

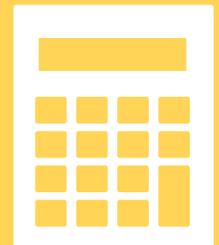
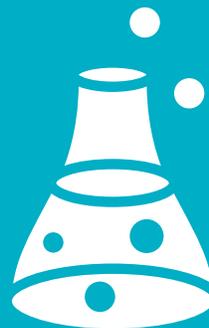


Pennsylvania Higher Education Assistance Agency



# CAREER EDUCATION & WORK STANDARDS

## LESSON PLANS



Grade

# 3

# Career Awareness and Preparation

13.1.3

- A. Recognize that individuals have unique interests.
- B. Identify current personal interests.
- C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.
- D. Identify the range of jobs available in the community.
- E. Describe the work done by school personnel and other individuals in the community.
- F. Explore how people prepare for careers.
- G. Explain why education and training plans are important to careers.
- H. Explain how workers in their careers use what is learned in the classroom.

# Career Acquisition

13.2.3

- A. Identify appropriate speaking and listening techniques used in conversation.
- B. Discuss resources available in researching job opportunities, such as, but not limited to, internet, magazines and newspapers.
- C. Compose a personal letter.
- D. Identify the importance of developing a plan for the future.
- E. Discuss the importance of the of the essential workforce skills, such as, but not limited to, dependability, health/safety, team building, and technology.

# Career Retention and Advancement

13.3.3

- A. Identify attitudes and work habits that contribute to success at home and school.
- B. Identify how to cooperate at both home and school.
- C. Explain effective group interaction terms, such as, but not limited to, compliment, cooperate, encourage, and participate.
- D. Explain how money is used.
- E. Discuss how time is used at both home and school.
- F. Identify the change in family and friends' roles at home, at school and in the community.
- G. Define and describe the importance of lifelong learning.

# Entrepreneurship

13.4.3

- A. Define entrepreneurship.
- B. Describe the character traits of successful entrepreneurs, such as, but not limited to, adaptability, creative thinking, ethical behavior, leadership, positive attitude and risk taking.
- C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to, bake sales, crafts, lemonade stand, and pet care.

# Career Awareness and Preparation

13.1.3A

3rd Grade ■ Career Awareness and Preparation ■ English, Language Arts

Competency	13.1.3A Recognize that individuals have unique interests.
Lesson Topic	Different is good
Subject	English, Language Arts
Length	One class period
Materials	Writing paper, pencil
Evaluation	Students will conduct a one-on-one interview with a fellow classmate and share the answers about the classmate with the class.

## Procedure:

1. Students pair up.
2. Teacher provides **What Interests You** worksheet to one of the students.
3. The student with the paper interviews/asks questions of their partner using the **What Interests You** worksheet and records the answers.
4. The teacher provides a **What Interests You** worksheet to the other student to conduct the same exercise.
5. Students share the answers with the class.

# What Interests You?

## WORKSHEET

Name: \_\_\_\_\_

1. What is your favorite color?
2. What is your favorite kind of ice cream?
3. What is your favorite food?
4. What is your favorite TV show or cartoon?
5. What is your favorite cartoon character?
6. What is your favorite animal?
7. Do you play sports? What kind?
8. What is your favorite song?
9. What subject/class do you like best?
10. What do you want to be when you grow up?

# Career Awareness and Preparation

13.1.3B

3rd Grade ■ Career Awareness and Preparation ■ Art, English

Competency	<b>13.1.3B</b> Identify current personal interests.
Lesson Topic	A picture of me
Subject	Art, English
Length	One class period
Materials	Large drawing paper, markers, tape
Evaluation	Students will portray themselves and what is most important to them through their artwork.

## Procedure:

1. The teacher asks students to draw themselves.
2. The teacher asks students to draw three things that are important to/interest them.
3. Have students share their artwork.

# Career Awareness and Preparation

13.1.3C

## 3rd Grade ■ Career Awareness and Preparation ■ English, Language Arts

Competency	<b>13.1.3C</b> Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.
Lesson Topic	Everything changes
Subject	English, Language Arts
Length	One class period
Materials	Chalk board or dry erase board, <b>Everything Changes</b> worksheet
Evaluation	Students will take part in an active discussion on how responsibilities will change as they grow at home, at school and in their community.

