

Third Grade ▪ Career Retention and Advancement ▪ Language Arts, Health

Competency:	13.3.3A Identify attitudes and work habits that contribute to success at home and school.
Lesson Topic:	Do You Have Character?
Subject:	Language Arts, Health
Length:	5 class periods
Materials:	Class One - Black board or dry erase board Class Two - Paper and pencil Class Three - Pencil and Responsibility Chart Class Four - Pencil and Are You Fair? worksheet Class Five - Blackboard or dry erase board
Evaluation:	Students will learn about being trustworthy, respectful, responsible, fair, and caring means through multiple activities.

Procedure:

Class One: Trust

1. Teacher writes the four ways to be trustworthy on the board for a group discussion.
 - **Be Reliable** – Keep your promises, do what you say you are going to do.
 - **Be Honest** – Don't lie, cheat, or steal, even if it means getting in trouble anyway.
 - **Be Strong**– Do what is right even when it may be hard.
 - **Be a Good Person** – Think of others and try not to hurt their feelings.

2. Teacher asks students to provide examples of what each of the words mean and leads the students in a discussion on the items.

3. Ask students if they can think of any other trustworthy behaviors that should be on the board.

Class Two: Respect

1. Teacher explains what respect means and why it is important at school, home and in the community. (Be nice, polite, listen to others, don't be a bully, etc.)
2. Teacher divides classroom into groups and provides paper and pencils.
3. The group decides on a note taker and a speaker for their group.
4. Half of the classroom makes a list of things you can "do" that show respect. The other half make a list if things that "don't" show respect.
5. Teacher times the class to allow for enough time to share the responses aloud.
6. Speakers share the group answers with the class.

Class Three: Responsibility

This activity should start on a Monday and end on Sunday.

1. Teacher explains what responsibility means and why it is important at school, home and in the community. (Be reliable and dependable, take care of your own business, think before you act, etc.)
2. Teacher distributes the *Responsibility Chart*.
3. Teacher explains that students will need to complete the chart each day to see if they are being responsible at home, school, and/or the community.
4. Teacher will NOT check to see if the chart has been completed everyday and will remind students only to bring the chart back to school on the Monday of the next week.
5. Teacher will check on Monday to see who was responsible and remembered to complete the chart for the entire week and bring it back to school.

Class Four: Fair (Are You Fair?)

1. Teacher provides students with the Are You Fair? worksheet and explains what being fair means.
2. Students read the questions provided and answer yes or no.
3. Teacher discusses each question with students but does not ask for the students to share their answers.
4. Teacher leads discussion about these questions and in which ways they are fair or not fair.

ARE YOU FAIR? WORKSHEET

Name: _____

Think about how you act and treat your family and friends at home, school and in your community. Answer the questions below yes, no or sometimes.

1. I share my toys or games with others. _____
2. I listen to others when they talk to me. _____
3. I take turns when playing a game with a friend. _____
4. I tell the truth, even when it is hard. _____
5. I wait until others are done. _____
6. I always have to be first. _____
7. How I feel is more important than how my friends feel. _____
8. Things always have to be my way or I don't want to play. _____

Class Five: Caring

1. Teacher will ask students to explain what caring means to them and share examples of ways people show they care.
2. The teacher utilizes the blackboard and has students take part in a discussion about caring careers.
3. The teacher will ask students to name jobs that require someone to be caring.
4. Answers will be listed on the blackboard.
5. Once the teacher has 10 or more jobs listed, students will explain why they think the jobs are caring.



Third Grade ▪ Career Retention and Advancement ▪ Language Arts

Competency:	13.3.3B Identify how to cooperate at both home and school.
Lesson Topic:	Planning
Subject:	Language Arts
Length:	1 class period
Materials:	None
Evaluation:	Students will be able to describe how they cooperate at home and at school.

Procedure:

1. Teacher will define and describe what cooperation means and provide examples.
2. Students will share ways that they cooperate at home and school.
3. Students will also think of ways they can start to cooperate at home and school.



Third Grade ▪ Career Retention and Advancement ▪ Language Arts

Competency:	13.3.3C Identify how to cooperate at both home and school.
Lesson Topic:	Words That Work Together
Subject:	Language Arts
Length:	1 to 2 class periods
Materials:	Heavy stock paper and pencil
Evaluation:	Students will define what each of the following words mean and use them in a sentence using someone they know. This will be a homework assignment.

