

OUTCOME: The student will be able to:  
Identify lifestyle preferences

### PROCEDURES:

1. Explain to students how lifestyles may change according to events in our lives.
2. Remind them briefly of the story of Snow White.  
Let's pretend this is the lifestyle of Snow White (see attached sheet).
3. Give each student the lifestyle preferences handout to complete.
4. Explain that in life we have many compromises. No job is perfect but you look for one that has characteristics that are mostly satisfying.
5. Students share their worksheets.

### ASSESSMENT:

Students are able to compromise lifestyle with career choices and leisure time.

## The Lifestyle of Snow White

AGE	RESIDENCE	PEOPLE CLOSE TO SNOW WHITE	MAJOR ACTIVITIES
15	Castle	Father	Being tutored
	Castle	Governess	Playing with dukes and duchesses
20	Small cottage	Happy, Sleepy, Grumpy, Sneezzy, Dopey, Doc, Bashful	Feeding dwarfs Cleaning cottage Buying apples from queens dressed as witches
30	Castle	Husband Princess	Raising young princess Redecorating castle Giving parties
60	Small cottage on castle grounds	Daughter Grandkids	Watching TV Playing bingo Baby-sitting young prince and princess

# My Lifestyle Preferences

## **First Choice**

If I could design my life,  
I would prefer:

Urban, rural areas

Part of Country

Have extra Leisure Time  
(Yes, no)

## **Working indoors, outdoors**

Working days, evenings, nights

Working weekends, off weekdays  
(Yes, no)

Not working weekends  
(Yes, no)

To run my own business  
(Yes, no)

**To leave my work at the office**  
(Yes, no)

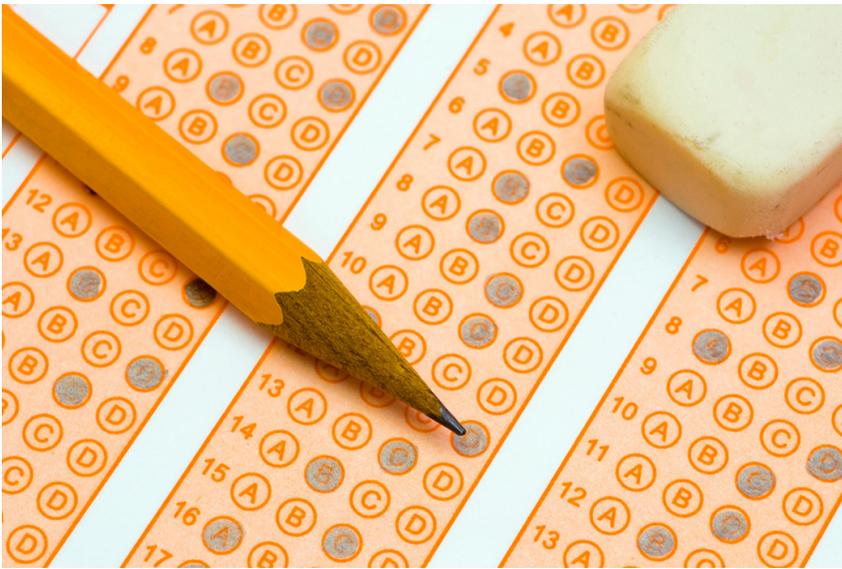
To carry my work in my head  
(Yes, no)

**Other Preferences:**

## **Trade-off**

What I would accept as a  
substitute, at least temporarily:

# CAREER DEVELOPMENT LESSON PLANS



## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Be the Best of Whatever You Are.

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:

List expectations of others and understand how they influence career planning. Relate the importance of choosing occupations based on their interests and abilities.

PROCEDURE:

1. Booker T. Washington quotation: "There is as much dignity in tilling a field as in writing a poem." Discuss with class, is it true, or do we value certain jobs more than others do in our culture?
2. Expectations of friends, family, and society in general impact an individual's career planning. Sometimes individuals will work or train for an occupation that the parents want for them. They try to satisfy others rather than themselves. Get the students' thoughts on this. Read the following poem: *Be The Best of Whatever You Are* by: Douglas Mallock.

### **Be the Best of Whatever You Are**

By: Douglas Mallock

If you can't be a pine on the top of the hill,  
Be a scrub in the valley-but be  
The best little scrub by the side of the hill;  
Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,

And some highway happier make;  
If you can't be a muskie then just be a bass—  
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,  
There's something for all of us here,  
There's big work to do, and there's lesser to do,  
And the task you must do is the near.

If you can't be a highway then just be a trail,  
If you can't be the sun be a star;  
It isn't by size that you win or you fail—  
Be the best of whatever you are!

Discuss the following questions with the students.

- a. Do you agree with the philosophy expressed in this poem?
- b. Think about a job or task you've completed that required your very best work. How did you feel about yourself after you finished the job? Describe the feeling in writing.

3. Write the following on the chalkboard:

Complete the following Sentences:

If you can't be a \_\_\_\_\_ be a \_\_\_\_\_.

Use this sentence and insert one of the examples listed below to complete.

For example: If you can't be a ship, be a boat. Have students complete at least 5 sentences. When completed have students share. They should understand this activity if they have listened to the poem.

ship	rock star	lieutenant	
lion	doctor	eagle	professor
mountain	carpenter	manager	contractor
politician	principal		
waiter	police officer		

4. Discuss the concept of setting goals and if you don't reach that goal still strive for the best you can be.

**ASSESSMENT:**

Students will be able to list ways that expectations of others influence career planning. They are aware of the concept to be the best you can be.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Your Abilities

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "Your Abilities" handout

OUTCOME: The student will be able to:  
Identify activities they do well.

### PROCEDURE:

1. Define abilities - abilities are ratings of a person's ability to learn different skills. Aptitudes are not based on what you already know. They are ratings that try to tell how quickly and easily you learn.
2. List the following aptitudes on the chalkboard.
  - General Learning Ability
  - Verbal aptitude
  - Numerical aptitude
  - Spatial perception
  - Form perception
  - Clerical perception
  - Eye hand coordination
  - Finger dexterity
  - Manual dexterity
3. Discuss the meanings with the students
4. Have them rate themselves on each aptitude on a scale 1-5, 1 being lowest 5 being highest.
5. It is recommended that an aptitude assessment be given sometime during or after 10<sup>th</sup> grade. However, there are some commercial products designed for 7-8 grades. This activity is to develop an awareness of aptitudes.

6. Ask students to brainstorm occupational groups that may require each aptitude. Verify the information discussed with career resource materials.

**ASSESSMENT:**

Students will be able to identify aptitudes self assess then aptitudes and identify occupational groups with aptitudes.

# YOUR ABILITIES

Read over each ability and circle the how you would rate yourself on each. Remember 1 is lowest and 5 is highest. If you rate yourself a 3, you are saying that you have an average ability for that particular item.

**1. GENERAL LEARNING ABILITY (1 2 3 4 5)**

The ability to catch on and understand new things. It is closely related to doing well in school.

**2. VERBAL ABILITY (1 2 3 4 5)**

The ability to understand the meaning of words and how to use them. You need to understand relationships between words and to understand meanings of whole sentences and paragraphs.

**3. NUMERICAL APTITUDE (1 2 3 4 5)**

The ability to work quickly and correctly with numbers.

**4. SPATIAL PERCEPTION (1 2 3 4 5)**

The ability to understand how objects can be moved, folded, and arranged, and to see in your mind what they would look like in three dimensions.

**5. FORM PERCEPTION (1 2 3 4 5)**

The ability to see likenesses and differences in shapes and shading of things, lengths and widths of lines and details in objects or patterns.

**6. CLERICAL PERCEPTION (1 2 3 4 5)**

The ability to check numbers and words quickly to see if they are correct or to see differences in words and numbers.

**7. EYE HAND COORDINATION (1 2 3 4 5)**

The ability to match eye and hand movement quickly and correctly.

**8. FINGER DEXTERITY (1 2 3 4 5)**

The ability to move fingers and to handle small objects with fingers quickly and correctly.

**9. MANUAL DEXTERITY (1 2 3 4 5)**

The ability to move hands easily and skillfully especially when putting or turning things into place.

Look over your scores and pick three abilities that you have scored the highest. Use career resource materials to find occupations that require these abilities.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Activities I Like and Dislike

GRADE: 7

LENGTH: 2-3 class periods

MATERIALS USED: Interest Checklist, pencil

OUTCOME: The student will be able to:  
Identify activities he/she likes and dislikes.

### PROCEDURE:

1. Explain to students that interests are your likes and dislikes for different kinds of activities. The more your interests match the job in which you work, the happier you will be.
2. Give each student a copy of the Interest Checklist. Tell them that there are no right or wrong answers. Don't think about abilities now just think about what you like. There may be things you are interested in that you could learn to do.
3. Students can score the interest checklist by counting and totaling their scores on each career area. After they are finished they can pick their 3 highest scores to know their top interests.

### ASSESSMENT:

Students will have taken a written interest assessment and identify their top 3 scores.

## INTEREST CHECKLIST

We all have certain activities that we are good at. In this section, you will be asked questions that you will rate with a number as your answer. When you finish the checklist, you will see the career areas that you feel are your favorite to work in. The key is to answer the questions honestly. However, there are no right and wrong answers, only how interested you are.

To discover your top interest areas, or clusters, use this scale to answer each set of questions.

**Scale: 5=Like very much; 4=Like; 3=Not Sure; 2=Dislike; 1=Dislike very much**

### ACCOMMODATING

**Would you like to...**

Cut and style hair? \_\_\_\_\_

Take food orders in a restaurant? \_\_\_\_\_

Carry baggage for hotel guests? \_\_\_\_\_

Operate a cash register in a store? \_\_\_\_\_

Show a friend how to use makeup? \_\_\_\_\_

Guide people on a tour? \_\_\_\_\_

Drive a taxicab? \_\_\_\_\_

**Total for this cluster:** \_\_\_\_\_

### ARTISTIC

**Would you like to...**

Sing a song on a stage? \_\_\_\_\_

Write stories, plays, or poems? \_\_\_\_\_

Design sets for plays? \_\_\_\_\_  
Write for the school newspaper? \_\_\_\_\_  
Dance in a ballet? \_\_\_\_\_  
Play a musical instrument? \_\_\_\_\_  
Paint, sketch, or draw? \_\_\_\_\_  
**Total for this cluster:** \_\_\_\_\_

**AUTHORITY**

**Would you like to...**

Arrest criminals? \_\_\_\_\_  
Patrol in a police car? \_\_\_\_\_  
Investigate fires? \_\_\_\_\_  
Protect people and animals? \_\_\_\_\_  
Do things where there may be a risk of injury? \_\_\_\_\_  
Investigate serious crimes? \_\_\_\_\_  
Guard buildings or property? \_\_\_\_\_  
**Total for this cluster:** \_\_\_\_\_

**BUSINESS DETAIL**

**Would you like to...**

Type or write reports? \_\_\_\_\_  
Register hotel guests? \_\_\_\_\_  
File papers and letters in an office? \_\_\_\_\_  
Keep track of money? \_\_\_\_\_  
Talk to customers on the phone? \_\_\_\_\_  
Study legal documents to find information? \_\_\_\_\_

Use a computer to produce a newsletter?

\_\_\_\_\_

**Total for this cluster:**

\_\_\_\_\_

### **HUMANITARIAN**

**Would you like to...**

Counsel people with personal problems?

\_\_\_\_\_

Help people decide what kind of job they want?

\_\_\_\_\_

Care for sick or injured people?

\_\_\_\_\_

Take care of young children?

\_\_\_\_\_

Conduct a religious service?

\_\_\_\_\_

Help an injured person learn to walk again?

\_\_\_\_\_

Help homeless people find a place to live?

\_\_\_\_\_

**Total for this cluster:**

\_\_\_\_\_

### **INDUSTRIAL**

**Would you like to...**

Operate a printing press?

\_\_\_\_\_

Inspect cookies to be sure they are all the same size?

\_\_\_\_\_

Put small objects together on an assembly line?

\_\_\_\_\_

Operate power machines to make clothing?

\_\_\_\_\_

Sort fruit according to size?

\_\_\_\_\_

Use a welding torch?

\_\_\_\_\_

Assemble and test stereos?