### Procedure:

1. Teacher provides writing area on the board for each of the topics listed on the **Everything Changes** worksheet (in school, at home and in the community) and selects three students to record the answers on the board.
2. The teacher leads the discussion by asking students what they are able to do now in school, at home and in the community. Examples can include sports, clubs, chores, or rules.
3. The selected students write the class answers on their assigned chart.
4. Once completed, the teacher leads another discussion of what students will be able to do in school, at home and in the community at ages 13 and 16 and distributes the **Everything Changes** worksheet.
5. Students work together in groups to record and discuss their answers.
6. Answers are shared by other students in the classroom and compared.
7. The teacher closes the discussion by telling students things will constantly be changing and that change is good, even when it is time to get a job.

# Everything Changes

WORKSHEET

Name: \_\_\_\_\_

**At 13, I will be able to do these things:**

**In school:**

---

---

**At home:**

---

---

**In the community:**

---

---

**At 16, I will be able to do these things:**

**In school:**

---

---

**At home:**

---

---

**In the community:**

---

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# Career Awareness and Preparation

13.1.3D

3rd Grade ■ Career Awareness and Preparation ■ English, Language Arts

<b>Competency</b>	<b>13.1.3D</b> Identify the range of jobs available in the community.
<b>Lesson Topic</b>	Jobs in my community
<b>Subject</b>	English, Language Arts
<b>Length</b>	One class period
<b>Materials</b>	Construction paper, glue, scissors, magazines, pencils, crayons, markers
<b>Evaluation</b>	Students will identify different types of work and note those available in their community.

## Procedure:

1. Distribute construction paper, magazines and other supplies to students.
2. Ask students to cut career pictures from the magazines provided and paste them on the construction paper.
3. Ask students to share their pictures with the class and share which job they may like to do when they are older.
4. Follow with a class discussion on how important different jobs are in the community.

# Career Awareness and Preparation

13.1.3E

## 3rd Grade ■ Career Awareness and Preparation ■ Art, Social Studies

<b>Competency</b>	<b>13.1.3E</b> Describe the work done by school personnel and other individuals in the community.
<b>Lesson Topic</b>	Who are the people in your neighborhood?
<b>Subject</b>	Art, Social Studies
<b>Length</b>	Two class periods, homework
<b>Materials</b>	Construction paper, crayons, pencils
<b>Evaluation</b>	Students will identify work done by school personnel and others in their community.

### Procedure:

1. Distribute construction paper, crayons and pencils.
2. Ask students to draw a picture of someone who works in their school or someone they know who works in the community. Examples could be a nurse, bus driver, gym teacher, police officer, daycare owner, etc.
3. Ask students to take their pictures home and, in the space around the picture, write as many words they can think of that describe what that person does in their job.
4. Share homework assignment with the rest of the class and post in the classroom or hallway.

# Career Awareness and Preparation

13.1.3F

3rd Grade ■ Career Awareness and Preparation ■ English, Language Arts

Competency	13.1.3F Explore how people prepare for careers.
Lesson Topic	TV time
Subject	English, Language Arts
Length	One or two class periods, homework
Materials	Pencil, <b>TV Time</b> worksheet
Evaluation	Through a homework assignment, students will explore the jobs their favorite TV/cartoon characters have and how they think they were able to get those jobs.

## Procedure:

1. Teacher discusses the many ways people prepare for careers through work and school.
2. Teacher provides the **TV Time** worksheet and asks students to complete the assignment for homework.
3. Students share their responses with the class.
4. Teacher can use this time to discuss the difference between on-the-job training, vocational schooling and college.

# TV Time



Name: \_\_\_\_\_

Watch TV and look at the jobs that people do on your favorite shows.

	TV Show 1	TV Show 2	TV Show 3
TV character name:	_____	_____	_____
Job they have:	_____	_____	_____
How do you think they got the job?	_____	_____	_____
Do you like this job?	_____	_____	_____

List which jobs you like and which jobs you do not like below. How do you think the people on TV were able to get their jobs?

Jobs I like:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jobs I do not like: Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Out of all of the jobs that you like, which one is your favorite and why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Career Awareness and Preparation

13.1.3G

3rd Grade ■ Career Awareness and Preparation ■ English, Language Arts

Competency	13.1.3G Explain why education and training plans are important to careers.
Lesson Topic	Job training
Subject	English, Language Arts
Length	One class period
Materials	Pencil, <b>Job Training</b> worksheet
Evaluation	Students will understand that jobs differ in the amount of training and education they may need.

