



Fifth 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:	1 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 will write the following words on the board and will ask 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 their homework, etc.



Fifth 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:	1 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 will define and describe what cooperation means and provide examples.
2. Students will share ways that they cooperate at home and school.
3. Teacher will divide students into groups of four or more making sure at least 5 students are in each group.
4. The teacher will have each student take the hand of another student across from him or her in a circle like way.
5. The teacher will instruct the students that they need to make a circle without letting go of the persons hand that they have.
6. The teacher will announce “go” and start the stopwatch.
7. The teacher will record the times of each group.
8. This activity can take two or three more times to try to beat the high score.

Fifth 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:	3 to 4 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 hand 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 put their findings as a presentation on the poster board provided.
4. Students will 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 their 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 3 to 4 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.



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

Competency:	13.3.5E Develop a personal schedule based on activities and responsibilities at both home and school.
Lesson Topic:	Planning
Subject:	Language Arts, Health
Length:	2 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 One:

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 take the My Time Chart worksheet home and mark all the things that they do starting at 3:00 and ending at 8:00 for the four days listed, Monday through Thursday. (The teacher can have students keep track of more than one day to show what students spend their time on throughout an entire week)

Class Two:

1. Lead a class discussion on students' results from the time charts 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 for homework credit.

MY TIME CHART

Name: _____

Write in what you do during the times listed below for each day of the week.

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

What did you spend the most time doing?

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

Fifth 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:	1 class period
Materials:	Teacher will need to develop a slide show of life long learning examples as described in the procedure.
Evaluation:	Teacher and students will take part in a discussion why life long learning is important.

Procedure:

1. Define what life long learning means and provide examples of why it is important to continue to learn in school, home, and the community. Life long learning means it is never too soon or too late for learning. You should be open to new ideas, skills, behaviors, and choices.

2. Slide show will be used to discuss the examples of life long learning. This slide show can include but is not limited to:
 - A. **Technology** – to include televisions, computers, iPods, and cell phones. Teacher can remind students through time how music devices have changed and show pictures. This could include eight tracks, records, cassettes, walkman, CDs, and iPods.
 - B. **Transportation** – to include cars, trucks, motorcycles and hybrid cars.
 - C. **Academics** – speak about life long learning to gain new skills.
 - D. **Workforce** – speak on how continued life long learning will help workers keep up with changes in the workplace this can include new telephone systems, computer programs, etc.
 - E. **Communication** – to include the pony express, telegraph, rotary phone, wall (corded) phone, cordless phone, cell phone, etc.

3. Get students involved by asking them to name new products in any of the above topics or if they can think of anything else that may involve lifelong learning.