\_\_\_\_\_

**Total for this cluster:**

\_\_\_\_\_

**MECHANICAL**

**Would you like to...**

Measure and prepare food for special diets? \_\_\_\_\_

Make furniture and cabinets? \_\_\_\_\_

Repair electrical things or automobile engines? \_\_\_\_\_

Pilot an aircraft? \_\_\_\_\_

Clean and repair watches and jewelry? \_\_\_\_\_

Design roads and bridges? \_\_\_\_\_

Drive a tractor/trailer truck to move freight? \_\_\_\_\_

**Total for this cluster:** \_\_\_\_\_

**NATURE**

**Would you like to...**

Take care of farm animals? \_\_\_\_\_

Raise tropical fish? \_\_\_\_\_

Work outside with plants and animals? \_\_\_\_\_

Groom and train horses? \_\_\_\_\_

Be a hunting or fishing guide? \_\_\_\_\_

Pick vegetables or other farm crops? \_\_\_\_\_

Feed and care for animals in a zoo? \_\_\_\_\_

**Total for this cluster:** \_\_\_\_\_

**PERSUASIVE**

**Would you like to...**

Sell clothes in a department store? \_\_\_\_\_

- Sell items over the telephone? \_\_\_\_\_
- Sell houses and land? \_\_\_\_\_
- Drive a daily route to sell and deliver bread? \_\_\_\_\_
- Persuade people to buy insurance? \_\_\_\_\_
- Demonstrate and sell TV sets? \_\_\_\_\_
- Select items for a store to sell? \_\_\_\_\_
- Total for this cluster:** \_\_\_\_\_

**PHYSICAL PERFORMING**

**Would you like to...**

- Play on a professional sports team? \_\_\_\_\_
- Ride in a horse show or race? \_\_\_\_\_
- Perform as a trapeze artist in a circus? \_\_\_\_\_
- Find players for a professional sports team? \_\_\_\_\_
- Develop plans and strategies to win ball games? \_\_\_\_\_
- Give golf or tennis lessons? \_\_\_\_\_
- Drive racecars? \_\_\_\_\_
- Total for this cluster:** \_\_\_\_\_

**SCIENTIFIC**

**Would you like to...**

- Conduct tests in a laboratory? \_\_\_\_\_
- Read scientific books or magazines? \_\_\_\_\_
- Take a biology class? \_\_\_\_\_
- Collect information about the weather? \_\_\_\_\_
- Examine X-rays of bones? \_\_\_\_\_

Use a microscope? \_\_\_\_\_

Solve challenging math problems? \_\_\_\_\_

**Total for this cluster:** \_\_\_\_\_

**SOCIAL/BUSINESS**

**Would you like to...**

Defend a person in a trial? \_\_\_\_\_

Help others learn? \_\_\_\_\_

Manage a store? \_\_\_\_\_

Be on a debate team? \_\_\_\_\_

Teach high school subjects? \_\_\_\_\_

Run a company? \_\_\_\_\_

Decide how to advertise a new product? \_\_\_\_\_

**Total for this cluster:** \_\_\_\_\_

Now, add up the totals for each cluster section. Find the three clusters where you scored the highest. Write them here:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: My Top Three Career Area Interests

GRADE: 7

LENGTH: 1-2 class periods

MATERIALS USED: results from "Interest Checklist", career resources

OUTCOME: The student will be able to:  
Explore careers in their top 3 career area interests

### PROCEDURE:

1. Using the results of the Interest Checklist, students will pick their top three interest areas.
2. Using career resources, select 1 occupation in each area. Research all careers listed on the following topics: Job Description, Education Required, and Salary.
3. Students report on their research and tell class about what they learned and highlight their top career choices.

### ASSESSMENT:

Students will have researched 3 careers that they might have an interest.

## **CAREER DEVELOPMENT**

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

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

LESSON TOPIC: Who Influences Me?

GRADE: 7

LENGTH: 30 minutes

MATERIALS USED: Paper, pencil and chart paper.

OUTCOMES: The student will be able to:

Demonstrate personal qualities.

Describe how expectations of others affect career planning.

PROCEDURES:

1. Conduct a discussion about the role that expectation plays in our lives. Make a point that expectations are always present, whether they are from other people or us.
2. Discuss family expectations and ask for responses from students about how they respond to expectations.
3. Many times individuals make career plans according to many factors rather than what they want themselves. For example, accepting a job that will take the person away from the place their parents live, maybe even another country, following in someone's footsteps, etc.
4. Students need to make a list of personal expectations they have about high school. Lead the class in making a collective list of expectations they feel that certain people will have of them. For example, teachers, classmates, friends, parents, themselves.

**ASSESSMENT:**

Encourage students to discuss their feelings about meeting expectations.

For example, which expectations will be most difficult to meet? Why? Which expectations do you look forward to meeting? Why?

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Communicating With Others

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk

OUTCOMES: The student will be able to:

Learn different types of communication and how it affects the outcome of a situation.

PROCEDURE:

1. Write on the board the three types of communication that will be discussed: assertive, non-assertive, and aggressive. (These should be defined with examples)
2. Discussion: There are non-effective ways to ask for what you want. Ask students if they can name ineffective forms of communication. Some examples are pouting, sulking, crying, and begging.
  - a. Do you know anyone who uses these methods?
  - b. Do you ever use these methods to get what you want? At home? At school?
  - c. How does it make you feel when someone uses these methods?

The fact is that when you use non-effective communication to get what you want, it makes you feel bad and it also makes everyone around you feel bad.

3. Divide the students into three groups:
  - a. Have each group "act out" one of the communication models.
  - b. Have a discussion after each model. Discuss how each student acted in order to communicate their behavior.

4. Discussion: There is a better way to ask for something rather than using aggressive behavior. It is not hinting or suggesting but it is direct and straight. Have students give examples after you write these suggestions on the board: Stand or sit up straight, look directly at the person, keep eye contact, talk in a normal tone, be honest and direct. Remember that it's okay to ask for what you want, but don't expect to always get it. We can't always have what we think we want but in some ways it makes us feel better if we have asked for it in a respectful manner. When we treat others respectfully, we are usually treated the same way in return. Sometimes it even turns out better when we don't get what we want. Have the students give some examples of this.
5. Role-play activity: Select students to show effective and non-effective ways to ask for what you want in these situations:
  - a. A friend asks you to spend the night and you ask your parents.
  - b. You want some new clothes but your parents say that you just got something recently and it is your sister's turn to get something new.
  - c. You want to stay out later than usual.
  - d. You want a family member to help you with your math problems.
  - e. You want an expensive pair of tennis shoes.
  - f. You want to go fishing and your friends don't.
  - g. You want to miss school so that you can go swimming.
6. Assign students to keep a journal for one week. Ask them to tell about incidents when they were assertive, non-assertive, and aggressive. Students can state their specific feelings at the time of each behavior and decide if they felt that it was appropriate behavior for the situation.

#### ASSESSMENT:

Students will be able to list and demonstrate different types of communication and how it affects the outcome in interactions with others.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Studying Work Attitudes

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "Attitudes" handout

OUTCOME: The student will be able to:  
Understand work attitudes and how they influence the feelings and actions of others.

PROCEDURE:

1. Pretend to be very grouchy and authoritative to the students, continue until you begin to get reactions from the students.
2. Tell them you have just shown them a "bad attitude". How did it make them feel? How would they have felt the rest of the day if you had continued that attitude? Make the point that our behavior impacts all those around us.
3. Give the students the "Attitudes" activity sheet.
4. When they're finished, discuss the results.

ASSESSMENT:

Students will be able to identify good and bad behaviors.

# ATTITUDES

Carefully read each situation described below and respond to each request.

1. Pretend it is your first day on a new job. Describe what you would do to make a good impression on your co-workers and supervisors. Keep your answer in mind as you complete this activity.
2. Now consider David, a stock clerk in a large supermarket. David does only what he is told to do, no more and no less. Does David have a good attitude toward work? Why or why not?
3. One day, one of David's co-workers knocked over a product display. Boxes were scattered all over the floor. At the time, David was working nearby. If you were David, what would you have done in this situation?
4. David ignored his co-worker's problem. He left his workstation to tell others what had happened. David made a big joke at his co-worker's



9. When David's supervisor found out what had happened, he called David into his office for a conference. What do you think he said to David?

10. If you were one of David's co-workers, what advice would you give to David?

11. If you were David's supervisor, would you want to have David working for you? Why or why not.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Changing Places

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:

Put themselves in someone else's place and try to understand their reactions and feelings to various situations so that they can better communicate in a respectful, honest, helpful, and appreciative manner.

PROCEDURE:

1. Give the students a personal story that you felt very sensitive about and that you feel your friends or students were very insensitive about. Tell them to put themselves in your place and ask different ones how they would feel if they were you.
2. Tell the students that you would like five or six volunteers that would be willing to share a personal problem, conflict or hurt with members of the class. It would be best to have them share their problem with your first to make sure that it doesn't involve someone else. This part of the lesson should be taken care of the last ten minutes of the class period prior to this lesson.
3. If the situations are acceptable, appoint these people as group leaders and assign four to five class members to each group leader.
4. Tell the students that the leader will share his situation with the group and each member must imagine that this is actually his or her own problem. They must write down how they feel and how they would try to solve the problem, conflict or hurt. The leader must do this as well.
5. When all of the members complete their assignment, they will share their feelings with the group.
6. As a follow-up assignment, instruct the students to write a paper about how they felt when they put themselves in someone else's place. They should also state if they felt that they understood the problem better

when they looked at it through the eyes of the person who was having the problem.

7. Remind the students of an Indian saying, "You will never truly understand me until you have walked a mile in my moccasins." (ex. Students may not understand how or why a parent or teacher acts they way the do unless they could stand in their shoes for a day). Tell them that if they can explain what the saying means they will earn ten extra points. (optional up to the teacher)

#### ASSESSMENT:

Students will be able to describe situations that may be hurtful to others and look at better ways to handle the situation so that they don't hurt or offend others.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Responding to criticism

GRADE: 7

LENGTH: 30 MINUTES

MATERIALS USED: NONE NEEDED

OUTCOME: The student will be able to:  
Respond positively to criticism.  
Understand why people give criticism.

### PROCEDURE:

1. Ask students to give examples of criticism they have either given or received. Have they been defensive when someone criticizes them rather than listening to the criticism to see if it is true or not. A teacher may offer constructive criticism so the receiver needs to listen to see if it is something they need to do to improve their behavior in school. Has a parent ever offered constructive criticism?
2. Write them on the board.
3. Group students into pairs and have them role play some scenarios where they are giving criticism. The receiver can show negative and positive responses. Students can give feed back to each pair on how to build skills in responding to criticism.

### ASSESSMENT:

Students will be able to demonstrate positive behaviors to respond to criticism.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Gender Discrimination in Careers

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: none needed

OUTCOME: The student will be able to:  
Decide on course selection based on interests rather than being limited by gender.

### PROCEDURE:

1. This lesson plan will be a class discussion on the following questions:  
Are there classes in the Samoan schools that are attended mostly by males? By females?  
Discuss the reasons why. Ask students if they have made choices to take a course and they were the minority sex? How did they feel? Do other students kid those that take a class usually taken by boys or girls? How would you feel about this for yourself if you were kidded or would you kid others in this situation?  
What are the advantages of letting interest bring the determining factor in taking a course? Are there courses that anyone in the class has not taken for these reasons?

Close the discussion by relating to students they should decide on courses and career based on their personal interests.

### ASSESSMENT:

Students will be able to list advantages of taking courses based on personal interests.

## **CAREER DEVELOPMENT**

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

## **PERSONAL/SOCIAL DEVELOPMENT**

**Competency 7.2 Develop appropriate attitudes and behaviors**

LESSON TOPIC: Breaking Down the Barriers

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: chart paper, pencil and paper

OUTCOME: The student will be able to:

Aware of the problems of access to careers for minorities and women.

### **PROCEDURE:**

1. Have students organize a mock trial in which a qualified female sues a company for bias because she was denied a job that went to a male with similar qualifications. Several students should work as a team to present their case - for and against - to the "judge and jury" consisting of the rest of the class. Discuss the loss to individuals, families and society when women and minorities are denied equal opportunity and equal pay.
2. Sometimes parents are not pleased when their child wants to enter a job that is traditionally male or female. Draw several scenarios (with class brainstorming ideas) on the chalkboard of males and females wanting to work in nontraditional jobs for their sex. Ask students to role-play situations where one student is the parent and the other is the student trying to convince their parent that their choice is the best for them. Their role-playing should be based on the process that they have used to make their career choice.