## Procedure:

1. Teacher has students break into groups of three and provides the **Job Training** worksheet.
2. Students discuss and record their answers regarding each job and if they think it needs a high school diploma or a high school diploma plus college.
3. Each member of each group must agree on one answer for each job. This approach allows students to talk to one another about why they think the answer they picked is the correct one.
4. Students share the answers with the entire class.

# Job Training

## WORKSHEET

Name: \_\_\_\_\_

Do you think the jobs listed below need a high school diploma OR high school diploma *PLUS* college?  
Talk to the people in your group and give an explanation for each.

**TEACHER:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**CARPENTER:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**PHOTOGRAPHER:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**LAWYER:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**POLICE OFFICER:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**NURSE:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**CASHIER:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**DENTIST:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**COOK:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

**DAY CARE WORKER:** High school diploma OR High school diploma *PLUS* college  
Explain your answer:

# Career Awareness and Preparation

13.1.3H

## 3rd Grade ■ Career Awareness and Preparation ■ English, Language Arts

Competency	<b>13.1.3H</b> Explain how workers in their careers use what is learned in the classroom.
Lesson Topic	School classes and jobs
Subject	English, Language Arts
Length	One class period
Materials	Pencil, <b>Classes Count</b> worksheet
Evaluation	Students will be able to show how school subjects relate to a career and how they are used in the workforce

### Procedure:

1. Teacher provides students with the **Classes Count** worksheet.
2. Students complete the worksheet in teams of two and share the answers with the group.

# Classes Count



Name: \_\_\_\_\_

Ever wonder why you have to take so many different classes in school? Every job matches up with a class you are studying in school now or in the future.

Match each job with the class you think it uses the most!

- A. Bank Teller \_\_\_\_\_ Social Studies
- B. Cartoonist \_\_\_\_\_ English/Reading/Spelling
- C. Museum Guide \_\_\_\_\_ Science
- D. Game Designer \_\_\_\_\_ Music
- E. Writer \_\_\_\_\_ Math
- F. Astronomer \_\_\_\_\_ Art
- G. Singer \_\_\_\_\_ Computer

Can you think of any other jobs that match up to your school subjects/classes?

**Job**

**Class**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Career Acquisition (Getting a Job)

13.2.3A

## 3rd Grade ■ Career Acquisition ■ English, Language Arts

Competency	<b>13.2.3A</b> Identify appropriate speaking and listening techniques used in conversation.
Lesson Topic	Say What?
Subject	English, Language Arts
Length	Two class periods
Materials	Pencil, <b>Say What?</b> worksheet
Evaluation	Children must draw on their verbal abilities and critical thinking skills to rewrite sentences in proper English to help identify appropriate speaking techniques.

### Procedure:

#### Class Period 1: Speaking

1. Teacher distributes the **Say What?** worksheet and asks students to rewrite the sentences.
2. Students rewrite the sentences to make them sound better.
3. Students take turns reading the incorrect sentences and the correct sentences to the class.

### 13.2.3A *continued*

#### Class Period 2: Listening

1. Teacher chooses a student to role-play with and a student to write responses on the board.
2. The teacher asks the rest of the class to watch the conversation and think about how the teacher is not listening to the student.
3. The teacher and student have a conversation about what the student did during the weekend and the teacher displays poor listening techniques that can include, but are not limited to:
  - Poor or no eye contact
  - Interrupting the student
  - Changing the subject
  - Walking away
  - Playing with an item
  - Looking through a bag
4. The students provide examples of how the teacher was not listening well during the role-playing exercise; the answers are written on the board.
5. Students can take turns role-playing using their worst speaking and listening techniques.
6. The teacher provides examples of appropriate listening techniques and why it is important at home, at school, and someday, in a job/career.

# Say What?

Name: \_\_\_\_\_

Review the sentences below and change them to sound better!

1. Why don't we got no food in the house?
2. I like that movie much more better.
3. He is busy erasing the board with another student.
4. Me and Blake played football.
5. It's really like hot in here today.
6. My math is worser than my spelling.

Can you think of any other things people may say that are not nice when talking to one another?

