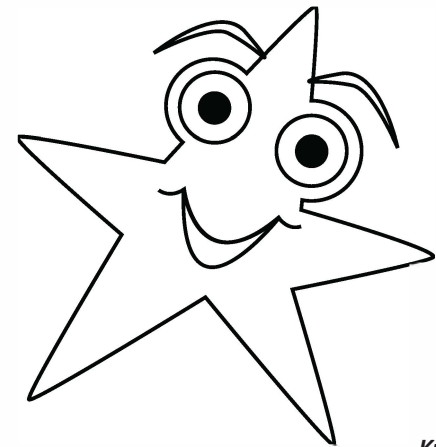


**Planet A**  
Artistic Planet



**Name**

---

## Planet A, The Artistic Planet

On Planet A, the artistic planet, students learn about the creators. Creators like to use their imaginations and artistic talents to communicate through design and artistic expression. Creators include chefs, painters, decorators, dancers, actors and sculptors. These workers value aesthetic experiences and achievements. Self-expression plays a large role in creators' lives as they seek out opportunities to demonstrate their interests.

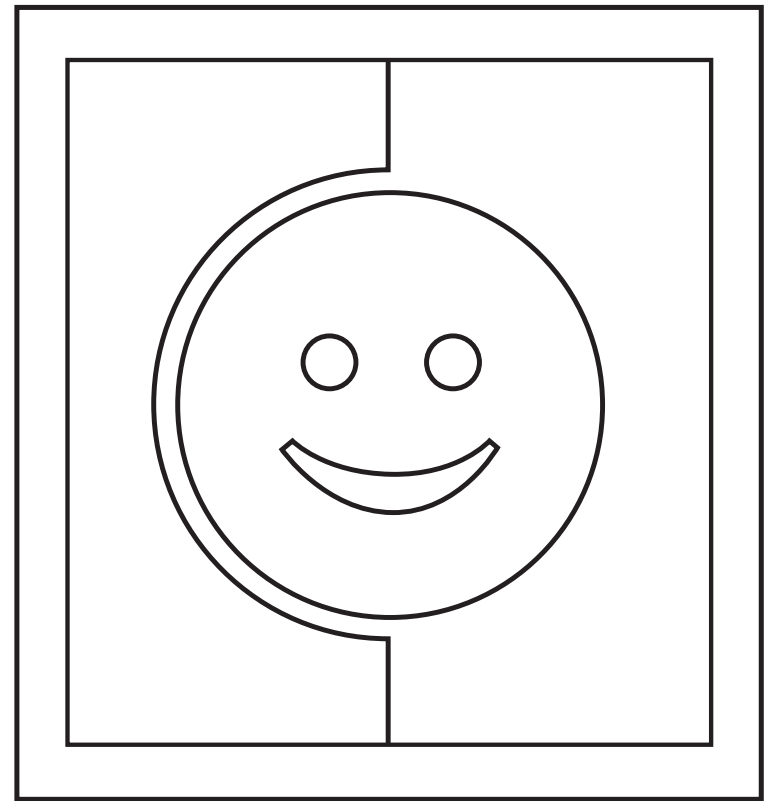
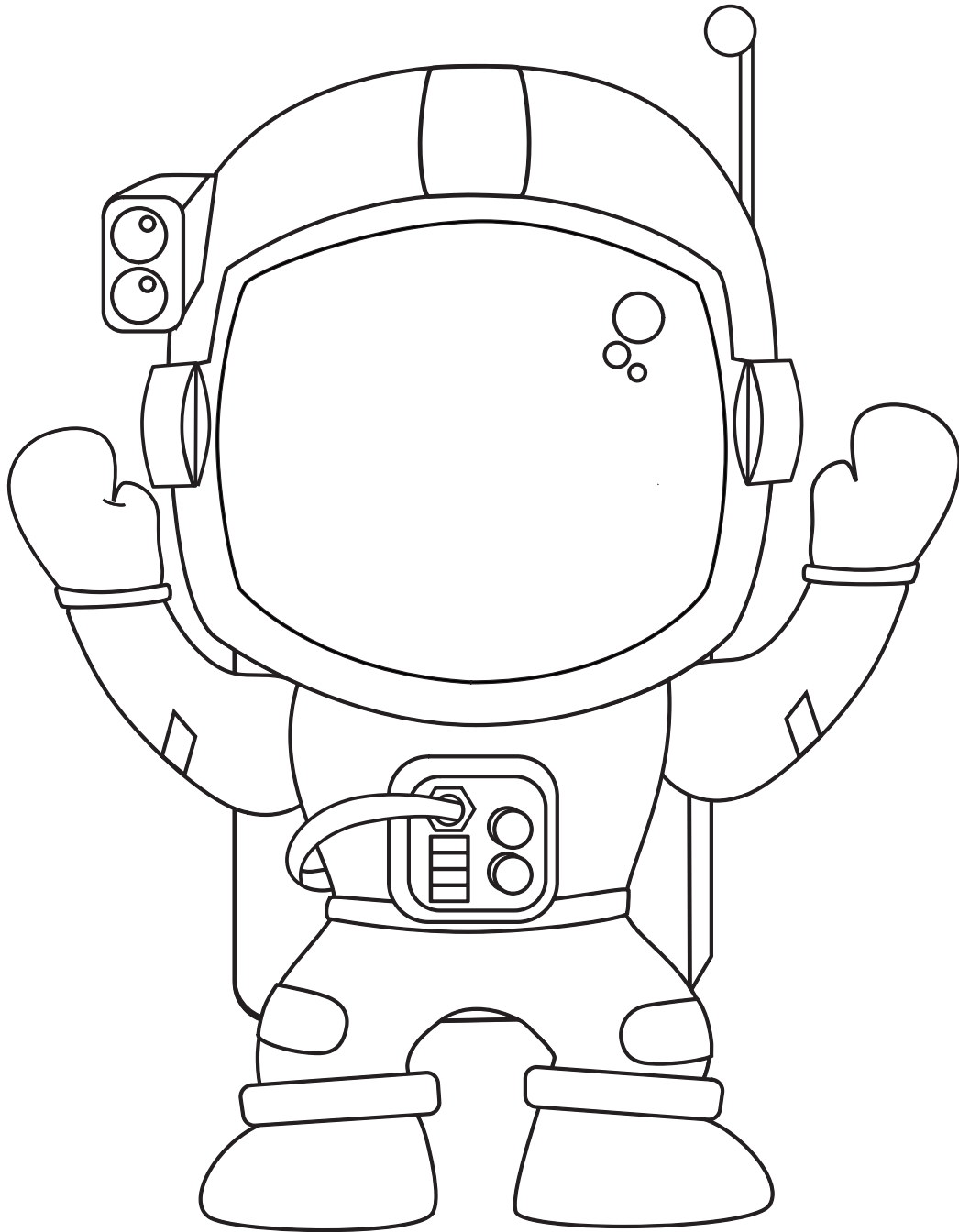
When your child engages with the game on Planet A, the experience of planning and decorating a cake provides a playful approach to practicing creative expression. Individuality can be communicated through the process of decorating something familiar. The activity on planet A encourages consideration of several work activities characteristic of the artistic work environment by asking for a response on whether the activity is one the child would like.