#### ASSESSMENT:

Students will demonstrate through participation in trial their understanding of discriminations in the workplace. Students will also role-play situations where their parents may not understand their job choices and will learn how to handle convincing their parents that they have made a wise choice.

## CAREER DEVELOPMENT

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

LESSON TOPIC: Nontraditional Occupations

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard, chalk

OUTCOME: The student will be able to:

List nontraditional jobs of men and women

List advantages and disadvantages of nontraditional jobs

PROCEDURE:

1. Discuss with the class the meaning of nontraditional jobs. Most jobs have nothing to do with whether someone is male or female. The requirements are that you have certain skills many believe that women can't succeed in highly technical jobs and there's the myth that men are better at math than women. Many women hold jobs where physical strength is needed. There are also biases about men in the workplace. Jobs such as nurse, secretary, and childcare worker are nontraditional for men. In the U.S. there are more females in the field of teaching and school counseling than men. Why do you think this is the case? In the Micronesia Islands where jobs are scarce it is reversed where men dominate those jobs. Is this true for American Samoa?
2. Brainstorm with the students the advantages of going into nontraditional jobs? Is the pay higher for both men and women?
3. What would be the disadvantages ?
4. Think about the various jobs in American Samoa. Are there women that hold nontraditional jobs? What about men? Review with the class some non-traditional jobs listed.

## **Men**

Child care aide  
Dental Assistant  
Dietician/Nutritionist  
EKG Technician  
Hairdresser/Cosmetologist  
Histology Technologist  
Home Health Aide  
Legal Secretary  
Medical/Clinical Lab Tech  
Medical Records Administrator  
Medical Records Coder Specialist  
Nurse Aide  
Paralegal  
Patient Care Assistant  
Radiation Therapy Specialist  
Registered Nurse  
Secretary  
Stenographer  
Word Processor Specialist

## **Women**

Airline pilot/flight engineer  
Air Conditioning/Heating Mechanic  
Aircraft Mechanic  
Automobile Mechanic  
Automotive Service Manager  
Barber  
Biomedical Equipment Repairer  
Carpenter  
Computer Systems Analyst  
Correctional Officer  
Dental Lab Technician  
Drywall Installer  
Emergency Medical Technician  
Forester/Conservation Scientist  
Landscape Gardener  
Laser Technician  
Pest Control Worker  
Technical Writer  
Tile Setter  
Urban and Regional Planner

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Basic Career Research

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: Chalkboard, chalk, Occupational Outlook Handbook or other career information resources.

OUTCOME: The student will be able to:  
Learn what key issues need to be considered when exploring potential careers.

### PROCEDURE:

There are eight key topics that must be considered to ensure that a students' career research is sound. Choose two occupations that you are interested in and research the following topics. The teacher may wish to write the main topics on the chalkboard. Your career choice can not be wisely made until you consider each of the following topics:

- 1. Job Responsibilities**
  - What will you do?
  - Who will supervise you?
- 2. Job Requirements**
  - What diplomas or degrees do you need?
  - What skills do you need?
  - How many years of experience are required?
- 3. Education and Training Requirements**
  - What education will you need?
  - Where will you get the education you need?
  - How many months or years will your education take?
- 4. Working Conditions**
  - What hours will you work?

In what kind of place will you work?

What kind of work will you do?

What special demands will be made of you?

**5. Employment Outlook**

Will jobs be available in this work in the future?

**6. Salary**

What is the typical beginning salary?

What raises can you expect?

**7. Advancement**

What are your chances for promotion?

To what position can you be promoted?

**8. Working Relationships**

How many people will you work alongside?

In what way will you work with others?

In what way will you supervise or be supervised by others?

**ASSESSMENT:**

Students use topics in career research activities and report on two careers.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: What Is In The Future?

GRADE: 7

LENGTH: Activity can extend over a week

MATERIALS USED: newspaper, news magazines, paper and pencil.

OUTCOME: The student will be able to:

Understand current events and how they impact the workplace today and in the future.

PROCEDURE:

Connect the student to the larger world of news and economic development. Link vocational training to academic education. Show how newspapers can be a source of information when exploring careers. Demonstrate how jobs and careers are related to events and news. Encourage newspaper and news magazine reading as an essential habit.

1. Have each student read the daily newspaper for one week and clip stories that relate to jobs and careers. Use the excerpts in the article as models. Ask each student to explain one story and how it will affect his/her future in the world of work.
2. Obtain information-listing jobs in the island you live that are most in demand and explain why this career is becoming more important. What trends or developments are fueling the growth? What seems to be exciting or promising about that career? What are the possible drawbacks? Then ask the students to figure out what skills and training an entry-level employee needs to enter the field. Two vital directions for discussion are:
  - The widening range of opportunities and non-traditional careers available for women.
  - The Federal Government in the U.S. is the largest employer with thousands of career fields to consider. How does this compare to

government job availability in American Samoa? How, if at all do changes in the U.S. in the economy and society impact American Samoa?

3. Students report their findings.

**ASSESSMENT:**

Students will be able to demonstrate how to use the newspaper as a source of information and how to look at world events to see how they impact the economy.

## CAREER DEVELOPMENT

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

LESSON TOPIC: Job Hunting Skills

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: newspaper want ads, sample bulletin board ads, and index cards

OUTCOME: The student will be able to:  
Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

### PROCEDURE:

1. It is important to help students learn ways to find employment. This activity will help to develop job hunting skills. Lead a discussion about where to look for job opportunities and what kind of information the source will provide. Make a list of student generated ideas.

2. Compare the student list to the following:

Source	Information
Apprenticeship	Possible on-the-job training
Bulletin Boards	Part-time or temporary employment
Telephone Yellow Pages	List of local businesses
Clergy Persons	Personal References
Employment Office	Part-time and full-time jobs
Family/Friends	Job leads
Networking	Job leads, references
Radio or TV	News items or ads for local businesses
Volunteer for work	Job experience, be there if an opening comes
Help wanted signs	Job openings

3. Follow-up the brainstorming session with a job search activity using newspaper want ads, sample bulletin board notices (in house posting), and network possibilities from the class.
4. Write the following on the chalkboard and have students make out index cards of the job possibilities for their use in the future.

Job Title_____
Nature of Work_____
Location of Job_____
Hours_____ Pay_____
Contact Person_____
Phone Number_____
Comments_____

**ASSESSMENT:**

Students will list ways to find information on job opportunities.

## CAREER DEVELOPMENT

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

LESSON TOPIC: Effective Telephone Procedures for Job Seeking

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard, chalk, paper

OUTCOME: The student will be able to:

Develop effective telephone procedures for gathering information on employment opportunities. Practice effective telephone procedures.

PROCEDURE:

1. Talking on the phone isn't exactly foreign to most adolescents, but gathering information from an unknown adult source by phone can be threatening. "Cold contacts" (calling a business without a prior contact) are not easy for anyone. Ask "What is the worst thing that can happen when you make a cold call?" Allow time for processing comments.
2. Most people are afraid of rejection and are embarrassed to make phone calls. Brainstorm suggestions of how they would initiate a "cold call." The same techniques may be used to call anyone new such as schools, colleges, banks, insurance companies, or car dealers.
3. Discuss how "cold calls" can be made easier. Put the following on the board:

The introduction: "Hello, my name is..."

The information: "I am interested in..."

The Hook: A brief written statement that you read over the phone about the specific information you are requesting, your skills, what you can do (in the case of employment opportunities).

The Close: "When may I come in for an interview?" or "When may I make an appointment to see you about this matter?"

- Remember, in a job search situation, some assertiveness may be required to avoid being interviewed on the phone. Your objectives to have a face-to-face contact result from your telephone call.
4. Have the class work in pairs and write out their own responses in the format described above, choosing a situation that meets their needs.
  5. When all students have completed their phone sheet, have the pairs role play their dialogues to the class. Suggest they sit back-to-back at the front of the class. The teacher may want to demonstrate a call first.
  6. Review the activity, making a list of all suggestions to help students be more effective in making telephone requests.

**ASSESSMENT:**

Completed phone sheets.

## **CAREER DEVELOPMENT**

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

INDICATOR: Identify sources of employment in the community

LESSON TOPIC: Health Careers in American Samoa

GRADE: 7

LENGTH: 2 CLASS PERIODS

MATERIALS NEEDED: Chalkboard, chalk, paper, pencil, Occupational Outlook Handbook (OOH)

OUTCOMES: The student will be able to:  
Identify occupations in the health field that are available in American Samoa

### PROCEDURE:

1. There are many health-related occupations in the islands of American Samoa. (Teacher can change the career area if desired). Some require a short training period while others may require a college degree and specialized training. Ask the students to brainstorm a list of health careers available on the islands.. Divide class into small groups. Assign each group some of the occupations listed on the board. Ask them to use the OOH to look up job responsibilities and educational requirements.
2. Groups report out their findings and the information is listed on the chalkboard.
3. To extend this lesson plan, a set of interview questions could be written and students could be assigned an interview with someone in that job. Be sure to ask the person what things they do that are unique to the island if any. When sending students out on interviews be sure to make specific assignments so that the same people in the community are not approached for interviews more than once.

## ASSESSMENT:

Students will be able to list health careers in American Samoa and know the education requirements.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Basic Skills Needed For All Occupations

GRADE: 7

LENGTH: 1-2 CLASS PERIODS

MATERIALS USED: None

OUTCOME: The student will be able to:  
Identify basic skills that are needed in all occupations

### PROCEDURE:

1. The preparation for a career begins with a meaningful knowledge of basic skills that will be needed in order to pursue any career. This activity helps students organize their thinking about the status of their mastery of basic pre-career skills.
2. Introduce the concept of career preparation by encouraging a general discussion of careers. Encourage responses from the class about their current career interests.
3. Request that each student think of a skill that a person might need to get a job to begin a career. This should be general in nature. If a student responds with a very specific skill, such as "a person might need to learn how to operate a computer," re-direct the thinking to more general skills, such as "Yes, but what skills might you need to have in order to learn how to operate a computer?" Ask for responses and provide the following specific pre-career skills that need to be mastered for any career: (Write the skills on the chalkboard.)

- (a) Reading
- (b) Writing
- (c) Math skills
- (d) Ability to communicate effectively
- (e) Taking directions and supervision in a positive way
- (f) Accepting personal responsibility

(g) Ability to get along with others

4. Illustrate how gaining these skills is important in 7<sup>th</sup> and 8<sup>th</sup> grades by telling the following story: "We have discussed some important skills a person needs in order to pursue a career. I am going to read you a short paragraph, and I'd like you to describe the skills the person in the story needs in order to do the job." The needed skills are in parentheses; omit these while reading aloud.

#### A DAY AT THE ICE CREAM SHOP

Carla, fifteen, has a job at the ice cream shop during the summer. She has to be at work by 11:30 a.m. in a clean pressed uniform. (Personal responsibility) When she arrives, the assistant manager will give her a list of duties that must be done. (Taking directions and supervision) Often Carla will get telephone orders from people who will stop by on their lunch hour. She must get the order written down accurately, and tell the person the correct amount of money the order will cost. (Communicating clearly, writing, and math skills). Sometimes she has to make a special order, so she must read the recipe card and mix the correct portions. (Reading and math skills). Every once in a while, a customer is given the wrong order or is not satisfied with their ice cream. Carla must solve the problem in a helpful way so the customer is satisfied. (The ability to get along with others). Carla must clean up before she goes home. Often she misses activities with friends because of her job, but Carla likes the money her job provides her. (Personal responsibility)

5. Students may write their own brief career paragraphs and identify any skills needed in the particular situations. Stories featuring babysitting, lawn care jobs and others within the students' experiences are to be encouraged.
6. Introduce them to the term, transferable skills. These are basic and vocational skills that can be used in a variety of occupations.

#### ASSESSMENT:

Students will be able to list basic skills needed in all occupations.

## CAREER DEVELOPMENT

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

LESSON TOPIC: Is Entrepreneurship For You?