# Career Acquisition (Getting a Job)

13.2.3B

3rd Grade ■ Career Acquisition ■ English, Computer

Competency	<b>13.2.3B</b> Discuss resources available in researching job opportunities, such as, but not limited to, internet, magazines and newspapers.
Lesson Topic	Job search techniques
Subject	English, Computer
Length	One or two class periods
Materials	<b>Class period 1:</b> Computer lab with internet access, <b>Job Search</b> worksheet <b>Class period 2:</b> Newspaper classified ads, <b>Job Search</b> worksheet
Evaluation	Students will explore jobs/careers using the internet and newspaper classified ads.

## Procedure:

The newspaper activity can occur first if a computer lab is not available for class period 1.

### Class Period 1

1. In pairs, students explore the internet for local job postings. Available websites for exploration include CareerLink, Monster.com and their local newspaper online.
2. Students complete the **Job Search** worksheet for class credit.

### Class Period 2

1. In pairs, students explore local newspapers classified ads for job postings.
2. Students complete the **Job Search** worksheet for class credit.

# Job Search



Name: \_\_\_\_\_

Company name:	
Job title:	
Experience needed:	

Company name:	
Job title:	
Experience needed:	

Company name:	
Job title:	
Experience needed:	

Company name:	
Job title:	
Experience needed:	

# Career Acquisition (Getting a Job)

13.2.3C

## 3rd Grade ■ Career Acquisition ■ English

Competency	13.2.3C Compose a personal letter.
Lesson Topic	Pen pal
Subject	English
Length	Two class periods, homework assignment
Materials	Paper, pencil, classmate name, <b>Personal Letter Tips</b> , <b>Letter Writing</b> worksheets
Evaluation	Students will practice writing a personal letter to a fellow classmate as a homework assignment.

### Procedure:

#### Class Period 1

1. Teacher explains the reason for writing a personal letter.
2. Teacher distributes and reviews **Personal Letter Tips** with the class.
3. The teacher assigns each student a pen pal/classmate to write a letter to. If the number of the students in the classroom is uneven, the teacher may be a pen pal with a student.
4. The teacher explains this assignment is for homework and needs to be completed for the next day.

#### Class Period 2

1. Students distribute personal letter to their assigned pen pal.
2. Teacher has a few students volunteer to read letters aloud.
3. Teacher collects letters and students receive credit for homework.



# Personal Letter Tips

## Heading



- Line 1 .....> Street number, street name
- Line 2 .....> Town or city, state, ZIP code
- Line 3 .....> Date

## Greeting or salutation

Dear So-and-so,

## Introduction

This part is intended to get the person to want to continue reading and to give the person an idea as to why you're writing. You would usually start out talking about the person to whom you're sending the letter (it's polite). Then you may want to give some information about you and why you're writing. This can all go in one paragraph, or if it's too long and doesn't "go" in one paragraph, make the decision to separate it.

## Body

This is the main part of the letter. It gets to the point of why you're writing. Change paragraphs and indent (make a space) each time you change the topic you're talking about. This is the longest part of the letter.

## Conclusion

Wrap it all up. Be smart!

## Closing

Choose an appropriate closing. Only the first word is capitalized.

## Signature

Sign your name. Write in cursive.

# Letter Writing



Name: \_\_\_\_\_

Heading



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Greeting or salutation



\_\_\_\_\_

Introduction



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Body



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion



\_\_\_\_\_  
\_\_\_\_\_

Closing



\_\_\_\_\_

Signature



\_\_\_\_\_

# Career Acquisition (Getting a Job)

13.2.3D

3rd Grade ■ Career Acquisition ■ Language Arts

Competency	<b>13.2.3D</b> Identify the importance of developing a plan for the future.
Lesson Topic	Portfolio Planning
Subject	Language Arts
Length	Over the school year
Materials	Student participation, <b>Portfolio Planning</b> worksheet
Evaluation	Students will capture their achievements and plans over the school year.

