



**3rd 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	Five class periods
Materials	Class period 1—Blackboard or dry erase board Class period 2—Paper, pencil Class period 3—Pencil, <i>Responsibility Chart</i> Class period 4—Pencil, <i>Are You Fair?</i> worksheet Class period 5—Blackboard or dry erase board
Evaluation	Students will learn about being trustworthy, respectful, responsible, fair, and caring through multiple activities.

Procedure:

Class Period 1: 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 good**—Think of others and try not to hurt their feelings.
2. Teacher asks students to provide examples of what each word means 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 Period 2: Respect

1. Teacher explains what respect means and why it is important at school, at 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. Each group decides on a note taker and a speaker.
4. Half of the classroom makes a list of things that "do" show respect. The other half makes a list of things that "don't" show respect.
5. Teacher allows enough time to share the responses aloud.
6. Speakers share the group answers with the class.



Class Period 3: 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, at 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 need to complete the chart each day to see if they are being responsible at home, school, and/or the community.
4. Teacher does NOT check to see if the chart has been completed every day and reminds students only to bring the chart back to school on the Monday of the next week.
5. Teacher checks on Monday to see who was responsible and remembered to complete the chart for the entire week and bring it back to school.

Class Period 4: 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 students to share their answers.
4. Teacher leads discussion about these questions and in which ways they are fair or not fair.

Class Period 5: Caring

1. Teacher asks students to explain what caring means to them and shares examples of ways people show they care.
2. Teacher uses the blackboard and has students take part in a discussion about caring careers.
3. Teacher asks 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 explain why they think the jobs are caring.



Responsibility Chart

Name: _____

Put a check mark for each item on the list that you do.

	MON	TUES	WED	THURS	FRI	SAT	SUN
Taking Care of Me							
Brushed my teeth							
Washed up before meals							
Ate my lunch today							
Went to bed on time							
My Manners							
Listened to my parents							
Used good manners at meals							
Said "please" and "thank you"							
Was nice to my siblings							
At School							
Read my books							
Studied my lessons							
Was nice to my classmates							
Finished my homework							
Just Playing							
Cleaned up my toys							
Was a good sport when playing							
Shared with others							
At Home							
Made my bed							
Put away my clothes							
Helped around the house							



Are You Fair? Worksheet

Name: _____

Think about how you act and treat your family and friends at home, at school, and in your community. Answer the questions below.

1. I share my toys or games with others.

Yes No Sometimes

2. I listen to others when they talk to me.

Yes No Sometimes

3. I take turns when playing a game with a friend.

Yes No Sometimes

4. I tell the truth, even when it is hard.

Yes No Sometimes

5. I wait until others are done.

Yes No Sometimes

6. I have to be first.

Yes No Sometimes

7. How I feel is more important than how my friends feel.

Yes No Sometimes

8. Things always have to be my way or I don't want to play.

Yes No Sometimes



3rd 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	One class period
Materials	None
Evaluation	Students will be able to describe how they cooperate at home and at school.

Procedure:

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



3rd 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	One to two class periods
Materials	Heavy stock paper, 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 Period 1

Near the end of class, teacher assigns homework to students asking that they:

1. Define the following words:
 - Compliment
 - Cooperate
 - Encourage
 - Participate
2. Use the word in a sentence along with the name of someone they know.

Class Period 2

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



Activity 1: 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 instructs them to write a compliment about the student whose paper they have. Compliments should be different for each student.
3. The teacher provides 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 2: Compliment Chain

1. Prior to this activity, the teacher should assemble 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 student's 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 must provide a compliment for the student next on the chain.
5. This activity continues until all students have received and given a compliment. It may take a month to complete.
6. Students in the class encourage each other to create new compliments.
7. This activity incorporates all four of the effective group interactive terms: compliment, cooperate, encourage, and participate.



**3rd 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	One class period
Materials	<i>Roles in My Family</i> Worksheet
Evaluation	Students will interview a family member and ask them to explain their roles at home, at work, at school, or in the community.

Procedure:

1. Teacher distributes *Roles in My Family* worksheet and asks students to interview someone in their family about their roles at home, at 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. Teacher discusses how roles in the family are always changing and reminds students that change is an important way of life.



Roles in My Family Worksheet

Name: _____

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

_____	_____
_____	_____
_____	_____



3rd 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	One class period
Materials	Teacher must develop a slide show of lifelong learning examples as described in the procedure.
Evaluation	Teacher and students will take part in a discussion why lifelong learning is important.

Procedure:

1. Define what lifelong learning means and provide examples of why it is important to continue to learn in school, home, and the community. Lifelong learning means it is never too soon or too late for learning. You should be open to new ideas, skills, behaviors, and choices.
2. Using slide show, discuss examples of lifelong learning. This slide show can include but is not limited to:
 - **Technology**—Includes televisions, computers, iPods, and cell phones. Teacher can remind students through time how music devices have changed and show pictures. This could include eight tracks, records, cassettes, walkmen, CDs, and iPods.
 - **Transportation**—Includes cars, trucks, motorcycles, and hybrid cars.
 - **Academics**—Speak about lifelong learning to gain new skills.
 - **Workforce**—Speak on how continued lifelong learning helps workers keep up with changes in the workplace, such as new telephone systems, computer programs, etc.
 - **Communication**—Includes the pony express, telegraph, rotary phone, wall (corded) phone, cordless phone, cell phone, etc.
3. Get students involved by asking them to name new products in any of the above topics or see if they can think of anything else that may involve lifelong learning.