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: "Is Entrepreneurship for You" handout, pencil

OUTCOME: The student will be able to:  
Identify skills needed to own his/her own business

### PROCEDURES:

1. Discuss the importance of planning their futures with students. There are many career options that students should consider. One option is owning a business. Students can explore this as an option either in the near future or as a goal they want to set for themselves. Talk to students about self-employment. Ask students to brainstorm the advantages and disadvantages.
2. Give each student a copy of *Is Entrepreneurship for You?*
3. After students complete the handout discuss their answers in the class. Some of the questions may not fit the experience level of the student. Some skills they can assess from working in a team or group.

ASSESSMENT: Students will be able to list the skills needed to own their own business and begin to think about if they are interested in owning their own business.

## IS ENTREPRENEURSHIP FOR YOU?

Answer the following questions to help you determine if you might want to become an entrepreneur someday.

Which of the following goals do you have for your career: (check all that apply)

1. To make a lot of money
2. To do your job better than another company or person
3. To develop a new idea
4. To be your own boss
5. To set your own working hours
6. To make your own decisions
7. To gain recognition in the community

Answer the following questions by yes or no.

8. Do you have a good imagination?
9. Do you think you could manage a business successfully?
10. Do you often think of creative ways to solve problems?
11. Do you have lots of ambition and drive?
12. Do you have a good knowledge of a product you would like to sell or a service you would like to provide?
13. Can you make decisions?
14. Can you supervise people fairly well?
15. Can you motivate people to do their work well?
16. Are you comfortable around people you don't know?

Which of the following aspects of entrepreneurship would discourage you from starting your own business? Check the ones that apply.

Long hours, high level of stress, financial risk

What would you consider to be the biggest advantage of owning your own business? Explain your answer.

What would you consider to be the biggest disadvantage of owning your own business? Explain your answer.

Do you think you like to be an entrepreneur? Explain why or why not.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: My Career Plan

GRADE: 7

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.



## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Compute Your Way to a Business Career

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: career resource materials, pencil and paper.

OUTCOME: The student will be able to:  
Describe how computer skills are crucial in today's workplace.

### PROCEDURE:

1. Lead the class in brainstorming:
  1. Jobs that require word processing as the major skill for entry.
  2. Jobs that require spreadsheet use as the major skill for entry.
  3. Jobs that require data base use as the major skill for entry.
  4. Jobs that require a combination of software skills for entry.
  5. Jobs that require new workers to have computer software skills that did not have that requirement in the past.

Close by discussing the importance of good computer skills to all jobs now and in the future and the impact of the information highway.
2. Divide students into three software teams. Assign each team either word processing, spreadsheets or databases. Ask each team to identify the academic skills within math, science and communication/language arts that are needed for (1) basic software use, (2) the efficient use of that software and (3) using that software as the major job skill to enter a career area.
3. Groups share their results.

### ASSESSMENT:

Students can list academic skills needed in business occupations.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Community Business Leaders

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: Presenters, paper, pencil

OUTCOME: The student will be able to:  
Demonstrate an understanding of relationship between education and careers.

### PROCEDURE:

1. Invite 3 speakers to form a panel to tell students about their job responsibilities, how they were educated or trained. What academic courses helped them to build their knowledge? How they decided to choose that occupation.
2. Students ask questions of the presenters.
3. Students write a short paragraph about their perceptions of the careers presented.
4. Teacher may want to include a professional as well as a job such as plumber, mechanic, etc. so students can see the need for academics in all careers.

### ASSESSMENT:

Students will be able to name 3 businesses or careers in the community and see the importance of academics in all career foundations. Students will also be able to see interviews with people in jobs as a way of finding out about careers.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: A Winning Resume

GRADE: 7

LENGTH: 2 CLASS PERIODS

Materials: Paper, pencil, sample functional resume

OUTCOMES: The student will:  
Learn some rules for writing a resume.

### PROCEDURE:

This lesson plan will be repeated in grade 8. At grade 7 the students should develop an awareness of what a resume is.

1. Ask students if they know what a resume is. (A resume simply tells employers how your qualifications match the job responsibilities of a job opening. The resume has to attract the employer's attention so that they will want to interview you. You may have competition for a job so it is important that your resume make a good statement about you.)
2. Discuss the following rules with the class and ask the students to take notes.
  - Resumes must be error free, no typos or spelling mistakes.
  - The resume must be formatted correctly. The interviewer will probably spend about 30 seconds reviewing the resume so it needs to be formatted correctly and easy to read.
  - Before you write the resume collect some information about yourself. Write down any previous positions, job duties, volunteer work, skills, accomplishments, education and activities.
  - You should think about your career goals or objectives. The resume should highlight experience or skills you have that are also required for the job you are applying for.

- There are three formats that are used most often: Chronological, Functional, and Combination.
- The functional resume identifies three or four skills required for your target job. For each skill, you should identify three to five concrete examples of your abilities that demonstrate the fact that you possess those skills.
- Chronological resumes are used most often. However, this is not the best format to use for a first time resume because it organizes your experiences around jobs you have held. This format is an excellent choice for people with steady work histories or previous jobs that relate closely to their career objectives.
- The combination format combines the best of the chronological and the functional formats. One variation begins with a chronological format but then subdivides each job description into skill categories. Another variation uses a functional format, but for each example of a skill, you identify the organization where the example occurred.

Ask students to review the sample resume. Divide the students into groups of 3-4. Their project is to create a make believe person who is applying for a job. They can decide what the job is that they are applying for and what skills, experience, and education the make believe person has. Use the functional format. Be as creative as possible.

#### ASSESSMENT:

Students will be able to describe 3 formats for a resume and will practice the development of a functional resume.

## FUNCTIONAL FORMAT

**Michael Joseph**

Pago Pago, American Samoa

Home telephone: 111-333-2222

**OBJECTIVE:** To obtain a management position in retail sales

### **AREAS OF ACCOMPLISHMENT**

Holds highest sales records for the first quarter of 2001

### **CUSTOMER SERVICE**

Communicates well with all age groups

Able to discern customer needs to make certain they get the items they want.

### **PRODUCT DISPLAY**

Received Product Display Skills training through in-service workshop

Constructed floor and wall displays

Organized point of sale displays

### **ADDITIONAL SKILLS**

Cash handling and computer database abilities

Willing to work nights and weekends

Dependable, punctual, leadership skills

Fluent in Samoan, English, and Japanese languages

### **Experience:**

Ace Hardware

### **Education:**

High School

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Job Application

GRADE: 7

LENGTH: TWO CLASS PERIODS

MATERIALS USED: chart paper, markers, job application

OUTCOME: The student will be able to:

Define job description, job application, and job interview.

Students, through the manufacturing of paper, will develop job descriptions and complete a job application.

PROCEDURE: FIRST SESSION

1. Explain to students that they are going to go to work.
2. Next, have students brainstorm a list of "jobs".
3. Develop a class definition of a job description. Divide students into groups. Have each group create job descriptions for the jobs involved.

PROCEDURE: SECOND SESSION

1. Have each group share their job descriptions. Discuss the duties in the job descriptions and how those duties relate to gender. Finalize job descriptions as a class.
2. Discuss what a job application is. Brainstorm a generic job application or use the example provided.
3. Have students decide what job they would like and have students fill out a job application for that position.
4. Talk to the students about the social security form. What does social security mean? What are the benefits? Teacher will explain when the forms can be completed.

ASSESSMENT:

Students will be able to complete a job application and understand the employment terms.

# APPLICATION

Date \_\_\_\_\_ Applying for position as \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle

Address \_\_\_\_\_  
Street City/Town State Zip

Telephone \_\_\_\_\_ Social Security Number \_\_\_\_\_

Work History: Please list the jobs you have held in the past. These jobs could be those you have at home or in school, or work that you have done for other people.

1. Job Title \_\_\_\_\_  
Employer \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_ Employed From \_\_\_\_\_ to \_\_\_\_\_  
Duties \_\_\_\_\_  
\_\_\_\_\_

2. Job Title \_\_\_\_\_  
Employer \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_ Employed From \_\_\_\_\_ to \_\_\_\_\_  
Duties \_\_\_\_\_  
\_\_\_\_\_

3. Job Title \_\_\_\_\_  
Employer \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_ Employed From \_\_\_\_\_ to \_\_\_\_\_  
Duties \_\_\_\_\_  
\_\_\_\_\_



## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Employment Terms

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "Employment Terms" activity sheet, pencil

OUTCOME: The student will be able to:

Recognize employment terms and know their definitions to better prepare for a job search.

PROCEDURE:

1. Explain to students that there are a lot of terms they need to understand about jobs and employment.
2. Give each student a copy of the "Employment Terms" activity sheet.
3. After they have completed the exercise discuss the answers.

ASSESSMENT:

Students will be able to match employment terms to correct definitions.

# EMPLOYMENT TERMS

Write the terms being described in the blanks provided.

Closed ad	Public employment service
Job application form	References
Open ad	Resume
Private employment agency	Want ads
Follow-up letter	Interview
Interviewee	Interviewer
Personal Interview	Telephone Interview

- \_\_\_\_\_ 1. The names of these people who know you and can speak about your character and skills are listed on your resume.
- \_\_\_\_\_ 2. This provides specific information about the job, the pay, and the company.
- \_\_\_\_\_ 3. This describes your education, work experiences, and other qualifications for work.
- \_\_\_\_\_ 4. This government-supported service helps people find jobs in and out of the government and receives no fees.
- \_\_\_\_\_ 5. You will find this common source of job information in the classified section of the newspaper.
- \_\_\_\_\_ 6. This gives general information about jobs, usually without giving a salary figure or mentioning the company's name.
- \_\_\_\_\_ 7. This form asks for background information about you, which employers use to compare you with other candidates for a job.
- \_\_\_\_\_ 8. This type of business helps people find jobs and receives a fee from either the employer or the applicant.

- \_\_\_\_\_ 9. A talk between an employer and a job applicant.
- \_\_\_\_\_ 10. The company representative who talks with job applicants.
- \_\_\_\_\_ 11. Telephone conversation between a company representative and a job applicant.
- \_\_\_\_\_ 12. Face-to-face meeting between an employer and a job applicant.
- \_\_\_\_\_ 13. A job applicant or a person who is looking for a job.
- \_\_\_\_\_ 14. A brief letter written in business form to thank the interviewer for the interview

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Successful Interviewing

GRADE: 7

LENGTH: 2 CLASS PERIODS

MATERIALS USED: Interview Questions handout, pencil

OUTCOME: The student will be able to:

Demonstrate good interviewing skills and be aware of frequently asked interview questions

PROCEDURE:

1. Explain to students that to get a job an employer will interview a person to learn more about them and their skills. Very often this is the one opportunity a person has to impress the employer. You can prepare for an interview by familiarizing yourself with the type of questions employers typically ask.
2. Give each student a copy of the Interview Questions and ask them to complete. This will probably take the entire class period if not longer. The next day have students role play the person being interviewed and the interviewer.

ASSESSMENT: Students have a written sheet prepared for future interviews and practices the interview.

## INTERVIEW QUESTIONS

Interviewers often ask job applicants the following questions. Answer each of the questions as though you were on a job interview. Discuss your answers in class.

1. Why do you want to work here?
2. Tell me about yourself.
3. What are your favorite subjects in school?
4. What are your least favorite subjects in school?
5. What do you like to do in your free time?
6. Tell me about some of your other jobs.
7. Why did you leave your last job?
8. What are your major strengths?
9. What are your weaknesses?
10. What do you want to do five years from now?

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Finding a Part-Time Job

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Local telephone directory, List of businesses, community map, paper, pencil

OUTCOMES: The student will be able to:  
Identify employer resources in the community.

### PROCEDURE:

1. Divide the class into teams of two or three. Have each team identify a local business or businesses which they would like to learn more about.
2. Have each team draw a map of the location of their business and the businesses located in the immediate area.
3. Have each team list all the potential summer or part-time jobs that they think might be found in the businesses they've identified.
4. Have students go on a walking tour of the chosen areas to look for jobs they may not have thought of in their previous listing. (Teacher can decide if this part of the activity is possible).
5. Are there businesses that regularly contact the schools for job openings?