Here are suggestions for supporting your child's learning:

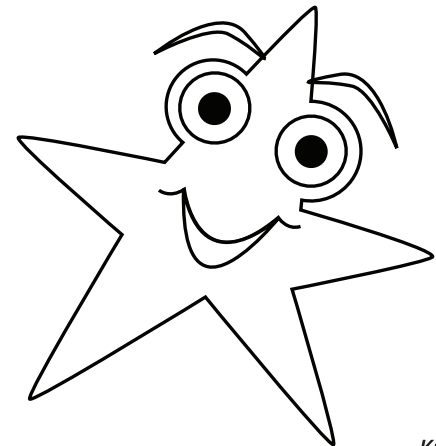
**Ask:** What do you like to create? How do your creations help you tell a story? Have you ever put on a play for your family or played pretend with a group of friends? What was fun about that experience? How might you tell a story using only your hands or feet? What type of tool do you like the best for coloring? Markers, colored pencil, crayons or paint? Why do you like that tool the best?

**Do:** Visit a local museum or gallery and talk about the pictures or the shapes and colors or the objects on display. Imagine together a story that could be told by the pictures or objects in the museum. (Hint: Any type of museum or gallery can be used to do this. It doesn't need to be an art museum — a local history museum or historic building works just as well.) Look for outdoor artwork in your community — statues, billboards, murals, window and shop displays, sculptures, buildings — and talk about what you find to be creative. Was something old used in a new way? In what ways does an unexpected color catch your attention? Does the art communicate a message in some way?





**Planet S**  
Social Planet



**Name**

---

## Planet S, The Social Planet

On Planet S, the social planet, students learn about the helpers in our communities. Helpers work with others to inform, train, develop, cure or enlighten others. The work they do is for the benefit of the person or people being helped. Teachers help students to acquire knowledge and skills that will benefit the students. Nurses help patients heal. Social workers help families, individuals and groups of people benefit from improved relationships with one another and their communities. Helpers pride themselves on being cooperative, friendly, patient and sociable.

