



5th Grade ▪ Career Retention and Advancement ▪ Language Arts

Competency	13.3.5A Explain how student attitudes and work habits transfer from the home and school to the workplace.
Lesson Topic	Me and my attitude
Subject	Language Arts
Length	One class period
Materials	None
Evaluation	Students will learn how the way they act at home and at school will affect them someday in their jobs.

Procedure:

1. The teacher writes the following words on the board and asks the class to tell reasons why they think these things may affect them later in life at work.
2. To encourage more interaction, the teacher can select volunteers to write the answers under each topic on the board.
3. Words/topics can include:
 - Good attendance
 - Paying attention
 - Taking turns
 - Listening
 - Showing up to things on time
 - Following rules
 - Cooperating
 - Getting good grades
 - Completing homework



**5th Grade ▪ Career Retention and Advancement ▪ Language Arts,
Health/Gym**

Competency	13.3.5B Explain the importance of working cooperatively with others at both home and school to complete a task.
Lesson Topic	Web of cooperation
Subject	Language Arts, Health/Gym
Length	One class period
Materials	Students, large space, stopwatch
Evaluation	Students will be able to describe how they cooperate at home and at school through an interactive team building activity.

Procedure:

1. Teacher defines and describes what cooperation means and provides examples.
2. Students share ways that they cooperate at home and school.
3. Teacher divides students into groups of five or more.
4. The teacher has each student take the hand of another student across from him or her in a circle-like way.
5. The teacher instructs the students that they need to make a circle without letting go of the person's hand that they have.
6. The teacher announces "go" and starts the stopwatch.
7. The teacher records the times of each group.
8. This activity can take two or three more times to try to beat the high score.



**5th Grade ▪ Career Retention and Advancement ▪ Language Arts,
Computers, Science, Social Studies**

Competency	13.3.5C Identify effective group interaction strategies, such as, but not limited to, building consensus, communicating effectively, establishing ground rules, listening to others.
Lesson Topic	Project communication
Subject	Language Arts, Computers, Science, Social Studies
Length	Three to four or more class periods
Materials	Internet access with printing capability, poster board, scissors, tape, pencils, pens, markers.
Evaluation	Students will learn the importance of group interaction strategies through a hands-on project.

Procedure:

1. Students are divided into groups of four or five depending on the size of the classroom.
2. Each group is provided with internet access with printing capability, poster board, scissors, markers, tape.
3. Students are told they are to research something and present their findings using the poster board provided.
4. Students have to decide the following items on their own without teacher assistance: topic to research, who will be in charge of what, who is going to present the results to the classroom, and any other issues that come about in the group.
5. No other guidance is provided on this assignment. This assignment can take place over three to four class periods.
6. The purpose of this exercise is to have students build consensus, communicate effectively, establish ground rules on their own, and listen to others. Students may receive credit for the project as well.
7. Once the project has been presented, the teacher can discuss the importance of building consensus, communicating effectively, establishing ground rules, and listening to others and ask students to share on their experience with the group.



**5th Grade ▪ Career Retention and Advancement ▪ Language Arts,
Health**

Competency	13.3.5E Develop a personal schedule based on activities and responsibilities both at home and at school.
Lesson Topic	Planning
Subject	Language Arts, Health
Length	Two class periods
Materials	<i>My Time Chart</i> worksheet
Evaluation	Students will be able to describe some of the planning they do at home and at school.

Procedure:

Class Period 1

1. Teacher discusses how time is used in school. Examples include why there are different times for lunch, recess, and gym. The teacher should explain how this is done to provide all of their other classes, such as math, reading, and social studies.
2. Ask the students to complete the *My Time Chart* worksheet at home and mark all the things that they do starting at 3:00 PM and ending at 8:00 PM for the 4 days listed, Monday through Thursday.

Class Period 2

1. Lead a class discussion on students' results from the *My Time Chart* worksheets and have them suggest ways to plan their time more effectively in order to have time to accomplish what they “need” to do and what they “want” to do.
2. Teacher collects *My Time Chart* worksheet for homework credit.



My Time Chart Worksheet

Name: _____

Write in what you do during the times listed below for Monday through Thursday.

	Monday	Tuesday	Wednesday	Thursday
3:00–4:00 PM				
4:00–5:00 PM				
5:00–6:00 PM				
6:00–7:00 PM				
7:00–8:00 PM				
8:00–9:00 PM				

What did you spend the most time doing?

Was there anything else that you wanted to do but did not have time for?



**5th Grade ▪ Career Retention and Advancement ▪ Language Arts,
Social Studies, Science**

Competency	13.3.5G Describe how personal interests and abilities impact lifelong learning.
Lesson Topic	My interests and abilities
Subject	Language Arts, Social Studies, Science
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.