

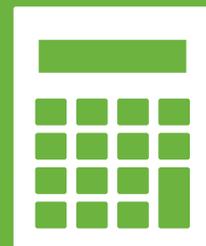


PHeaaSM
Pennsylvania Higher Education Assistance Agency



CAREER EDUCATION & WORK STANDARDS

LESSON PLANS



Grade

5

Career Awareness and Preparation

13.1.5

- A. Describe the impact of individual interests and abilities on career choices.
- B. Describe the impact of personal interests and abilities on career choices.
- C. Relate the impact of change to both traditional and nontraditional careers.
- D. Describe the range in career training programs in the community such as, but not limited to: 2- and 4-year colleges career and technical education programs at centers (formerly AVTS) and high schools, PA CareerLink, community/recreation centers, faith-based organizations, local industry training centers, military programs, registered apprenticeships, vocational rehabilitation centers, and web-based training.
- E. Describe the factors that influence career choices, such as, but not limited to: geographic location, job description, salaries/benefits, work schedule and working conditions.
- F. Investigate people's rationale for making career choices.
- G. Identify the components of a career plan such as, but not limited to: beginnings of a career portfolio, career goals, individual interests and abilities, and training/education requirements and costs.
- H. Connect personal interests, abilities and academic strengths to personal career options.

Career Acquisition

13.2.5

- A. Apply appropriate speaking and listening techniques used in conversation.
- B. Identify and review resources available in researching job opportunities such as, but not limited to: Internet, magazines and newspapers.
- C. Compose and compare a business and a personal letter.
- D. Identify individualized career portfolio components such as, but not limited to: achievements, awards/recognition, career exploration results, career plans, community service involvement projects, interests/hobbies, personal career goals, selected school work, self-inventories.
- E. Apply to daily activities the essential workplace skills such as, but not limited to: commitment, communication, dependability, health/safety, personal initiative, scheduling/time management, team building, technical literacy, and technology.

Career Retention and Advancement

13.3.5

- A. Explain how student attitudes and work habits transfer from the home and school to the workplace.
- B. Explain the importance of working well with others at both home and school to complete a task.
- C. Identify effective group interaction strategies such as, but not limited to: building consensus, communicating effectively, establishing ground rules, and listening to others.
- D. Explain budgeting.
- E. Develop a personal schedule based on activities and responsibilities at both home and school.
- F. Describe the impact of role changes at home, school and work, and how role changes impact career advancement and retention.
- G. Describe how personal interests and abilities impact lifelong learning.

Entrepreneurship

13.4.5

- A. Identify the risks and rewards of entrepreneurship.
- B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.
- C. Discuss the steps entrepreneurs take to bring their goods or services to market such as, but not limited to: marketing, production, research and development, and selection of goods and services.

Career Awareness and Preparation

13.1.5A

5th Grade ■ Career Awareness and Preparation ■ Language Arts

Competency	13.1.5A Describe the impact of individual interests and abilities on career choices.
Lesson Topic	What I Like
Subject	Language Arts
Length	One class period
Materials	Paper, pencil
Evaluation	Students will explore their interests/hobbies and become aware of how their interests/hobbies match certain careers.

Procedure:

1. The teacher discusses how interests and hobbies or things a student likes to do are important. The teacher provides a few examples of how these interests can match careers in the workplace.
2. Students generate a list of hobbies or activities that they like to participate in either at home, at school or in the community.
3. Students list their two favorite classes in school.
4. Students are paired with a partner and work together to list at least one career/job that matches or relates to each of their interests/hobbies.
5. Students share the answers with the class.

Career Awareness and Preparation

13.1.5B

5th Grade ■ Career Awareness and Preparation ■ Art

Competency	13.1.5B Describe the impact of personal interests and abilities on career choices.
Lesson Topic	Career Collages
Subject	Art
Length	Two class periods
Materials	Magazines, poster board, scissors, glue
Evaluation	Students will portray themselves and what is most important to them through their collages.

Procedure:

1. The teacher explains how a student's interests, abilities and hobbies can help them in making decisions as to what they may want to do when they grow up.
2. The teacher distributes half-sheets of poster board, magazines, glue, and scissors.
3. Students cut out pictures of their interests, abilities, hobbies, and things they like.
4. Students paste these items on their poster board.
5. Students list jobs that may match the things that they like on the back of the poster board.
6. Students share their artwork with the class.