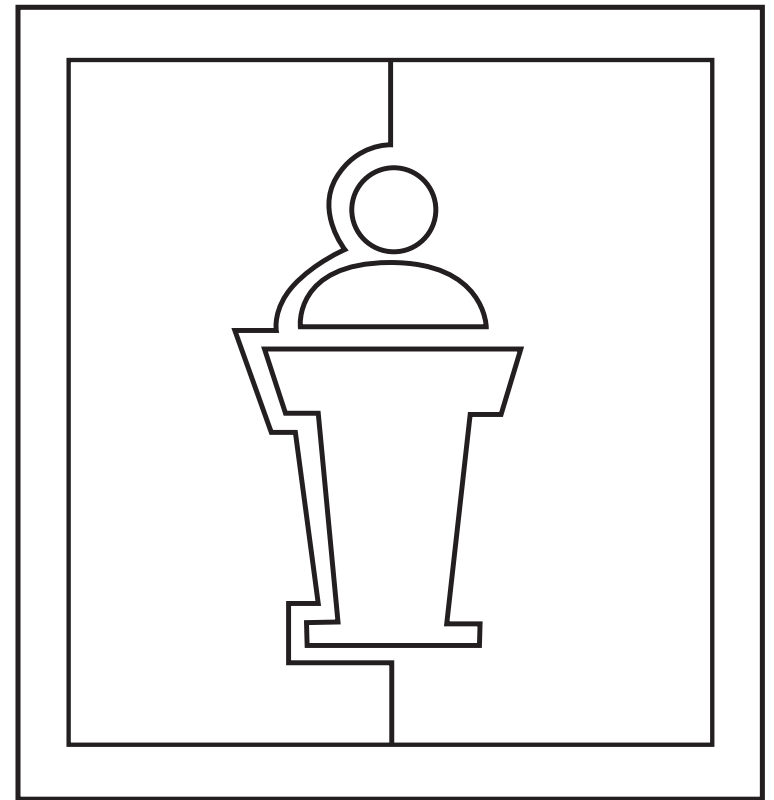
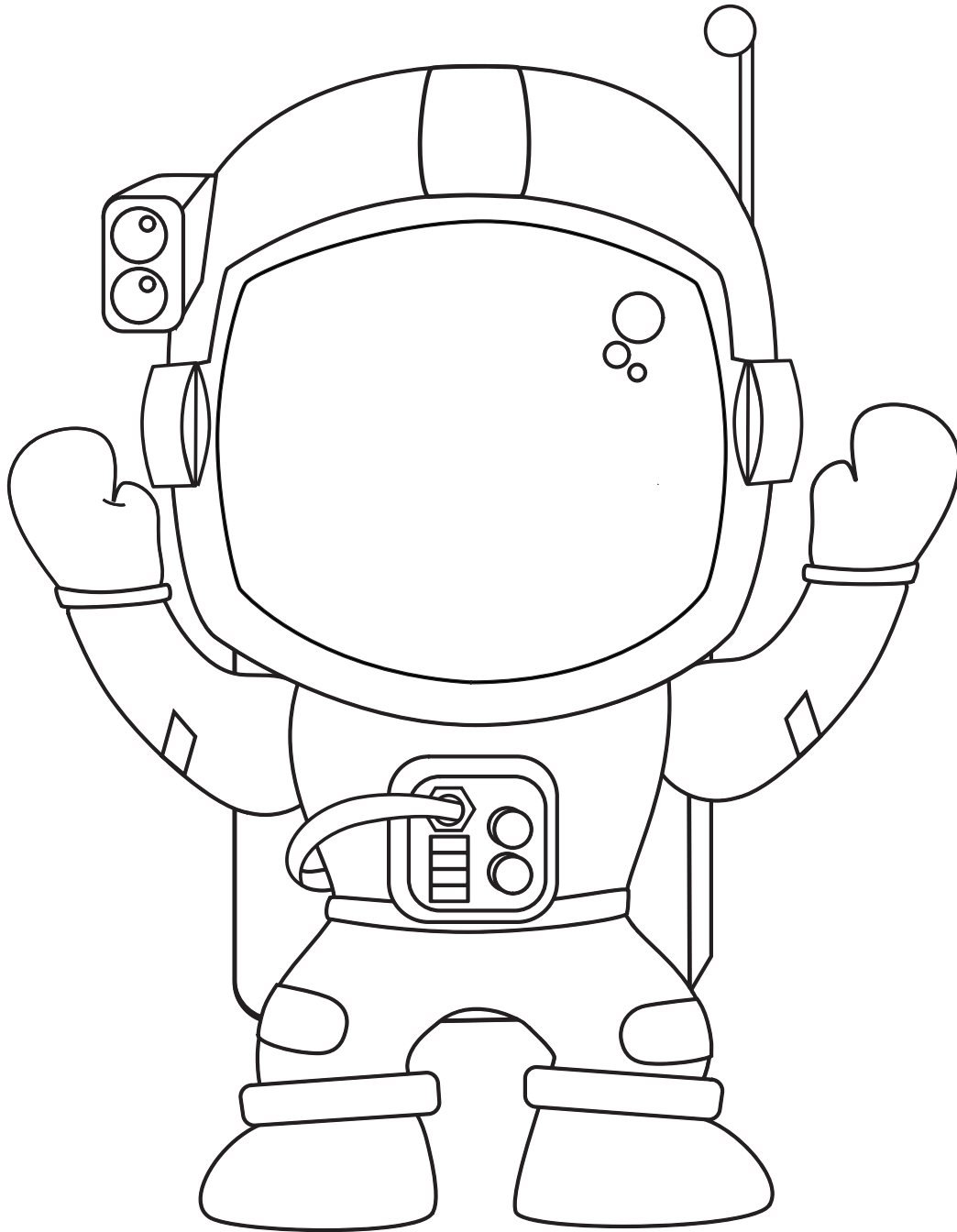
Planet S features a memory matching game. By helping a waiter to remember and match food orders, the game builds on ideas of doing work activities that are for the benefit of others. In the activity, a series of activities that relate the Planet S work environment are presented. Responses on whether each activity may be liked or not invite further consideration around interest in work as a “helper.”