### ASSESSMENT:

Each team will have drawn a map of the immediate area of their selected business and listed potential summer and part-time jobs within their selected business area.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: What Do Employers Want In Employees?

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "The Team and Me" handout and pencil

OUTCOME: The student will be able to:

List attributes and skills that are valued by employers in their workers.

PROCEDURE:

1. Explain to students that in many jobs you will work in teams. Ask students why they think this is important. List the benefit, of working in teams on the chalkboard.
2. Give each student "The Team and Me" handouts.
3. When completed, discuss students' worksheet. Ask them to list 5 ways they can improve their group membership skills.

ASSESSMENT:

Students will be able to describe the benefits of working in a team. They will be able to list ways to improve their skills for teamwork.

# THE TEAM AND ME

Directions: Think about your behavior in a recent group or team situation. Read through the list and put a check in the appropriate column after each behavior. Then decide how you would most like to improve. Set a goal in that area and go for it!

	OK	NEED TO DO MORE OF	NEED TO DO LESS OF
<b>COMMUNICATION SKILLS</b>			
Talking in the group			
Listening actively			
Inviting others to speak			
Staying on the topic			
<b>LEADERSHIP SKILLS</b>			
Giving directions and information			
Inspiring/encouraging others			
Pitching in and helping others			
<b>PROBLEM SOLVING SKILLS</b>			
Stating problems and goals			
Asking for ideas and opinions			
Giving ideas			
Evaluating ideas			

<b>TEAM BUILDING SKILLS</b>			
Showing interest			
Expressing appreciation			
Helping achieve agreement			
Reducing tension			
<b>EXPRESSING FEELINGS</b>			
Telling others what I feel			
Disagreeing openly			
Being sarcastic			
Expressing humor			
<b>GETTING ALONG WITH OTHERS</b>			
Competing to outdo others			
Dominating the group			
Criticizing others			
Helping others			
Being patient			

## CAREER DEVELOPMENT

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

LESSON TOPIC: Qualities That Count With Employers

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:  
List personal qualities employers look for in employees.

### PROCEDURE:

- A. List the top ten qualities that count with employers.
  1. Attitude
  2. Communication skills
  3. Previous work experience
  4. Recommendations from current and previous employers
  5. Industry - based credentials or certifying skills
  6. Years of schooling completed
  7. Scores on lists administered at interview.
  8. Academic performances (grades)
  9. Experience or reputation of applicant's school.
  10. Teacher recommendation
- B. Explain to the students what each means. Ask why they think it is important. This was from a survey in the U.S. Do you think it would be different in America Samoa? If so, list differences on board.

### ASSESSMENT:

Students will be able to list qualities employers look for in employees.

## **CAREER DEVELOPMENT**

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

LESSON TOPIC: Hire Me!

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:

List qualities, characteristics and behaviors they should offer to employers.

PROCEDURE:

1. Ask to class to identify things an employer looks for in employees. Be sure to include: acceptance of criticism, initiative, common sense, honesty, loyalty, cooperation, sound judgement, dependability, tolerance, enthusiasm, wellness, friendliness, and willingness to follow directions, willingness to learn. Be sure to discuss so that students understand the reason why employers have these expectations.
2. Discuss with students the qualities, behaviors, and working conditions that students should be able to expect from an employer.
  - Respect and recognition of self worth
  - Payment of wages or salary
  - Safe working conditions
  - Opportunities for training and advancement
  - Introduction to other members of the work-team
  - Adequate explanation of expectations
  - Fair and impartial evaluations
  - Honesty and opportunity to discuss problems as they arise.
  - Benefits commensurate with tasks to be performed (and within company guidelines)

Since students will not be familiar with the workplace, spend some time explaining these expectations they should have of employers.

## ASSESSMENT:

Students will be able to describe personal qualities desired by employers.

## CAREER DEVELOPMENT

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

LESSON TOPIC: Making Healthy and Responsible Decisions

GRADE: 7

LENGTH: 45 minutes

## MATERIALS USED:

OUTCOMES: The student will be able to:

Accurately identify, illustrate, and evaluate a decision based on the four steps of the decision making model.

## PROCEDURE:

Explain to the class that you are going to teach about a scientific way to make decisions. The steps are:

1. State what the decision is about.
2. State possible alternative choices.
3. Gather information about all alternatives.
4. Decide from among the alternatives.

Explain that this approach to decision making requires students to consider each alternative carefully, to gather information, to look at the consequences of each alternative, and to weigh which is the best option.

Divide the class into small groups and give each one a vignette (see handout). Have them discuss the problem posed and determine possible solutions. Have them follow the steps to make decisions and determine as a group what they should do. Each group will present their decision to the class.

Assign a homework assignment for the students to complete for next class - students will choose a television show and describe a decision a character must make. After describing the decision, the student will apply the steps of the decision making model and evaluate the final decision.

#### ASSESSMENT:

Student will be able to list the steps of the decision making model in the correct order and apply the six steps of the decision making.

# DECISION-MAKING VIGNETTES

1. Your best friend has asked you to go shopping and then return home to watch a movie. You learn that your friend's parents will not be home. Your parents do not want the two of you there alone. How do you decide what to do?
2. You have not completed a book report that is due soon. Someone tells you about a website that you can download book reports. It includes the books that the teacher has assigned. All you have to do is put your name on it and hand it in. How do you decide what to do?
3. You have heard "gossip" about a friend who may be using drugs. You want to help your friend, but you don't know whether the gossip is true. How do you decide what to do?
4. You were asked by a person you know only casually to carry a package to a nearby store. The person is acting somewhat mysteriously, and you are unsure about what to do. How do you decide what to do?

# PERSONAL/SOCIAL DEVELOPMENT LESSON PLANS



## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Sexual Stereotypes

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk

OUTCOMES: The student will be able to:  
Re-examine their thinking about gender roles and stereotypes.

#### PROCEDURE:

1. Introduce the activity by inviting the students to make up a list of ten adjectives that they would use to describe themselves. Emphasize that these adjectives would describe their personality and behavior rather than their physical attributes. In other words, they could say they were stubborn or charming, but not brown-eyed or thin. This list will not be shared yet.
2. Direct the students to make a collective list on the board of all the adjectives they would use to describe females. The typical list might include words like sweet, sensitive, weak, emotional, and creative.
3. Leave this list on the board and invite the class to make another list of all the adjectives they would use to describe males. Duplication from the first list is allowed. Stereotypic words on this list might include strong, rational, domineering, and athletic.
4. Suggest that the students now make a third list of words that they would use to describe a healthy human being regardless of gender. Again duplication is permissible and probably necessary.
5. Lead the class in a discussion in which they look at the three lists and evaluate the similarities and differences. Call their attention to which gender provided most of the adjectives for the third list. Most often it is the list of male attributes. Ask students to talk about the implications of this in terms of sexual stereotypes for women.
6. Invite the students to examine their personal list of adjectives now and compare it to all three lists. How many words on their list would they put

in the male list? The female list? Or the healthy human being list? Encourage the students to re-examine their concept of what being male or female and suggest that the truly healthy person is a combination of the best attributes of both genders.

7. Do you have friends that are male and female? How do you regard the friendship? Are your feelings different for each gender? Ask for responses from the students.

#### ASSESSMENT:

Students will be able to list their perceptions about males and females and examine which ones are based on stereotypical thinking.

## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Multiculturalism

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard, chalk

OUTCOME: The student will be able to:  
Become aware of different cultures.

#### PROCEDURE:

1. Explain to students that we are all from different backgrounds. We are different in terms of race, country of origin, ethnic background, or religion. These differences are part of our cultural background.
2. List different cultures at your school on the chalkboard.
3. Ask students what their cultural background is.
4. Have students think about their group of friends and discuss what different cultural groups, if any are included in their circle of friends.
5. Divide students into smaller groups and have them share with the whole group.

#### DISCUSSION QUESTIONS FOR SMALL GROUPS:

1. Are most of your close friends from the same cultural group? If so, why?
2. What are some examples of how your culture is different from others included at your school?
3. What are some advantages/disadvantages of bringing different cultures together?
4. Is it difficult for some people to accept others who are different from themselves? Why?
5. What are some things that can be done at your school to help people accept different cultures?

**ASSESSMENT:**

Students will be able to identify different cultures and to understanding and accept differences.

## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: Stereotypes

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "Stereotypes" handout

OUTCOME: The student will be able to:  
Identify stereotypical remarks and why people make them.  
Appreciate differences in race, gender, and cultures.

PROCEDURE:

1. Talk to students about the meaning of stereotypes, prejudice, and biases.
2. Give each student a copy of the handout to complete.
3. After students complete the exercise, head a class discussion on their answers.

ASSESSMENT:

Students will be able to list stereotypes and labels and why they are not accurate.

# **STEREOTYPES**

Labels are used to identify individuals and/or groups. People and groups are often complex and a simple label does not adequately describe them. This is what stereotypes are all about. A stereotype is an image we have in our minds regarding individuals and groups. There are labels suggesting that an individual or all members of a group share a specific negative or positive quality. If we say women are weak and men are strong, that is a stereotypical remark applied to individuals and groups. It is obviously not true, since you probably know of many women who are physically strong and men who are physically weak. Such stereotypical remarks are often made, even though they are not accurate. All people are unique.

- I. Suppose it is the week before Christmas and you are given the task buying a present for each of the following people:
- A. John Henry, a cab driver \_\_\_\_\_
  - B. Rosa Budd, a missionary \_\_\_\_\_
  - C. Justin Wright, a sixth grade "A" student \_\_\_\_\_
  - D. Steele Grey, an elder in your village \_\_\_\_\_

Which of the following gifts would you choose for each? Select the gift and place it in the space by the name above.

Desk dictionary  
Rocking Chair  
A Novel  
Fishing Rod  
Make-up kit  
CD player  
First-aid kit

II. Can you match the person in the left-hand column to the quality in the right hand column with which he or she is usually associated?

\_\_\_\_\_ 1. Blondes

\_\_\_\_\_ 2. Fat People

\_\_\_\_\_ 3. Redheads

\_\_\_\_\_ 4. Teenagers

\_\_\_\_\_ 5. Athletes

\_\_\_\_\_ 6. Professors

\_\_\_\_\_ 7. Politicians

\_\_\_\_\_ 8. Actresses

a. Lack of respect of adults

b. Aren't scholars

c. Smoke cigars

d. Have more fun

e. Are glamorous

f. Are hot tempered

g. Are always jolly

h. Are absent minded

## **PERSONAL/SOCIAL DEVELOPMENT**

**Competency 7.1: Develop self-knowledge and self acceptance**

**Competency 7.2: Develop appropriate attitudes and behaviors**

LESSON TOPIC: Differences in People

GRADE: 7 LENGTH: 45 minutes

MATERIALS USED: Chalkboard, paper and pencil.

OUTCOMES: The student will be able to:

Become sensitive to many cultural differences and understand how stereotyping these differences can lead to conflict

Understand how to be tolerant of differences they may not understand.

PROCEDURES:

1. Discuss with students about the cultural differences that exist around us in our schools and communities. Include differences in people's color, race, gender, religion, clothing, etc.
2. Ask students to list stereotypes relating to cultural differences. Put the list on the chalkboard.
3. Ask students to list conflicts that occur because of cultural stereotyping. List on the chalkboard.
4. Divide student into small groups. Have each group pick a conflict from the chalkboard and brainstorm ideas to solve the conflict and reduce cultural stereotypes.
5. After groups have time to brainstorm ideas, pull groups back together and share ideas.
6. Ask students to identify one idea they will use to reduce conflict due to cultural stereotyping.
7. Close the session by discussing tolerance of differences in people in group situations. Everyone is unique but we also share many similarities.

**ASSESSMENT:**

Students will be able to identify stereotypes and ways to reduce conflict in prejudices, etc. They will be able to demonstrate tolerance in groups so that they can get along or even work with others.

## **PERSONAL/SOCIAL DEVELOPMENT**

**Competency 7.1: Develop self-knowledge and self acceptance**

**Competency 7.2: Develop appropriate attitudes and behaviors**

LESSON TOPIC: I Need to Talk

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:

Acquire skills in communicating with others about their needs.