Career Awareness and Preparation

13.1.5C

5th Grade ■ Career Awareness and Preparation ■ Language Arts

Competency	13.1.5C Relate the impact of change to both traditional and nontraditional careers.
Lesson Topic	Traditional and Nontraditional Careers
Subject	Language Arts
Length	One class period
Materials	Traditional and Nontraditional Careers worksheet, pencil
Evaluation	Students will list jobs that they think are traditional and nontraditional careers and take part in a group discussion on their reasoning.

Procedure:

1. Teacher provides writing area on the board for traditional and nontraditional careers and provides students with **Traditional and Nontraditional Careers** worksheet.
2. The teacher leads the discussion by defining traditional and nontraditional careers.
3. Discussion can include:
 - Careers for men (These are careers where few men work, for example preschool teachers, nurses, dietitians, librarians, dental hygienists, secretaries, and paralegals.
 - Careers for women (These are careers where few women work, for example engineers, construction workers, police, and automotive technicians.
4. Students are paired up and complete the **Traditional and Nontraditional Careers** worksheet.
5. Once the students complete the worksheet, the teacher leads another discussion asking students to share their answers and copies the information on the board.
6. The teacher asks students to talk about reasons men or women may not choose a nontraditional career and reasons why they should.

Traditional and Nontraditional Careers



Name: _____

List as many traditional and nontraditional jobs as you can in the space provided below.

Traditional Jobs

For men:

For women:

Nontraditional Jobs

For men:

For women:

Do you like any of the nontraditional jobs listed by the class?

Why or why not?

Career Awareness and Preparation

13.1.5D

5th Grade ■ Career Awareness and Preparation ■ Language Arts, Computer

Competency	13.1.5D Describe the range of career-training programs in the community such as, but not limited to, 2- and 4-year colleges, career and technical education programs at centers and high schools, PA CareerLink, community/recreation centers, faith-based organizations, local industry training centers, military programs, registered apprenticeships, vocational rehabilitation centers, and web-based training.
Lesson Topic	Career Training in My Community
Subject	Language Arts, Computer
Length	One-and-a-half class periods (homework)
Materials	Career Training in My Community worksheet, pencil
Evaluation	Students will identify the different types of career training programs in their community through research.

Procedure:

Class Period 1

1. Distribute the **Career Training in My Community** worksheet and explain that students must use various sources to gain information, such as the internet, phone book, parents, etc.
2. Students complete assignment for homework and credit.

Class Period 2

1. Students share results with the class, and the teacher discusses what the programs have to offer.

Career Training in My Community



Name: _____

List any of the following career training programs that are in your community. Not sure what they are?
Ask an adult for help!

2- or 4-Year Colleges:

Vocational / Technical Schools:

CareerLink:

Community / Recreation Centers:

Military Programs:

Faith-Based Organizations:

Career Awareness and Preparation

13.1.5E

5th Grade ■ Career Awareness and Preparation ■ Computer

Competency	13.1.5E Describe the factors that influence career choices such as, but not limited to, geographic location, job descriptions, salary/benefits, work schedules, working conditions.
Lesson Topic	Career Choices
Subject	Computer
Length	Two class periods
Materials	Computer lab, pencil, Career Choices worksheet
Evaluation	Students will explore careers using EducationPlanner.org .

Procedure:

1. A computer lab is needed for this activity. Have students go to **EducationPlanner.org**.
2. The teacher asks students to go to the Student tab and choose the “Career Planning” link.
3. Students select the “Find Careers” link and choose “Career Search” (the third link in the middle of the page).
4. The teacher distributes the **Career Choices** worksheet.
5. Students research careers and complete the **Career Choices** worksheet. Students can work in pairs if there are not enough computers available for all students.
6. Students discuss their findings with the class.

Career Choices



Name: _____

Take some time and find out where some jobs are actually located, what is done throughout the day, and how much people make.