Here are suggestions for supporting your child’s learning:

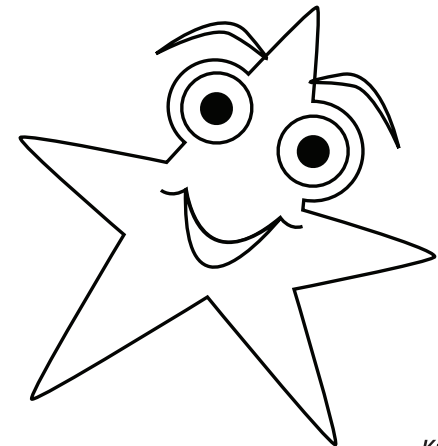
**Ask:** What is your favorite way to help others at home? (Setting or clearing the dinner table, getting a glass of water for someone else, and feeding pets are a few possibilities.) Can you name a time someone helped you or that you helped someone else? How did it make you feel to receive or give help? What plan could you make to help a neighbor or someone in your family?

**Do:** Together with your child, make an intentional plan to help someone. Follow through with the plan. Afterward, reflect with your child in ways that help them verbalize how that experience felt. When walking, driving or otherwise engaging in the community, take time with your child to notice workers who help other people and then discuss together what you have seen. (Some examples: Do you see a grocery worker helping a customer to find the right items? Do you see a traffic guard helping drivers safely navigate a busy intersection? Do you see a guide helping a group of students to learn during a field trip?) Read books to your child in which the central character helps others and then discuss questions: Who was the main helper in our story? How did that person help? How do you think that character felt after helping others? How do you know? How did the story end?





**Planet E**  
Enterprising Planet



**Name**

---

## Planet E, The Enterprising Planet

On Planet E, the enterprising planet, students learn about the persuaders. These are workers who work with people to attain common goals or economic gain. You might recognize a few of them as motivators or marketers. Persuaders often occupy leadership roles and are typically ambitious, extroverted and resourceful.

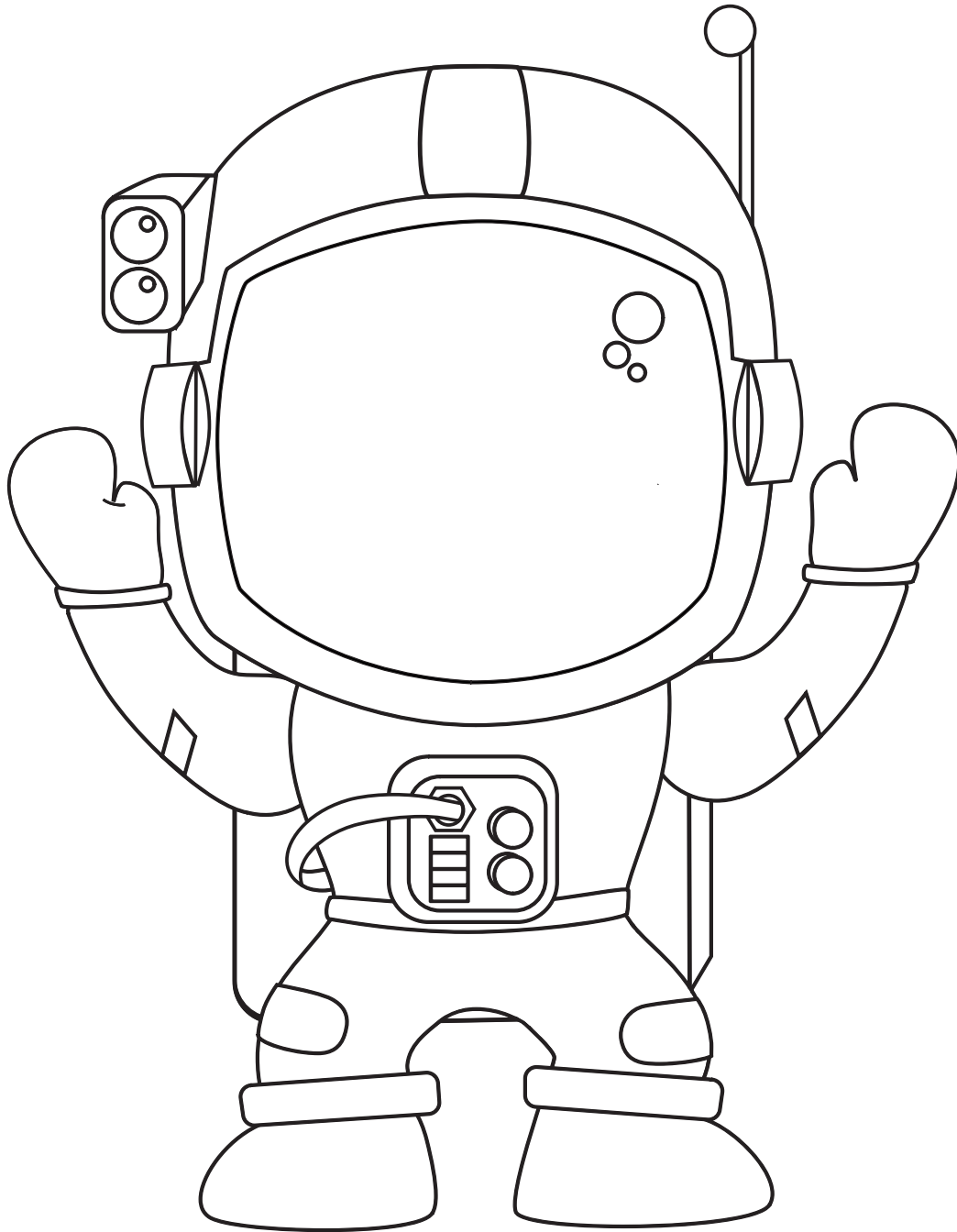
The game on Planet E introduces takes place at the Star Ball Stadium. Here, the coach for Gazer Star Ball Team is motivating and persuading the players to work together as a team. The coach provides players with instructions and encouragement to help them achieve their goal of winning the game. The activity presents several enterprising actions. Responses provide an indication of interest in activities that represent Planet E's work environment.