PROCEDURES:

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 nonverbal students together.
3. Explain that they will now have an opportunity to practice asking for someone's attention so they can talk about an issue that is important to them. Point out that they do not necessarily have to discuss a problem, but that they should be talking about themselves and something that is important to them.
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:

Students will be able to demonstrate effective listening and talking skills.

**PERSONAL/SOCIAL DEVELOPMENT**

**Competency 7.1: Develop self-knowledge and self acceptance**

LESSON TOPIC: My Life

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:  
Identify feelings associated with significant experiences in their life.

PROCEDURE:

1. Ask students to think about 3 events or happenings in their life during the past year. (ex., the birth of a new sister or brother, death in the family, moved, changed schools, new car, etc.).
2. Ask each to list their feelings during that time.
3. Ask them to describe how their feelings during these happenings affect their behaviors at school and at home.
4. Ask students to share their feelings.

ASSESSMENT:

Students will be able to express their feelings from significant experiences in their lives.

## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Handling Angry Feelings.

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Poster board, large paper bag with *Grab Bag* written on it.

OUTCOMES: The student will be able to:  
List different situations that make them angry and others angry and how they may handle it.

#### 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 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.
5. Lead a discussion which includes the following:
  - a. How similar human problems are.
  - b. How sharing thoughts and working together as a group helps individuals gain new ideas about handling problems.
  - c. Encouragement to always work to find positive approaches to negative situations.

**ASSESSMENT:**

Students will be able to list ways to control anger and identify situations which they need to be conscious of when displaying negative behaviors.

## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: It Feels Like the Monday Blues

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: 3 X 5 index cards

OUTCOMES: The student will be able to:  
Describe times that they feel down and ways to make them feel better.

PROCEDURE:

1. Stimulate discussion about what it is like to feel down. Encourage students to give personal examples of how they feel. Examples: A student might mention, "I don't have much energy"; "I don't feel like being around others"; "I don't feel like smiling."
2. Inquire if students have heard any popular songs about feeling down or low. Let them provide the titles or words for these songs.
3. The leader may wish to make a list of the songs on the board.
4. Discuss the reasons given for feeling down. Inquire if students think the reasons make sense to them.
5. Encourage students to share reasons why they sometimes feel down. Discuss the fact that not everyone feels down for the same reasons.
6. State that it is not uncommon for people to sometimes feel down and that we all have the "blues" or "blahs" at different times in our lives. Inform students that the important thing to remember is that we don't have to continue feeling that way. We can do something about it. ]
7. Inquire if any students have found positive ways to deal with their down feelings. Encourage students to share with the class. For example: "I go for a walk"; "I read a book I enjoy"; "I call up a friend whose company I enjoy"; "I exercise."
8. The leader can make a composite list on the board.

9. Invite the class to select two or three ideas from the list to copy onto a 3 X 5-index card. The index card can then be mounted by the students in a special place for future use.

**ASSESSMENT:**

Students will be able to express how to help themselves when they are feeling down or depressed.

## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Transitions

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "Transitions" handout

OUTCOME: The student will be able to:

Understand how individuals move from one stage of development to the next.

#### PROCEDURE:

1. Define transitions - A change

Define transitional events - An event that marks a change in your life.

Ask students if they remember their first day of kindergarten? As you left home and walked into the classroom, how did you feel? You were probably both excited (this was the "big day" everyone had talked about) and terrified. (Who are all these new kids and teachers? What's going to happen to me today?)

Throughout your life there will be points in time when you must make a transition, or a change, to a new stage of life or situation. You may want to think of a transition as a bridge that connects the "old" you to the "new" you. If there is one thing certain about everyone's life, it's that it constantly changes!

2. Describe your transitions.

When change occurs in your life, new ideas and experiences are often gained while others are given up. Think back again to your first day of school. What did you like (or gain) from going to school? What did you have to give up? Think about other transitional events that have happened in your life. Use the chart on the next page to describe what you liked and what you had to give up when you moved from one stage to the next. (If you haven't already reached a certain stage, list what you think you will like about it.)

3. Discuss the following as a group:

- What are the major events you think will be happening in your life within the next 10 years?
- How do you think you will handle these transitions?

**ASSESSMENT:**

Students will be able to describe changes that have occurred in their life and how they have moved from one stage of development to the next.

## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.1: Develop self-knowledge and self acceptance

LESSON TOPIC: I Am Unique

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: index cards

OUTCOME: The student will be able to:

Understand the benefits of being unique.

Students will gain confidence in themselves by seeing that they are unique and have special characteristics.

PROCEDURE:

1. Break into small groups.
2. Pass out an index card to each participant. Instruct the students, without putting their names on it, to write, "I am unique" on their index card. Tell them to write it any way they choose. They can be very artistic in writing the words.
3. Shuffle the cards and instruct each person in the group to draw one of the cards.
4. Discuss that even though the cards appear to be the same or say the same thing, they are all different in some ways. Likewise they may all appear different, yet are the same in other ways.
5. Have each student go around and describe one unique characteristic about each card to the group. What does this teach us about people?
6. Have students identify to whom their card belongs and write the owner's name on the back of the card. Ask students to write one unique characteristic that describes the person whose name is on the card. Send cards clockwise following the same instructions until everyone has listed a characteristic. When students get their own cards, they must write a characteristic about themselves that make them unique.
7. Discuss the following:

- a. Can two people really be the same in anything?
- b. What can happen in society when we do not acknowledge and accept the differences and unique characteristics in others?
- c. Everyone has special characteristics. Have students discuss those things that make them feel good about themselves.

**ASSESSMENT:**

Students will understand and be able to identify how people are unique. They will be able to express 3 characteristics about themselves that make them feel good or confident about themselves.

## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.1: Develop self-knowledge and self-acceptance

LESSON TOPIC: Having an Identity

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:  
Describe physiological and psychological factors as they relate to career development.

#### PROCEDURE:

1. Introduce the topic and discuss with students the importance of talking things out.
2. Discuss the changes that occur as they grow up and the experiences they go through in regard to emotional, physical, psychological and social development in their lives.
3. Emphasize that these changes including the body make-up and intellect are factors that must be considered where deciding on a career to undertake.
4. Have each student fold an 8  $\frac{1}{2}$  x 11 paper four ways. Then Divide the paper into 4 sections; Label the sections: Me, They see me, I see them, Me?
5. Have each student write down 3 good things about them in "me!" section and 3 good things about a classmate he/she picked as partner in the "I see them" section. Then swap papers and have the partner write down 3 good things about his or her partner in "They see me" and also the "me?" section.
6. Discuss afterward how each student felt about how others see them as an individual. Close by having the class share reactions and stress again the significance of being unique as an individual with an identity.

**ASSESSMENT:**

Students are able to list personal, physiological, and psychological factors that relate them to career development.

## PERSONAL/SOCIAL DEVELOPMENT

### Competency 7.2: Develop appropriate attitudes and behaviors

LESSON TOPIC: Things that Impact My Behaviors

GRADE: 7

LENGTH: 30 MINUTES

MATERIALS USED: chalkboard, chalk, paper, pencil

OUTCOME: Student will be able to:

Relate environmental influences to attitudes, behaviors and aptitudes.

PROCEDURE:

1. List on the board school environment, home environment, and community environment. Ask them to dwell on the positive but negative influences can be discussed if volunteered by the students. (aptitude is a person's ability to learn something. A skill is something they have learned. Some people are born with certain abilities that allow them to develop additional skills). Explain each to the students.
2. Have students' list each on their paper and under each category list how that environment influences their attitudes, behaviors, and aptitudes. Be sure that they understand the definition of these terms.

ASSESSMENT:

Students will be able to list personal attitudes, behaviors, and aptitudes and how they are influenced by environments.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: High Salaries aren't everything

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: pencils, papers,

OUTCOME: The student will be able to:

Understand that every job has its rewards and sacrifices and that a high salary is not the only benefit of a job.

PROCEDURE:

1. Students should understand that every job has its good points and bad points. The trick is to find a balance - that is a job that pays enough to support the kind of life style they want, while not giving up the values priced most in life.
2. Present a situation in which Mary, an environmental scientist, who takes her responsibility heavily and as a result, does not associate much with other people. Furthermore, she was really into her studies and her job that her plan to have kids was put on hold.
3. Ask students to list Mary's rewards, for sacrifices she has to make, values important to her, values students and Mary share in common, sacrifices Mary made that students wouldn't be willing to make.

ASSESSMENT:

Did everyone complete his/her task? Did they understand the concept of values and sacrifices? Hold cross discussion on rewards and sacrifices on what being a teacher has to offer.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: What's the Matter with Me?

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: paper, pencil or pen

OUTCOMES: The student will be able to:

Look at his/her problems and determine which ones are the most important and need to be resolved.

PROCEDURE:

1. Introduce the activity by asking the students to estimate how many problems a seventh grade student has at one time. There is, of course, no right answer for this question, but exploring the students' guesses will normalize the abundance of problems. It would be possible to come up with an average estimate from the class if the numbers are really different or the students are interested.
2. Explore the students' ideas about how they cope with so many problems all at once. Ask them how they can identify which is the most important problem. Are problems with parents always the ones that are most pressing? Clarify that this is truly an exploration and that there is no known answer as of yet.
3. Divide the class into small groups of approximately four students each. Request each group to create a scenario in which a seventh grader has a multitude of problems. This is to be written down on a piece of 8 X 11 paper. The student in the scenario should have a name and at least five problems listed in no particular order.
4. Collect these scenarios from the groups and redistribute them to different groups. The task of the group now is to unravel the new scenario in front of them by giving the make believe student an order in which to proceed working on his problem. The group is not supposed to solve the problems but simply to identify what is really the most

important problem in this person's life at the moment. They are to write down at the bottom of the scenario what this person's biggest problem is and why they believe that to be true.

5. Collect the scenarios again and return them to their original group. Invite this group to discuss whether they agree with the analysis of the other group.
6. Gather the class together and return to the earlier question of how a person decides what is the most important problem in their life. The students should now have some concrete examples and experience to back up their ideas. Consensus is not as important as a thoughtful exploration of a difficult area.

#### ASSESSMENT:

Students will be able to identify typical problems of seventh grade students and learn how to prioritize those that are most important.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: There is More Than One Way to Solve a Problem

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:

Students will be able to identify alternative courses of action for problems.

PROCEDURE:

1. Introduce the concept of "brainstorms" as inspirations or ideas generated from within or gathered from others. Suggest that brainstorming is an important task to complete when trying to make good decisions.
2. Give the group the following sample activity to stimulate thought and model the process:

### WHAT CAN BILL DO?

Bill has been saving his money to buy a bike. He has just enough to buy it this weekend. His best friend, John, has an emergency. He has lost his Dad's CD player. He borrowed it to take to school and left near the baseball field while he played after school. When he went to get it, it was gone. His Dad has warned him to be careful and to return the CD player when he was finished with it. He needs to replace it right away before his Dad knows that he lost it. He knows Bill has lots of money; and since Bill is his best friend, he asks him for a loan. He tells Bill that he's really counting on him for help. Bill wants to help his friend, but he knows John won't be able to repay him for a long time. Bill really wants that bike.

1. Instruct the group to state Bill's problem as simply as possible. Encourage them to list many alternatives from their own ideas or from

- classmates. Generate from their discussion the possible consequences for each action.
2. Encourage students to share their ideas. Point out similar and different approaches. Focus on the possible consequences of each possible action. Ask for a group consensus on the best alternative.
  3. Ask students to use a similar process on a problem they may have. Encourage them to share their possible solutions. Pick one or two samples from the class and ask the class to help with alternatives.

**ASSESSMENT:**

Students will be able to demonstrate active steps in finding alternative solutions to a problem.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Taking Responsibility

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper, pencil or pen

OUTCOME: The student will be able to:  
Make decisions that will have the desirable results.

### PROCEDURE:

1. Review the decision making steps with the students:
  - A. Define the problem or the decision to be made.
  - B. Identify all possible options or solutions.
  - C. Choose an option or solution.
  - D. Implement the choice
  - E. Evaluate the choice or the results of the decision
2. The students are asked to discuss the terms "risk, negative and positive consequences".
3. Discuss the role of risk taking in the decision making process.
4. Ask students to come up with and list ten situations on the board that would involve taking a risk.
5. Have each student choose three situations to think about and write what the risk is, the positive consequences, and the negative consequences.
6. This step is evaluating the consequences of their options or possible decisions.
7. Share the student's decision-making skills. Each student should have an opportunity to share.