Job Title: _____

Where is it located? _____

Is it close to home? YES NO

Can you walk? YES NO

Do you have to move? YES NO

When do they work? IN THE MORNING NIGHT WEEKENDS

Job Title: _____

Where is it located? _____

Is it close to home? YES NO

Can you walk? YES NO

Do you have to move? YES NO

When do they work? IN THE MORNING NIGHT WEEKENDS

Career Awareness and Preparation

13.1.5F

5th Grade ■ Career Awareness and Preparation ■ Language Arts

Competency	13.1.5F Investigate someone's rationale for making their career choice.
Lesson Topic	A Career Interview
Subject	Language Arts
Length	One-and-a-half classes
Materials	Career Interview worksheet
Evaluation	Through a homework assignment, students will interview an adult to gain knowledge on the rationale for their career choice.

Procedure:

Class Period 1

1. Teacher discusses the many ways people prepare for careers through work and school.
2. Teacher provides the **Career Interview** worksheet for students to complete with an adult for homework.
3. Students interview a family member who works and the reasons why they chose their career.

Class Period 2

1. Teacher directs students to write the results of their interview into a summary format.
2. Teacher asks volunteers to share their interview summaries with the class.
3. Students turn in **Career Interview** worksheet and summary for homework credit.

Career Interview



Name: _____

Ask the following questions to a family member who has a job and write in the results.

Name: _____

Where do you work?

How did you get your job?

Why did you decide to work at your job?

Did you need college/training to get your job? _____

How long have you worked there? _____

Do you like your job? _____

Why or why not?

If you could do something else, what would it be? Why?

What advice can you give me when thinking about jobs and my future?

Career Awareness and Preparation

13.1.5G

5th Grade ■ Career Awareness and Preparation ■ Language Arts

Competency	13.1.5G Identify the components of a career plan such as, but not limited to, beginnings of a career portfolio, career goals, individual interests and abilities, training/education requirements, and costs.
Lesson Topic	Careers and Me
Subject	Language Arts
Length	One-and-a-half class periods
Materials	Careers, Training & Me worksheet, pencil. Additional materials and assessments are available on EducationPlanner.org .
Evaluation	Students will explore career plans, including career goals, interests, abilities, and training.

Procedure:

Class Period 1

1. Teacher discusses the importance of starting to think about what they may like to be or do when they graduate school. Teacher explains the importance of matching their likes to a career so students can enjoy what they will do in the workplace.
2. Teacher provides students with the **Careers, Training & Me** worksheet.
3. Students use remainder of the classroom time to complete worksheet.
4. Students take worksheet home to complete for homework.

Class Period 2

1. Students discuss their career goals with the group.
2. Students share the training/education requirements, research and costs associated with their career goal, using one of the schools they listed on their worksheet.

Careers, Training & Me

WORKSHEET

Name: _____

Complete the worksheet about your goals, interests, abilities, and skills. Ask an adult to help you investigate the training and education for your goal.

My goals for this school year:

Things I like to do in my spare time:

I prefer to be inside or outside: _____

Sports that I play:

Activities that I am involved with:

What I would like to be when I grow up: _____

My favorite classes:

Classes I do not like:

My special talents:

Books I like to read:

Career Awareness and Preparation

13.1.5H

5th Grade ■ Career Awareness and Preparation ■ Language Arts

Competency	13.1.5H Connect personal interests, abilities and academic strengths to personal career options.
Lesson Topic	Classes Count
Subject	Language Arts
Length	Homework, one-half of a class period
Materials	Classes Count worksheet, pencil
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 select the classes they like and list related jobs next each one.
3. Students turn in assignment for classroom credit.

Classes Count



Name: _____

Circle your top two or three favorite classes. List as many jobs as you can think of that would require the classes you listed in order to be successful.

Math

Art

Science

Music

Social Studies

Gym

English / Reading

Computers

From all of the jobs you listed, which one do you like the best and why?

5th Grade ■ Career Acquisition ■ Language Arts

Competency	13.2.5A Apply appropriate speaking and listening techniques used in conversation.
Lesson Topic	Speaking and Listening
Subject	Language Arts
Length	One class period
Materials	None
Evaluation	Children must draw on their verbal abilities and critical thinking skills to help identify inappropriate and appropriate speaking/listening techniques.