Here are suggestions for supporting your child's learning:

**Ask:** Have you ever tried convincing me to do something for you? (Examples might include attempts to persuade you to purchase a piece of candy or a new toy or to postpone bedtime.) What words did you use to try to persuade me? Do you remember a time that I tried to persuade you? What words did I use to persuade you? Was there a common goal or purpose that might explain my reasons for trying to persuade you?

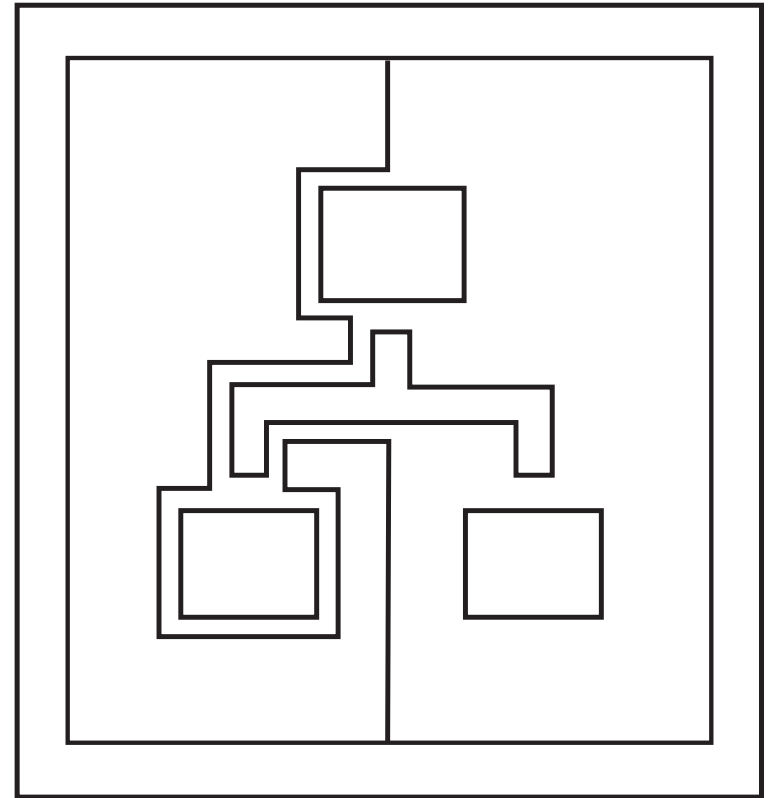
**Do:** Look through print or online advertising that targets toys for children. Talk to your child about how the advertisers make the ad appealing and successfully persuades people to purchase the toy. Visit a local grocery, bakery or cafe. Ask a worker at the counter for a snack recommendation as well as the reason for that recommendation. After purchasing the snack (or not), talk with your child about the ways in which the worker was persuasive (or not).



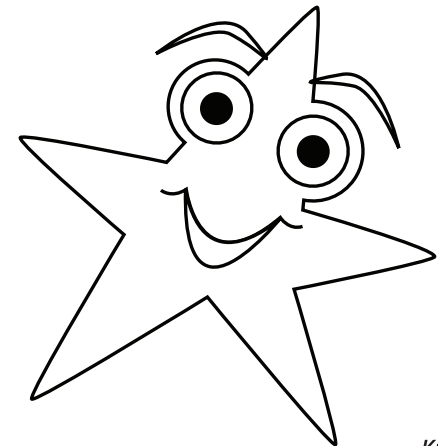


**Name**

---



**Planet C**  
Conventional Planet



## Planet C, The Conventional Planet

On Planet C, the conventional planet, students learn about the organizers. Organizers like things done in an orderly manner with attention to detail. They enjoy keeping precise records as well as maintaining financial documents, following rules and being attentive to procedural guidelines. Bankers, filing clerks, accountants and building inspectors are a few of the occupations that represent Planet C's work environment. Organizers are typically efficient, orderly, methodical and thorough.

The game on Planet C invites students to work with the librarian in the Light Year Library to shelve books precisely where they go on the library shelves. The students use the alphabetic principle to identify a guiding letter for each book and then return it to its proper shelf. The activity presents several actions that represent activities typical to Planet C. Responses on the likability of each action are combined to provide an initial indicator of interest in this work environment.