# Portfolio Planning

WORKSHEET

Name: \_\_\_\_\_

When I grow up, I want to be: \_\_\_\_\_

\_\_\_\_\_

In my spare time, I like to: \_\_\_\_\_

\_\_\_\_\_

I am involved in the following activities and/or clubs in school: \_\_\_\_\_

\_\_\_\_\_

I am involved in the following after-school activities: \_\_\_\_\_

\_\_\_\_\_

New activities I want to try this year: \_\_\_\_\_

\_\_\_\_\_

New things I learned in 3rd grade: \_\_\_\_\_

\_\_\_\_\_

New activities I tried this year: \_\_\_\_\_

\_\_\_\_\_

The subject I did best in this year: \_\_\_\_\_

\_\_\_\_\_

The subject I want to do better in next year: \_\_\_\_\_

\_\_\_\_\_

I learn best when: ( check one)

- My teacher shows videos or writes on the chalk board
- My teacher reads to us
- We do hands-on activities and experiments in class

Some of my special talents are: \_\_\_\_\_

\_\_\_\_\_

Books I read this year: \_\_\_\_\_

\_\_\_\_\_

# Career Acquisition (Getting a Job)

13.2.3E

## 3rd Grade ■ Career Acquisition ■ Language Arts, Gym

<b>Competency</b>	<b>13.2.3E</b> Discuss the importance of the of the essential workforce skills, such as, but not limited to, dependability, health/safety, team building, and technology.
<b>Lesson Topic</b>	Teamwork
<b>Subject</b>	Language Arts, Gym
<b>Length</b>	One class period
<b>Materials</b>	Student participation
<b>Evaluation</b>	Students will work together to show the importance of getting along with others.

### Procedure:

1. Teacher divides the classroom into two groups. These two groups stay together for the following two team building activities:
  - Students are instructed to line up by the month and day they were born and are timed against the other team. The team that correctly completes the task first wins.
  - Students are instructed to line up by the first letter of their last name. The group that correctly completes this task first wins.
2. The teacher brings the group together for a larger timed activity.
3. Students are tasked with lining up from shortest to tallest without speaking to one another and timed.
4. Once completed, the teacher provides students with a minute to talk about how they can do this again.
5. The teacher times students a second time to see if they were able to increase their time by working together.

# Career Retention and Advancement

13.3.3A

## 3rd Grade ■ Career Retention and Advancement ■ Language Arts, Health

Competency	<b>13.3.3A</b> 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	<b>Class period 1:</b> Blackboard or dry erase board <b>Class period 2:</b> Paper, pencil <b>Class period 3:</b> Pencil, <b>Responsibility Chart</b> worksheet <b>Class period 4:</b> Pencil, <b>Are You Fair?</b> worksheet <b>Class period 5:</b> 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.

### 13.3.3A *continued*

#### **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** worksheet.
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, no or sometimes.
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.

### 13.3.3A *continued*

#### **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
<b>Taking Care of Me</b>							
Brushed my teeth							
Washed up before meals							
Ate my lunch today							
Went to bed on time							
<b>My Manners</b>							
Listened to my parents							
Used good manners at meals							
Said "please" and "thank you"							
Was nice to my siblings							
<b>At School</b>							
Read my books							
Studied my lessons							
Was nice to my classmates							
Finished my homework							
<b>Just Playing</b>							
Cleaned up my toys							
Was a good sport when playing							
Shared with others							
<b>At Home</b>							
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 |

# Career Retention and Advancement

13.3.3B

## 3rd Grade ■ Career Retention and Advancement ■ Language Arts

Competency	<b>13.3.3B</b> 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 provides 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 at school.

# Career Retention and Advancement

13.3.3C

## 3rd Grade ■ Career Retention and Advancement ■ Language Arts

Competency	<b>13.3.3C</b> Explain effective group interaction terms, such as, but not limited to, complement, cooperate, encourage, and participate.
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.

### 13.3.3C *continued*

#### **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.

# Career Retention and Advancement

13.3.3D

## 3rd Grade ■ Career Retention and Advancement ■ Math

Competency	13.3.3D Explain how money is used.
Lesson Topic	House budget
Subject	Math
Length	One class period, homework assignment
Materials	Paper, pencil, crayons, <b>House Budget</b> worksheet
Evaluation	Students will become aware how much items cost in a home and understand what a budget is.