Procedure:

Class One:

To be done near the end of class.

Teacher will assign homework to students asking that they:

1. Define: compliment, cooperate, encourage, and participate.
2. Use the word in a sentence alone with the name of someone they know.

Class Two:

1. Teacher to ask students what they found the definitions of the words to be and write it on the board.
2. Students share some of their answers with the group.
3. Students take part in one or both of the compliment activities listed below:

- **Activity One: PASS THE COMPLIMENT**

1. Teacher provides students with heavy stock paper and instructs students to write their name and draw a very large heart.
2. Teacher explains that students will pass the paper behind them and to write a compliment about the student whose paper they have. Compliments should be different for each student.
3. The teacher will provide some examples of compliments on the board to assist students with this process.
4. The activity is complete once each student has received and given a compliment in the classroom.

- **Activity Two: COMPLIMENT CHAIN**

1. Prior to this activity, the teacher will need to have a poster board with small chains that link to one another. There should be enough space to write in the chain and enough chains for each student in the class.
2. The teacher should hang the COMPLIMENT CHAIN somewhere in the classroom that is easily accessible for all students.
3. Teacher starts the chain with a students name on the top of the chain and provides a compliment in the bottom of the chain.
4. The teacher explains to the class that each day, one student will provide a compliment for the student next on the chain.
5. This activity will continue until all students have received and given a compliment and could take a month to complete.
6. Students in the class encourage each other to provide new and create compliments.
7. This activity incorporates all four of the competencies effective group interactive terms, compliment, cooperate, encourage, and participate.



Third Grade ▪ Career Retention and Advancement ▪ Language Arts, Social Studies

Competency:	13.3.3F Identify the changes in family and friends roles at home, at school and in the community.
Lesson Topic:	Roles in My Family
Subject:	Language Arts, Social Studies
Length:	1 class period
Materials:	Roles in My Family Worksheet
Evaluation:	Students will interview a family member and ask them to explain their roles at home, work, school or in the community.

Procedure:

1. Teacher will distribute *Roles in My Family* worksheet and ask students to interview someone in their family about their roles at home, work, at the student's school and in the community. Students can include clubs or organizations that the family member takes part in.
2. Students bring back worksheet and share the results with the classroom.
3. Teacher asks students if they see differences in how their family member may have to be at home versus work, discusses how roles in the family are always changing, and reminds students that change is important way of life.

Roles in My Family Worksheet

Name: _____

Ask someone in your family what his or her roles are at home, work, your school, and the community. This can include any clubs, organizations, or volunteer work they may take part in and list them below.

Family Member Name: _____

How are they related to you? _____

Where do they work? _____

AT HOME:

AT WORK:

AT SCHOOL:

IN THE COMMUNITY:



Third Grade ▪ Career Retention and Advancement ▪ English, History

Competency:	13.3.3G Define and describe the importance of lifelong learning.
Lesson Topic:	Learning for a Lifetime
Subject:	English, History
Length:	1 class period
Materials:	Teacher will need to develop a slide show of life long learning examples as described in the procedure.
Evaluation:	Teacher and students will take part in a discussion why life long learning is important.

Procedure:

1. Define what life long learning means and provide examples of why it is important to continue to learn in school, home, and the community.

Life long learning means it is never too soon or too late for learning. You should be open to new ideas, skills, behaviors, and choices.

2. Slide show will be used to discuss the examples of life long learning.

This slide show can include but is not limited to:

- A. **Technology** – to include televisions, computers, iPods, and cell phones. Teacher can remind students through time how music devices have changed and show pictures. This could include 8 tracks, records, cassettes, walkman, CDs, and iPods.
- B. **Transportation** – to include cars, trucks, motorcycles and hybrid cars.
- C. **Academics** – speak about life long learning to gain new skills.
- D. **Workforce** – speak on how continued life long learning will help workers keep up with changes in the workplace this can include new telephone systems, computer programs, etc.
- E. **Communication** – to include the pony express, telegraph, rotary phone, wall (corded) phone, cordless phone, cell phone, etc.