### ASSESSMENT:

All students share their written list of situations that would involve taking a risk.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Career Development Process

GRADE: 7

LENGTH: 30 minutes

MATERIALS USED: Chalkboard, chalk

OUTCOME: The student will be able to:

Describe the career development process and understand that it is a continuous one with series of choices.

Understand that when poor choices are made, they can also reevaluate and change their decisions.

PROCEDURE:

1. Explain the career development process to students:
  - a. 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.
  - b. Grades 7-8 (career orientation) Self-awareness and knowledge of occupations is strengthened through more actual interventions with work and workers.
  - c. Grades 9-10 (career exploration) Students are able to match interests to occupations and develop entry level work skills in the high school and post-secondary plans of study.
  - d. Grades 11-12 (Specialty) Students have decided on a career goal and have made plans for work and post-secondary training and education.
  
2. During this process, individuals are making decisions about what they want to do and actually implementing them. We are always in a process of evaluating our choices. Are we really satisfied with the job? Do you like the program of study you are enrolled in at school? Many times we plan things according to what we think will work out but when we are actually doing it things may not be at all what we expected. This is why it is

important to explore as many options as possible and even have "job tryouts" to see if you really like the job and its environment.

3. Always decide on a career field or career group. That way if one occupation doesn't work out, you know others in the group you are interested in that you can try. Remind the students, that if they do make a mistake in their choice, it is not too late to remedy the situation. Job satisfaction contributes to a much happier life.
4. Ask students to evaluate where they are in the career development process. Do they know themselves well and what they are interested in? Do they know about careers? Do they have future career goals? Discuss these questions with the students to get their perceptions of their knowledge of themselves and the world of work.

#### ASSESSMENT:

Students will understand how to evaluate their decisions and how to change poor ones in the career development process.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: Consequences

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:  
Accept consequences and know that there are consequences for their decisions.

### PROCEDURE:

1. Explain to students that many times individuals blame others and don't take responsibility for their actions. This is sometimes called "passing the buck". Ask the class to think of situations from their own experiences. Some examples may include blaming a brother or sister for something that happened at home, failing a test and blaming someone else, etc. Suggest to the students that many times an individual fears the consequences and they lack self-confidence so they blame someone else for the problem.
2. Read the following situations, analyzing each as to possible outcomes and consequences if someone or something else is blamed. Talk about the feelings involved.

Situation 1 - Two friends, Mary and Anne, are at the store. Mary sees a bracelet that she likes, and suggests that she and Anne take it when no one is looking. Anne agrees, but store employees catch the girls. Both girls go to court, and Anne is grounded from her friends and activities. Anne blames Mary saying it is all her fault. Is Anne "passing the buck". If so, why is she unwilling to take the responsibility?

Situation 2 - Tony has been saving his money to buy a car. He has found an old Mazda that he really wants and asked his father to look at it with him.

His father told him the car had lots of problems, and that he wouldn't recommend buying it, but he told Tony that it was his decision. Tony bought the car, and it turned out to be full of problems. He is mad at his Dad because his Dad will not help him pay for the many repairs the car needs. Who is "passing the buck", Tony or his father? Why? Support your answer.

Situation 3 - Bill really has to study for an important history test. He is in danger of failing the class. Bill just doesn't like history; he says the class is boring, and his teacher is always picking on him. Just when he begins to study, Jean calls him on the phone. He really likes Jean and talks to her for two hours. He never does get around to studying. He fails the quiz and fails history class. Bill is a "buck passer". Who is he likely to blame for his failure to pass history? Who will he probably not blame? Why do you think Bill is a "buck passer"? If you were Bill's parent, what would you say to him?

3. As a follow-up activity, students could be encouraged to bring in news articles or stories that appear to have examples of "buck passers" to share with the class. Discuss situation that arise at school where someone "passes the buck".

#### ASSESSMENT:

Students will be able to describe situations where they did not take responsibility for their actions or decisions. They will be able to understand why they acted the way they did and through this awareness, know the consequences of their actions.

## **PERSONAL/SOCIAL DEVELOPMENT**

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

LESSON TOPIC: Do You Really Want to Smoke?

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Chalkboard, chalk, "Tobacco Information Worksheet", "Tobacco Quiz".

OUTCOMES: The student will be able to:

Describe the dangers of tobacco as a drug and examine why people choose to smoke.

PROCEDURE:

1. Ask students to brainstorm some of the reasons young people choose to smoke cigarettes and write them on the chalkboard.
2. Ask students to brainstorm some of the reason young people do not smoke cigarettes and write them on the chalkboard.
3. Lead students in a discussion about these two lists, focusing on why people would make choices to smoke cigarettes if they know it is unhealthy. It might be important to mention that adult behavior is very similar to adolescent behavior in this area.
4. Divide the class into pairs and hand out "Tobacco Information Sheet" and the "Tobacco Quiz" and have each pair complete the quiz after reading the information sheet.
5. Bring the students back to the large group and discuss the new information they acquired about tobacco.

ASSESSMENT: Students will be able to list 5 facts about the effects of smoking.

## TOBACCO INFORMATION SHEET

1. The U.S. Surgeon General issued the first major report linking smoking with lung cancer in 1964. Since that time more and more people have either not begun to smoke or have quit smoking. It's extremely difficult to stop smoking because the nicotine in tobacco is highly addictive.
2. Ninety percent of all cases of lung cancer happen in people who smoke cigarettes. Ninety percent of all people who get lung cancer die within 5 years of its being discovered.
3. Heart disease, a leading killer, is also closely connected with cigarette smoking.
4. Tobacco comes in many forms, although cigarettes are the most commonly used. Tobacco can also be chewed and smoked in pipes. Snuff is a powdered tobacco that is snorted or sniffed.
5. The principal drug in tobacco is called "nicotine." It acts as a stimulant, speeding up the heart and the central nervous system.
6. Every cigarette a person smokes takes about six minutes off his/her life.
7. Cigarette smokers often have bad breath, smelly clothes, stained teeth, and yellowed fingers.
8. Cigarettes contain a number of harmful chemicals, including tar, a major source of lung cancer. There is no such thing as a safe cigarette. All tobacco cigarettes, including low-tar and filtered cigarettes, contain enough tar to be harmful.
9. Some people think that smoking cigarettes helps to calm you down. In fact, nicotine can make people jittery and nervous.
10. Although the percentage of adults who smoke has been declining in recent years, the number of teenagers who smoke has been increasing.

11. According to studies, most teenagers who smoke know about the dangers of smoking but do it anyway. They think that the long-term dangers of smoking (lung cancer, heart disease) do not apply to them. Smoking has many short-term health hazards, including shortness of breath and damage to blood circulation.
12. Only about half of the people who try to stop smoking are successful. The addiction is extremely difficult to cure.
13. When nonsmokers are near people who smoke, the nonsmokers also breathe the poisonous gases. Because of this, more and more laws are being passed forbidding smoking in public places such as office buildings and restaurants.
14. In addition to getting lung cancer, smokers may develop cancer of the mouth or throat.

## TOBACCO QUIZ

Directions: Fill in the blanks with the correct word or numbers.

1. \_\_\_\_\_ is the disease most often associated with cigarette smoking. \_\_\_\_\_ percent of all cases of the disease happen in smokers and \_\_\_\_\_ percent of these people die within \_\_\_\_\_ years.
2. Every cigarette a person smokes takes \_\_\_\_\_ off his/her life.
3. Cigarettes contain \_\_\_\_\_ and \_\_\_\_\_ two major sources of cancer.
4. Cigarette smoke pollutes the \_\_\_\_\_ we breathe with \_\_\_\_\_. Even nonsmokers are seriously endangered.
5. Nicotine makes people feel \_\_\_\_\_ and \_\_\_\_\_, not calm and relaxed.
6. Besides lung cancer, other diseases associated with cigarette smoking include \_\_\_\_\_ and cancer of the \_\_\_\_\_ and \_\_\_\_\_.
7. The first major report linking smoking with lung cancer was issued in \_\_\_\_\_ by the U.S. \_\_\_\_\_.
8. Only about \_\_\_\_\_ of the people who try to quit smoking after they have started are successful. Still, there are \_\_\_\_\_ ex-smokers.
9. Only \_\_\_\_\_ percent of today's teenagers and \_\_\_\_\_ percent of the adult population smoke. Still, the rate of teenage smokers has been \_\_\_\_\_.
10. The short-term health hazards of cigarette smoking include shortness of \_\_\_\_\_ and damage to \_\_\_\_\_. It also produces \_\_\_\_\_ teeth, stains on hands, and \_\_\_\_\_.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: The Party

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOME: The student will be able to:

Define the difference between use and abuse of alcohol and drugs and how to help others with drug abuse.

PROCEDURE:

1. Students need to be encouraged to identify levels of alcohol use in themselves and others, and also the peer pressures used to drink in social, party settings. It is important that students realize that the danger of alcohol lies in the relative ease in obtaining it and its social acceptability. Students need to see the positive consequences of non-use or use in moderation (as an adult), and the negative consequences of misuse, abuse, and dependence. Students should be asked to define the difference between use and abuse of alcohol and to express ways to avoid peer pressure to misuse alcohol. Terms - non-use (avoidance of alcohol); use - (use of alcohol in moderation); abuse - (misuse of alcohol to the degree that risk or harm to the individual and others is involved); dependence - (habitual misuse of alcohol due to mental or physical needs).
2. Discuss the problem of alcohol use as the number one used and abused drug among teens; elicit reasons for this from the class (if local data shows that there is another drug frequently used by teens, substitute that information). Emphasize that our society seems to view alcohol in a different, more socially acceptable light than other drugs such as cocaine and marijuana.
3. Discuss the levels of alcohol use, and put them on the board. Ask for examples of each from the students.

4. Discuss the concept of peer pressure. Put the term on the board, and ask for definitions and examples. Point out that peer pressure has no age limits. All humans who deal in groups have peer pressures. Give examples of peer pressure in the young and old also, such as vandalizing or buying a certain car.
5. Discuss how easily students are exposed to alcohol by asking their personal introduction to it. Be sure to bring out the PARTY setting. Ask what a party is, what makes a party fun? Talk about the possible reasons that alcohol is popular at parties (enhances social mixing, acts as a "social stimulant"). Elicit students' experiences at parties. Discuss how others view non-users at parties, also abusers, and dependents.
6. Discuss how some people misuse alcohol at parties, sometimes through their own desire, sometimes at the pressure of others. Discuss how the levels of alcohol use/abuse are evident at parties, and the possible effects/consequences of use/abuse.
7. Ask students to discuss ways they can "put a limit" on their own use and desire for alcohol and avoid pressuring others to drink. Suggest the benefits of "limits" (no fear of legal involvement, going home sober vs. Intoxicated, problems avoided by not being intoxicated, illness, hangover embarrassment of actions later). Ask for ways students can avoid alcohol use and still be accepted by friends and peers.

#### ASSESSMENT:

Students will participate in class discussion and understand use and abuse of alcohol and other drugs. Students will discuss peer pressure and how it can result in use of drugs.

## **PERSONAL/SOCIAL DEVELOPMENT**

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

LESSON TOPIC: How To Get Help.

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Local phone books

OUTCOMES: The student will be able to:

Know where to begin and know where to look for help when using alcohol or other drugs.

PROCEDURE:

1. Begin this activity by asking students to imagine that they have a good friend they are worried about. Describe the following situation: "This friend has been drinking secretly for several months and no one knows about this behavior except you. The amount your friend has been drinking has increased in the last week, and he is now drinking every day. You are not sure why this friend is drinking, but you do know that his parents are having family problems.
2. Instruct the students to list the steps that they would take in dealing with this situation. Tell them to be as specific as possible, including phone numbers of any agencies that they would contact. They should think the process through clearly and provide a backup plan if their first plan of action did not work.
3. Put the students in groups of four where they may compare plans and negotiate until they have a group plan that all four members endorse.
4. Gather the class together and request that each group present their plan of action for helping this friend. Encourage the class to discuss the various possibilities and their benefits and drawbacks. Reinforce the idea that there are many sources of help when someone has a problem, especially in the area of drugs and alcohol.