### Procedure:

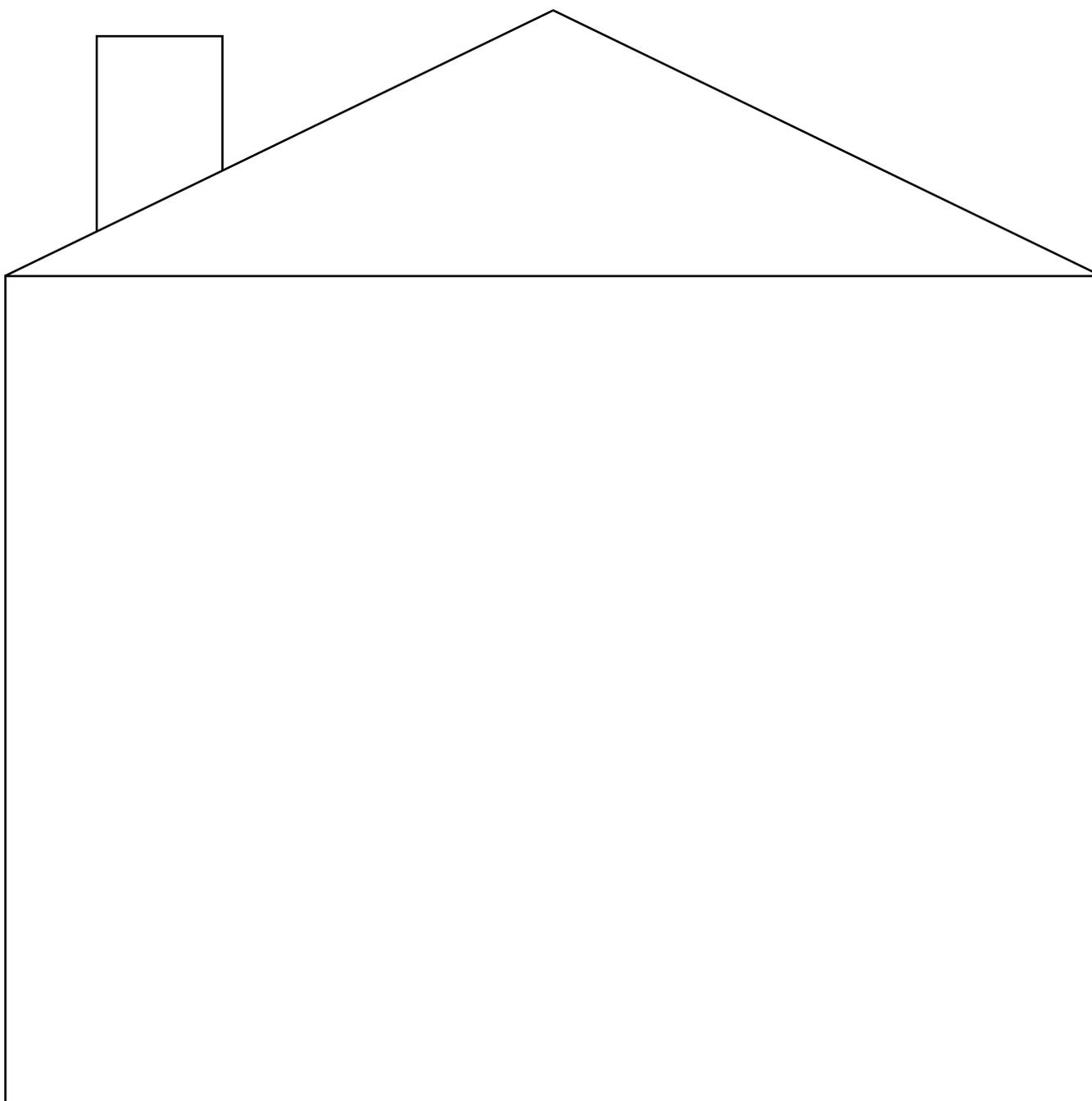
1. Teacher distributes the **House Budget** worksheet to students for homework.
2. Students list the things they think cost money in their households. (This exercise shows how money is used.)
3. Students can color and decorate the house any way they like.
4. Teacher leads discussion on what items cost money in the students' homes. Items should range from house payments and water bills to toothpaste and toilet paper.
5. Students take the **House Budget** worksheet home and ask their parents to provide them with answers of what parents use money for in their home. Students circle the answers their parents provide them.
6. Teacher leads class discussion on what items the students listed and which ones parents included.

# House Budget



Name: \_\_\_\_\_

First, make a list of items in your home that cost money. Then, ask your family. (Family answers should be circled.)