Procedure:

1. Teacher chooses a student to play a role 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, and 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 in a job/career.

5th Grade ■ Career Acquisition ■ Language Arts, Computer

Competency	13.2.5B Identify and review resources available in researching job opportunities such as, but not limited to, the internet, magazines and newspapers.
Lesson Topic	Job Search Techniques
Subject	Language Arts, Computer
Length	Two class periods or homework assignment
Materials	Job Search worksheet, My Career worksheet, pencil, internet access, various newspapers
Evaluation	Students will explore researching a job by using the internet and newspaper classified ads.

Procedure:

Class Period 1

1. Teacher provides students with the **Job Search** worksheet and either internet access or newspaper classified ads.
2. If internet access is available, the teacher should write a list of websites for job seekers on the board. These can include CareerLink, newspaper websites, Monster, etc. Students research and write about three jobs that may be of interest.
3. Students research and write about three jobs that may be of interest to them.
4. Teacher saves the assignment for the next lesson and will use these worksheets with the **My Career** worksheet.

13.2.5B *continued*

Class Period 2

1. Teacher provides students with the **My Career** worksheet.
2. Teacher also provides students with the **Job Search** worksheet completed in class one.
3. From the three jobs found either through the internet or newspaper classified ads, students pick the one that interests them the most and research it using the **My Career** worksheet.
4. This activity can be a homework assignment but also should allow for internet research.

My Career



Name: _____

Job choice: _____

Salary: \$ _____

Education needed: _____

Describe the job:

What do you think you would like the best about the job?

Draw a picture of you at your job!

Job Search



Name: _____

Company name:	
Job title:	
Experience needed:	
Salary:	
Job location:	
How to apply:	

Company name:	
Job title:	
Experience needed:	
Salary:	
Job location:	
How to apply:	

Company name:	
Job title:	
Experience needed:	
Salary:	
Job location:	
How to apply:	

Company name:	
Job title:	
Experience needed:	
Salary:	
Job location:	
How to apply:	

5th Grade ■ Career Acquisition ■ Language Arts

Competency	13.2.5C Compose and compare a business letter and a personal letter.
Lesson Topic	Business Letters
Subject	Language Arts
Length	One-and-a-half class periods or one class period plus a homework assignment
Materials	Let's Create a Business Letter worksheet, pencil
Evaluation	Students will compose a business letter.

Procedure:

Class Period 1

1. Teacher explains the reason for writing a business letter. For example, many business letters are used to request information or order materials.
2. Teacher distributes and reviews the **Let's Create a Business Letter** with the class.
3. Students pick one of six topics to write about and request information.
4. Students start writing their letter on a blank piece of paper.
5. The teacher explains that if the assignment is not complete at the end of class, student should complete it for homework.

Class Period 2

1. Students hand in their business letters for class credit.



Business Letter Tips

There are six parts of a business letter; use this form to help you write your own letter.

Part 1: Heading

Your address
City, state and zip code
Month, day and year

Part 2: Inside Address

Name of the recipient
Address of the recipient
City, state and zip code

Part 3: Formal Introduction

Pick one:

- Dear Sir or Madam,
- Dear Mr. Richards, (Use this if you know the person's last name.)
- Ladies and Gentlemen,

Part 4: Body (where you write your message)

Pick one of these topics:

- Write to a TV station telling them why you like a certain cartoon
- Ask your favorite singer/band for an autograph
- Contact a local company asking for information about their product
- Ask a sports team for a donation for your school
- Tell a book author why you liked their book
- Ask the principal for something special for your school

Part 5: Closing

Pick one:

- Sincerely
- Yours Truly

Part 6: Signature

Sign your first and last name in cursive

Let's Create a Business Letter



Name: _____

Part 1: Heading

.....> _____

Part 2: Inside Address

.....> _____

**Part 3:
Formal Introduction**

.....> _____

Part 4: Body
(where you write
your message)

.....> { _____

Part 5: Closing

.....> _____

Part 6: Signature

.....> _____

5th Grade ■ Career Acquisition ■ Language Arts, Health

Competency	13.2.5D Identify individualized career portfolio components such as, but not limited to, achievements, awards/recognition, career exploration results, career plans, community service involvement projects, interests/hobbies, personal career goals, selected school work, self-inventories.
Lesson Topic	All About Me
Subject	Language Arts, Health
Length	One class period
Materials	All About Me worksheet, pencil
Evaluation	Students will learn parts of a career portfolio through a self-exploration exercise.