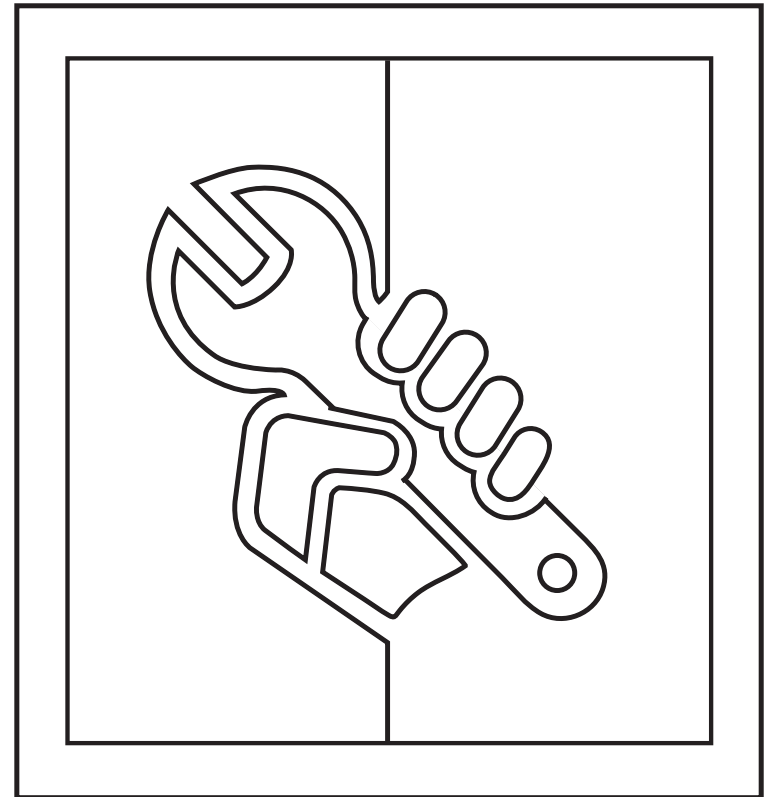
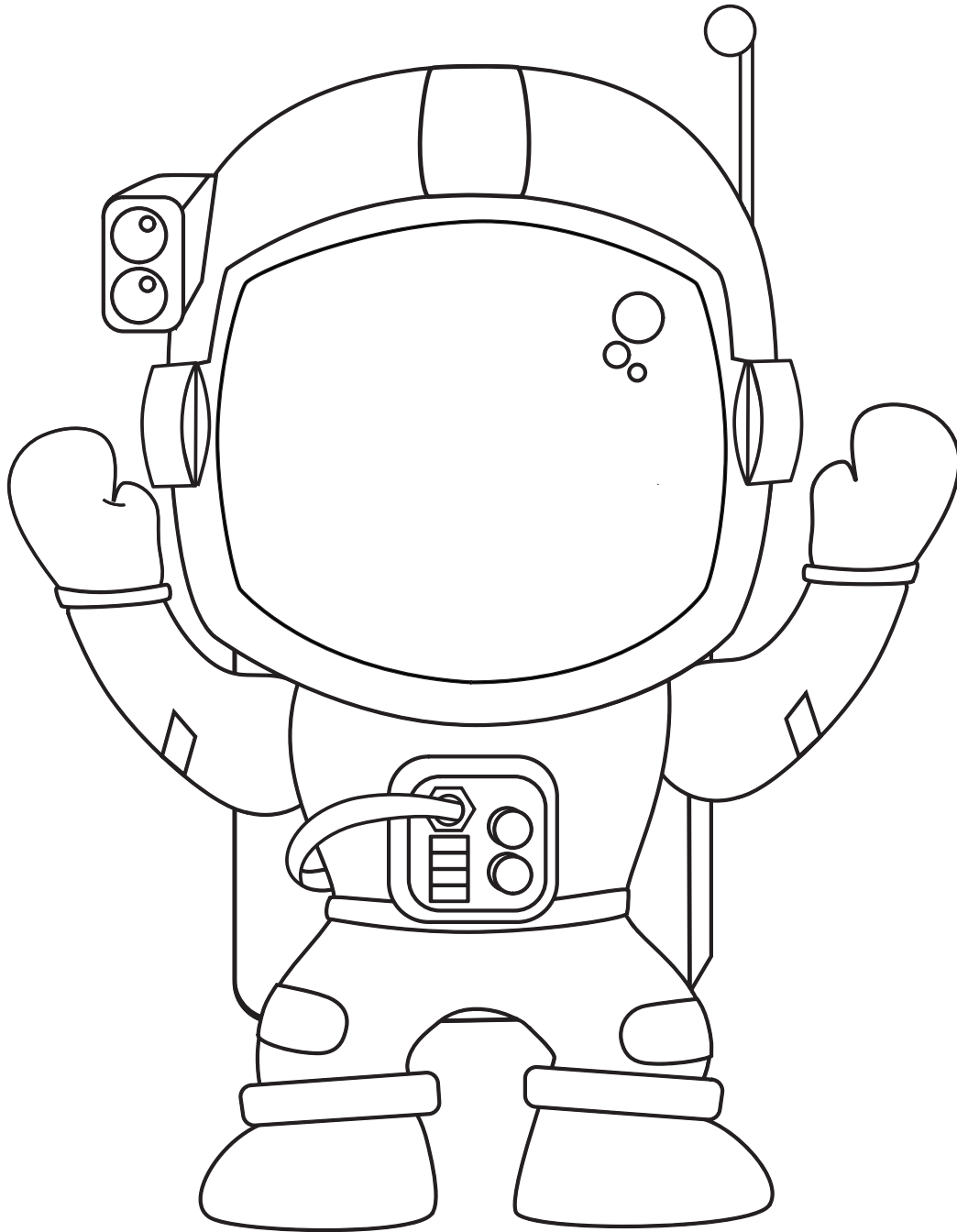
Here are suggestions for supporting your child's learning:

**Ask:** What do you or we have in our home that we might organize? (Examples to consider might be toys, dolls, games, books, clothing and shoes.) How might organizing these items make it easier and faster to find what you are seeking? What are some different ways of organizing these items? (Example might include by color, by size, alphabetically, by shape.) Who do you know who is really good at organizing things? Who do you know who does not like to keep things organized according to rules but takes a more creative approach?

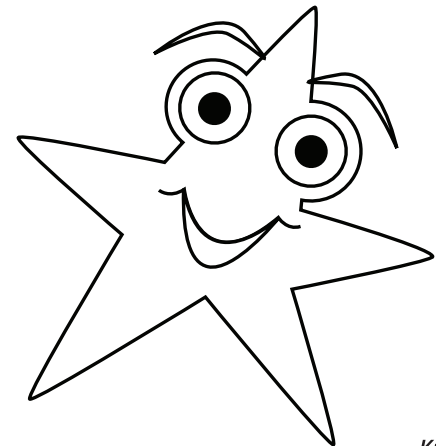
**Do:** Ask your child to help you organize your pantry or other food storage area. Help your child understand that being able to sort things into alike groups is essential to organization. In the same way, you might ask your child to help you sort laundry or socks. Emphasize that sorting helps organize things so that you and others can access them efficiently. If there is a warehouse, storage facility or set of mini storage units in your area, ask if it is possible to receive a guided tour. Invite the guide to highlight ways in which the warehouse or storage area is organized. (This might include numbering on shelves and doors, a records-keeping area, smart phone apps that show inventory counts and a map of the facility.)