# Career Retention and Advancement

13.3.3E

## 3rd Grade ■ Career Retention and Advancement ■ Math, Language Arts

Competency	<b>13.3.3E</b> Discuss how time is used at both home and school.
Lesson Topic	Planning
Subject	Math, Language Arts
Length	Two class periods
Materials	<b>My Time Chart</b> 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 four 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



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?

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

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# Career Retention and Advancement

13.3.3F

## 3rd Grade ■ Career Retention and Advancement ■ Language Arts, Social Studies

Competency	<b>13.3.3F</b> Identify the changes in family and friends' roles at home, at school and in the community.
Lesson Topic	Planning
Subject	Language Arts, Social Studies
Length	One class period
Materials	<b>Roles in My Family</b> 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



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

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## At work

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## At school

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## In the community

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# Career Retention and Advancement

13.3.3G

## 3rd Grade ■ Career Retention and Advancement ■ English, History

Competency	<b>13.3.3G</b> 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.

### 3rd Grade ■ Entrepreneurship ■ Language Arts, History

Competency	13.4.3A Define entrepreneurship
Lesson Topic	What is an entrepreneur?
Subject	Language Arts, History
Length	One class period
Materials	None
Evaluation	Teacher and students will take part in defining and discussing the term entrepreneur and provide examples of famous entrepreneurs.

#### Procedure:

1. Teacher first asks students if anyone knows what the term entrepreneur means.
2. Teacher defines the word entrepreneur to students.
  - Entrepreneur – A person who organizes, manages and assumes the risk of business. A person or group who starts a business on their own based on an idea, product or skill.
3. Teacher provides examples of famous entrepreneurs and asks students to name a few if they can.  
Examples:
  - Walt Disney – Mickey Mouse, Disney
  - Henry Ford – Ford Motor Cars
  - Ben Cohen and Jerry Greenfield – Ben and Jerry's ice cream
  - Milton Hershey – Chocolate

**Optional:** Students are tasked with researching two entrepreneurs to include their name and business they founded.

### 3rd Grade ■ Entrepreneurship ■ Language Arts

<b>Competency</b>	<b>13.4.3B</b> Describe the character traits of successful entrepreneurs, such as, but not limited to, adaptability, creative thinking, ethical behavior, leadership, positive attitude, and risk-taking.
<b>Lesson Topic</b>	Character traits descriptions
<b>Subject</b>	Language Arts
<b>Length</b>	One class period
<b>Materials</b>	None
<b>Evaluation</b>	Students will learn the words adaptability, creative thinking, ethical behavior, leadership, positive attitude, and risk-taking and recognize that these traits are needed to be successful.

#### Procedure:

1. Teacher explains to students what the following words mean:
  - **Adaptability** – The ability to change or be changed.
  - **Creative thinking** – Creating something new or original.
  - **Ethical behavior** – Doing the right thing.
  - **Leadership** – The ability to get others to follow.
  - **Positive attitude** – Certainty in feelings, beliefs and values.
  - **Risk-taking** – The willingness to make mistakes and go after or try to fix things/items that are difficult.
2. Teacher asks students why they think it is important to be able to do these things when trying to do something new.

### 3rd Grade ■ Entrepreneurship ■ Language Arts

Competency	<b>13.4.3C</b> Describe age-appropriate entrepreneurial opportunities, such as, but not limited to, bake sales, crafts, lemonade stands, and pet care.
Lesson Topic	If I were an entrepreneur
Subject	Language Arts
Length	One class period
Materials	Paper, pencil, <b>If I Were an Entrepreneur</b> worksheet
Evaluation	Students will pick a business, describe what they will sell, why they are selling it, and name their company.

#### Procedure:

1. Teacher asks students to develop or think of a business they would be interested in creating using the **If I Were an Entrepreneur** worksheet.
2. Students complete the worksheet and take turns in front of the class presenting their business to other students.

# If I Were an Entrepreneur

## WORKSHEET

Name: \_\_\_\_\_

Name of my business: \_\_\_\_\_

What I am selling: \_\_\_\_\_

The people who will buy what I am selling: \_\_\_\_\_

Why I am selling it: \_\_\_\_\_

Three positive things about me or my business:

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

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

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

Draw a picture of you at your business:



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**Pennsylvania Higher Education Assistance Agency**

1200 North Seventh Street, Harrisburg, PA 17102-1444

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