**ASSESSMENT:**

Students will be able to describe strategies for finding help when there is an alcohol or drug problem.

## PERSONAL/SOCIAL DEVELOPMENT

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

LESSON TOPIC: How to Say "NO"

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Role Situations worksheet, open floor space

OUTCOMES: The student will be able to:  
Practice ways of saying no to their friends.

### PROCEDURE:

1. Tell the students that today they will be role-playing situations in which they might become involved. These situations are ones in which people often want to say no but feel uncomfortable about it because of peer pressure. Students need to be aware of how the body reacts to drugs such as marijuana, crack, and heroin. Excessive use of drugs can dull the mind and affect the quality of daily living. A person on these drugs cannot think clearly and have a false sense of "feeling good".
2. Divide the students into pairs or small groups. Give each group one of the "Role Situations" or create your own. Instruct them that the goal of this activity is to help them practice the option of saying no.
3. Have the students role-play the interactions. Switch parts around until each person has gotten to practice saying no.
4. Discuss how it feels to say no. How does it feel to be told no? What do you think of the person who said no?
5. Explain that if someone is really a friend, they will understand when you say no; they will respect your decision. Most people will let it go after they ask once. If they continue to pester you, be firm but polite and tell them "no" again. If they still persist and it makes you uncomfortable, just leave.

**ASSESSMENT:**

Students will be able to demonstrate ways of saying no and express their feelings in situations where they do or do not say no.

# ROLE SITUATIONS

1. You are at your best friend's house after school. His/her parents are still at work. Your friend goes to the refrigerator, takes out a beer, and opens it. Your friend offers you one. What do you do?
2. You are at a party and everyone around you is smoking and drinking. A friend offers you an alcoholic drink. What do you do?
3. You are at the ballpark with your friends. They want to get high. They offer you a hit from a joint. What do you do?
4. You are hanging around outside a liquor store. Your friends dare you to ask someone to buy you alcohol. What do you do?
5. Your friend took some pills from his/her parents' medicines. Your friend doesn't know what the pills are, but they make him/her feel excited and full of energy. Your friend offers one to you. What do you do?

OTHER ROLE SITUATIONS:

## **PERSONAL/SOCIAL DEVELOPMENT**

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

LESSON TOPIC: Friends or Drugs

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: None

OUTCOMES: The student will be able to:  
Understand how the use of drugs may alter their peer relationships in negative ways.

### PROCEDURES:

1. Introduce the activity by asking the students to discuss the reasons they have friends. Elicit from the students the value they place on having friends.
2. Ask the students to make a collective list of the qualities of a good relationship. Be sure that they are not simply listing what they want from the other person but what both people give to the relationship, for example, trust and honesty. Write these responses on the board.
3. Divide the class into small groups of approximately four students each and ask them to imagine a situation in which two eighth graders have been friends for a number of years. One of the students starts using marijuana but does not tell the other person. Suggest that they make a list of how this might affect the friendship.
4. Request that the students share their responses with the whole class. Lead a discussion with the students about what would happen if one friend found out about the other friend's use of marijuana? How would their friendship be affected? Suggest that the ingredients they listed earlier for a good friendship would change dramatically and that their primary friendship would be with the drug and not the person. Ask the students if they believe that marijuana or any other drug can provide them with the ingredients they listed on the board such as honesty and truthfulness.

**ASSESSMENT:**

Students will be able to define what makes up a friendship and how the use of drugs may affect a relationship.

**PERSONAL/SOCIAL DEVELOPMENT**

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

LESSON TOPIC: The Changing Family

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: none needed

OUTCOME: The student will be able to:

Understand what is required of a family member at work and home and how various changes may impact how the family functions.

PROCEDURE:

1. Discuss the roles of a single parent who works and maintains the home. Discuss the energy, participation in family activities, motivation, and talent to succeed in both roles
2. Discuss other different work or family patterns such as parents working shift work, on weekend, travel is part of the job. How do these things impact the family?
3. Discuss other changes in the family that may cause problems such as moving, separation/divorce, death, unemployment, etc.
4. This should be a sharing session of not necessarily what students have experienced themselves but have observed. This lesson is to develop awareness and appreciation of the different roles family members play.

ASSESSMENT:

Students will be able to describe different family situations and what is required to keep work and family in balance.

**PERSONAL/SOCIAL DEVELOPMENT**

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

LESSON TOPIC: *Getting Along With Family*

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

OUTCOME: The student will be able to:  
Identify social or relationship skills used in the family.

PROCEDURE:

1. Have students' brainstorm and list characteristics of good relationships with people. Next, list characteristics of bad relationships with people.
2. Have students form groups and discuss how relationships in school are similar to those in home settings.
3. Have students discuss relationship characteristics with regard to the following:
  - a. Formal and informal situations
  - b. Teamwork
  - c. Commitment
4. Ask students to discuss social skills. How do they contribute to relationships? Make a list on the board.

ASSESSMENT:

Students identified characteristics of relationships and their effects in school and in the home setting. They will identify social skills that help to build relationships.

## PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire Knowledge of American Samoan culture and traditions

LESSON TOPIC: All About My Family

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: "All About My Family" worksheet

OUTCOME: The student will be able to:

Describe the importance of families, the uniqueness of each family, each person's need for a family and the influences our families have on us.

PROCEDURE:

1. Initiate the discussion by asking, "What is a family?" Ask the students the meaning of a family, such as sharing, dependency needs, constitution, extended or blended families. Write important points on the board.
2. Distribute the worksheet "Family Uniqueness." Allow the students approximately 10 minutes to complete the worksheet. At the end of the time, break the class into groups of three or four. Each student takes one minute to share responses with the group. Caution the groups about "put-downs" or negative comments.
3. Bring the class together again. Describe and list on board different roles that exist in a family along with the responsibilities and how these all interrelate.
4. Demonstrate on the board with circles how a family can interact positively when a family shares responsibilities or how a family becomes unbalanced when one member dominates or vies for all the attention. Note that positive attitudes and negative attitudes result. On the other side of the worksheet, students write the roles and responsibilities of the various members of their immediate families. Students need to focus on what their function is with the whole family as well as with each person in the family.
5. Ask "Can family members change how the family functions?" What would the student need to do to change how a family functions if there were a

need? Encourage the students to consider that behaviors, feelings, and environment are part of the function and that the student is an integral part.

**ASSESSMENT:**

Students will be able to describe their family and how they depend upon each other. They will be able to list their roles and responsibilities.

## ALL ABOUT MY FAMILY

1. My family consists of .....
2. Families are important because...
3. The best thing about my family is....
4. My family is unique because...
5. Positive things about each member of my family are...
6. If there were one specific thing that I could change about my family it would be...

**PERSONAL/SOCIAL DEVELOPMENT**

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

LESSON TOPIC: Ask the Expert

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: paper and pencil

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

PROCEDURE:

1. State that today we are going to write "Dear Expert" letters and answer them ourselves. Our topic is going to be what we feel our rights and responsibilities should be in our family. Each student is to take some aspect of his/her rights and responsibilities at home, which youngsters often are not happy with, and write to "Dear Expert" for advice. The student is then to objectively answer their own letters as they feel "Dear Expert" would answer.
2. Be sure that the students understand that rights, responsibilities and fairness go together. They should make valid points in their letters and not just angry statements. Be alert for students who are especially angry or feel they are treated unfairly.
3. When the students have finished their letters, ask as many as possible to read them to the group for the group's feedback.
4. List on the board a few points of good advice about family rights and responsibilities that were offered in the letters as a lesson summary.

**ASSESSMENT:**

Children are often in conflict with others in their family with regard to responsibilities and issues related to fairness. This lesson is designed to help children see their role in their family a little more clearly. They will be evaluated on their letters and how well or objectively they give advice to themselves.

**PERSONAL/SOCIAL DEVELOPMENT**

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

LESSON TOPIC: Skills and Life Roles

GRADE: 7

LENGTH: 45 MINUTES

MATERIALS USED: chalkboard, chalk, and paper, pencil

OUTCOME: The student will be able to:  
List the skills they need in different life roles and family responsibilities.

PROCEDURE:

1. Brainstorm with students and list on the chalkboard the various skills. Just enough so they understand the concept of skills.
2. Ask students to list on paper all the roles they play, ex. Student, son/daughter, brother/sister, etc. Ask them to list the skills that are common to each role and then the ones that are unique to each role.
3. They may do this by "webbing". Have them draw a circle with the role listed and "web" out all the skills needed.
4. Students share their "webs"

ASSESSMENT:

All students will be able to list common and unique skills needed in the life roles they play.

## MY RESPONSIBILITIES TO MY FAMILY

1. What chores or responsibilities do you have at your home?
2. What do you like about what you have to do?
3. What do you dislike about what you have to do?
4. What are some privileges you have at home?
5. Do you feel you are doing enough at home to earn the privileges?
6. What else would you be willing to do at home?
7. Who has the most to do at home?
8. How could you help that person with the family responsibilities?

**PERSONAL/SOCIAL DEVELOPMENT**

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

LESSON TOPIC: I Want My Freedom?

GRADE: 7

LENGTH: 45 minutes

MATERIALS USED: Paper, pencil

OUTCOMES: The student will be able to:

Develop a responsible approach to gaining greater trust and freedom from their parents.

PROCEDURE:

1. Help students focus on their need for freedom, trust and responsibility from their parents and how this conflicts with their parents' might want the students to be home early in order to go to church the next morning. It would be helpful to point out that difficult family situations can cause these conflicts to be harder to resolve because they become part of bigger issues.
2. Set up role-playing situations which students suggest and have the group react to the role-playing. Offer ways to improve the outcomes with different approaches.
3. List the best points and approaches offered during the role-playing on the chalkboard.

ASSESSMENT:

Students will be able to list and demonstrate more effective ways of responding to parents when conflict arises.

## **PERSONAL/SOCIAL DEVELOPMENT**

### **Competency 10.1: Acquire Knowledge and appreciation of Samoan culture and traditions**

LESSON TOPIC: The American Samoan Life

GRADE:7

LENGTH: 2 periods

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

OUTCOME: The student will be able to:  
Describe the Samoan culture and traditions on the topics outlined.

#### PROCEDURE:

1. Discuss with students the topics:
  - The importance of village or island customs
  - The importance of land in the Samoan culture including inheritance of land as well as cultivation and conservation
  - Samoan legends and how they influence culture and tradition
  - Traditional roles and responsibilities of youth and young adults within their community
2. Divide the class into groups. Give each group a topic to demonstrate or explain to the class. Where needed have the students role play the custom or tradition being discussed.
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.
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?

**ASSESSMENT:**

Students will be able to describe traditions and cultures honored in Samoan life.

## PERSONAL/SOCIAL DEVELOPMENT

Competency 10.1: Acquire Knowledge and appreciation of Samoan culture and traditions

LESSON TOPIC: Traditions in American Samoa

GRADE: 7

LENGTH: 2 class periods

MATERIALS USED: Community speakers, paper, pencil

OUTCOMES: The student will be able to:

Describe the traditions of the Island and understand the reasoning behind the traditions.

PROCEDURE:

1. Invite someone from the community to come in and talk to the class about traditions in the Island and how they began. The speaker should focus on the role of the family and male/female roles. It may be interesting to invite a male and female speaker that can speak on the history in American Samoa.
2. Ask class to identify traditional roles of the female and the male in the following situations (not necessarily the way things are done today) :
  - a. Cleaning house
  - b. Cooking meals
  - c. Taking care of the children
  - d. Repairing the house or appliances
  - e. Taking care of the yard
  - f. Disposing of house and yard waste
  - g. Paying the bills
  - h. Outside job
  - i. Helping children with homework
  - j. Death in the family
3. Ask them to list other roles that take place in the home, workplace, or community. Write them on the board.
4. On the board, write male or female or both after each role.

5. Ask each student one day prior to this assignment to ask their parents how their life as a male or female is different from their parents or grandparents. Ask them to share their findings with other students. List these on the board.
6. End the discussion with students volunteering information on why tradition is important. Also note if there are different cultures on the island that view male/female roles very differently.
7. This activity should be followed with discussion on contemporary roles of male and females.

**ASSESSMENT:**

Students will be able to describe the traditional role for males and females in the family, workplace, and community.