Procedure:

1. Teacher provides students with the **All About Me** worksheet and explains that all of the things that they do at home, at school, and in the community are important.
2. Students list their achievements, sports and activities on the worksheet.
3. The teacher explains the reason for this lesson is because throughout school students will need to complete a career portfolio for college, work and volunteering in the community.
4. The teacher can keep these worksheets and pass them on to the Guidance Office for record retention.

All About Me



Name: _____

Fill in the information below using experiences from home, from school or in your community!

List any awards or honors you have received: _____

Are you involved in community service activities? If so, what? _____

What are your interests or hobbies? _____

What are your favorite subjects in school? _____

Are you on any sports teams? Do you help with any sports teams? _____

What do you want to do after high school? Why? _____

5th Grade ■ Career Acquisition ■ Language Arts, Gym/Health

Competency	13.2.5E Apply to daily activities the essential workplace skills such as, but not limited to, commitment, communication, dependability, health/safety, personal initiative, scheduling/time management, team building, technical literacy, technology.
Lesson Topic	Teamwork
Subject	Language Arts, Gym/Health
Length	One class period
Materials	Student participation
Evaluation	Students will work together to demonstrate the importance of getting along with others.

Procedure:

1. Teacher divides the classroom into two groups which 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 alphabetically 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 improve upon their time by working together.

Career Retention and Advancement

13.3.5A

5th Grade ■ Career Retention and Advancement ■ Language Arts

Competency	13.3.5A Explain how student attitudes and work habits transfer from 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 give reasons why they think these things may affect them later in life at work: (To encourage more interaction, the teacher can select volunteers to write the answers under each topic on the board.)
2. To encourage more interaction, the teacher can select volunteers to write the answers under each topic on the board.
 - Good attendance
 - Paying attention
 - Taking turns
 - Listening
 - Being on time
 - Following rules
 - Cooperating
 - Getting good grades
 - Completing homework

Career Retention and Advancement

13.3.5B

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.

Career Retention and Advancement

13.3.5C

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 their experience with the group.

Career Retention and Advancement

13.3.5D

5th Grade ■ Career Retention and Advancement ■ Math

Competency	13.3.5D Explain budgeting
Lesson Topic	Household Budget
Subject	Math
Length	One class period, homework assignment
Materials	Paper, pencil, crayons, Household Budget worksheet
Evaluation	Students will complete a household budget as a homework assignment.

Procedure:

1. Teacher distributes the **Household Budget** worksheet to students for homework.
2. Students work with their parents/guardians to fill in the cost of items in their households. (This exercise shows how money is used.)
3. Extra space is provided for additional household costs. There is also space for students to comment on what they think about the cost of having a home.
4. Teacher leads class discussion on the importance of a budget and checks to make sure assignment was completed.

Household Budget

WORKSHEET

Name: _____

Ask someone in your family to help you with this assignment. If you are not sure what some words mean, ask for help. Do your best and don't worry if the answers are not perfect!

Who is helping you? _____

Rent / mortgage	\$	_____
Heat	\$	_____
Water	\$	_____
Sewage	\$	_____
Electric	\$	_____
House phone	\$	_____
Cell phone	\$	_____
Internet	\$	_____
Garbage	\$	_____
Food	\$	_____
Car payments	\$	_____
Car insurance	\$	_____
Gasoline	\$	_____
Clothing	\$	_____
Animal care	\$	_____
Entertainment	\$	_____
Savings	\$	_____
TOTAL	\$	_____

Are there any other costs not listed that you can think of? Write them down.

Career Retention and Advancement

13.3.5E

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	My Time Chart 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 time for 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



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?

Career Retention and Advancement

13.3.5F

5th Grade ■ Career Retention and Advancement ■ Social Studies

Competency	13.3.5F Describe the impact of role changes at home, school and work and discuss how the role changes impact career advancement and retention.
Lesson Topic	Roles
Subject	Social Studies
Length	Homework, one class period
Materials	Role Changes worksheet, pencil
Evaluation	Students will recognize their roles change as they get older and that roles can play a part in careers.

Procedure:

1. Teacher discusses role changes in the home throughout history. This can include the women's movement—from stay-at-home moms to working mothers, from working fathers to stay-at-home dads—and how roles change as people age.
2. The teacher distributes the **Role Changes** worksheet to students as a homework assignment.
3. Students discuss the answers with the group and turn in the worksheet for credit.

Role Changes



Name: _____

Answer the questions below:

1. How have your roles in school changed since you were in kindergarten? Do you get to do more things? What are they? _____

2. How will these things help when you get a job, help you keep a job, and move into a better position?

3. How have your roles at home changed since you were in kindergarten? Do you get to do more things or have more chores? What are they?

4. How will these things help when you get a job, help you keep a job, and move into a better position?

5. Ask someone you live with about how their roles in the home and at school have helped them in the workplace.
 - Who did you ask? _____
 - How did school help? _____
 - How does home help? _____
 - Have any of these items helped them keep their job or move into a better job?

Career Retention and Advancement

13.3.5G

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 as to 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 the 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 how music devices have changed through time and show pictures. This could include eight-track tapes, records, cassettes, a Walkman, 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 ask if they can think of anything else that may involve lifelong learning.

5th Grade ■ Entrepreneurship ■ Language Arts, Social Studies, Computer

Competency	13.4.5A Identify the risks and the rewards of entrepreneurship.
Lesson Topic	What Is an Entrepreneur?
Subject	Language Arts, Social Studies, Computer
Length	One-and-a-half class periods, homework
Materials	None
Evaluation	Teacher and students will take part in defining and discussing the term entrepreneur and provide examples of famous entrepreneurs.

Procedure:

Class Period 1

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

13.4.5A *continued*

Class Period 2

1. The teacher has students share their findings with the class and write some answers on the board.
2. The teacher can ask students to explain the risks and rewards of entrepreneurship. Answers can be recorded on the board and can be both broad and specific to the entrepreneurs they researched.

5th Grade ■ Entrepreneurship ■ Language Arts

Competency	13.4.5B Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.
Lesson Topic	Character Traits
Subject	Language Arts
Length	Homework, one class period
Materials	None
Evaluation	Students will learn what adaptability, creative thinking, ethical behavior, leadership, positive attitude, and risk taking is and recognize that these traits are needed to be successful.

Procedure:

1. Teacher provides homework assignment using the following character traits for students to define and use in a sentence:
 - 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. Students share answers with the class.
3. Teacher asks students why they think it is important to be able to do these things when trying to do something new.
4. Credit can be provided for this assignment.

5th Grade ■ Entrepreneurship ■ Language Arts, Social Studies, Computers

Competency	13.4.5C Discuss the steps entrepreneurs take to bring their goods and services to market such as, but not limited to: marketing, production, research and development, and selection of goods and services.
Lesson Topic	Get It To the Store
Subject	Language Arts, Social Studies, Computers
Length	One class period or more if needed
Materials	Paper, pencil, internet, Get It To the Store worksheet
Evaluation	Students will learn how entrepreneurs turn their ideas and dreams into a real product.

Procedure:

5. The teacher asks students to pick a product that they like. This can be anything, such as a car, soda, video game, etc.
6. Students research their product via the internet and record their results on the **Get It To the Store** worksheet.
7. Students can present their findings to the class or turn in the worksheet for credit.

Get It To the Store



Name: _____

Product Name: _____

How was your product made? _____

Where was your product made? _____

How do they market their product? Do you see it on TV, in magazines, in newspapers, online?

Does the company who makes your product have a research team or group of people that make or come up with new ideas? _____

Draw or provide a picture of your product below:



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PHEAA's earnings are used to support its public service mission and to pay its operating costs, including administration of the Pennsylvania State Grant and other state-funded student aid programs. PHEAA continues to devote its energy, resources and imagination to developing innovative ways to ease the financial burden of higher education for students, families, schools, and taxpayers. PHEAA conducts its student loan servicing activities nationally as American Education Services (AES) and FedLoan Servicing.

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