**Planet R**  
Realistic Planet



**Name**

---

## Planet R, The Realistic Planet

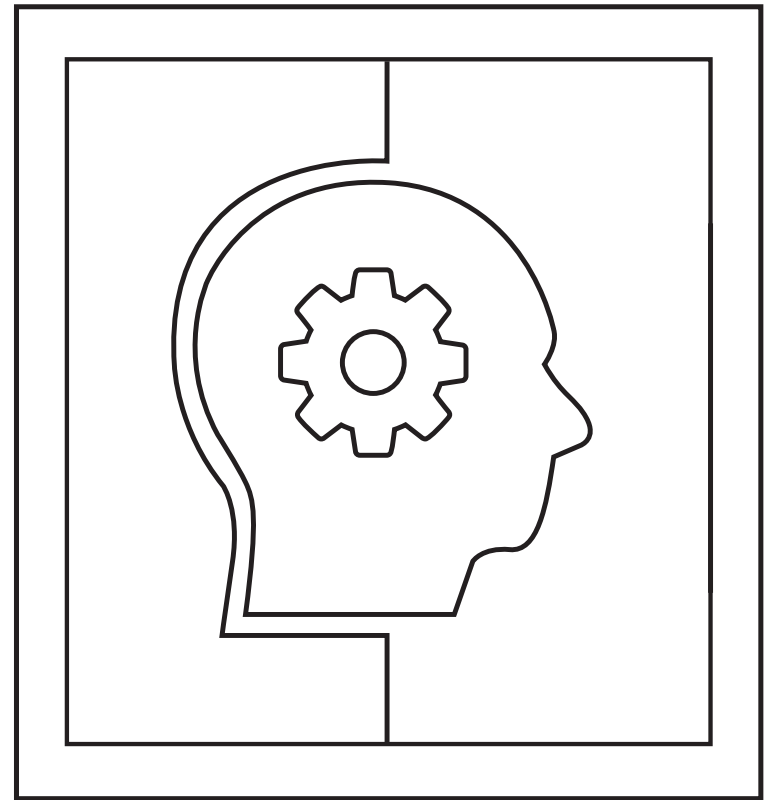
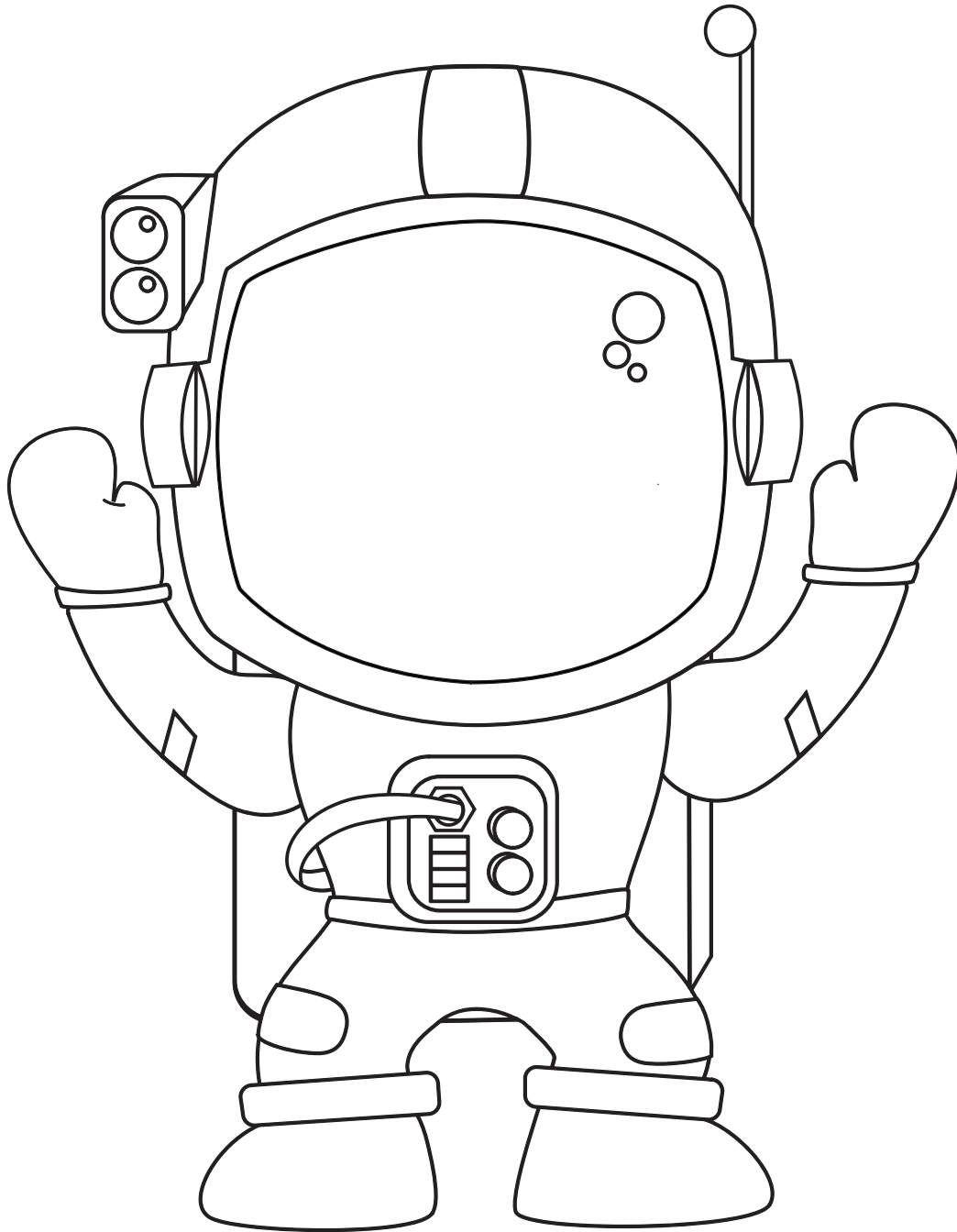
On Planet R, the realistic planet, students discover that people on this planet like to make or repair things and/or operate equipment. At Level K, these workers are described as the do-ers. Planet R workers enjoy working with their hands, tools, machines, robots or electronic equipment. In this work environment, students see activities that are achieved through physical and manual work where hands, arms, legs and bodies can be important. Students also learn that there are many smaller tasks that support the outcome of making or repairing something.

The game on Planet R helps the student to learn about road construction workers and the job they do for our community. In this game, the student selects a road vehicle and then navigates a maze-like path along repaired roads. The activity's focus is on a school cook and the task of developing a menu that is healthy and satisfying for the students. Making detailed decisions has a strong connection to Planet R workers.

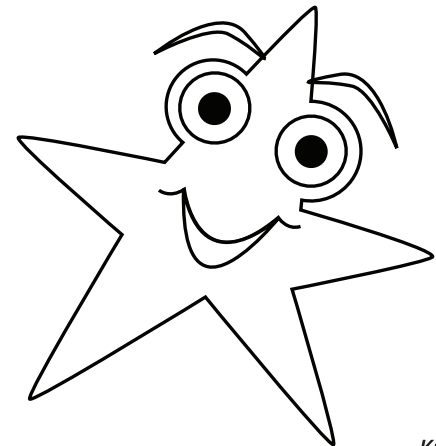
Here are suggestions for supporting your child's learning:

- Ask:** Do you like to make things? What do you like to make? Do you like to make things by yourself or with someone else? What have you built lately? What tools did you need to build it? Do you like to do things using your hands, arms, feet or legs? What activities can we do at home using our hands?
- Do:** Try preparing food with your child. Be sure to talk through some of the tools needed to complete the task, such as a measuring cup, spoon or spatula. Talk about the reason you chose those tools. Have your child help you plant flowers, herbs or vegetables in a flower pot, planter or garden. Invite your child to help you fix or clean things around the home such as changing a light bulb or wiping dust from furniture. Again, talking through the steps and tools that you might use or take will help your child understand what people do at work.





**Planet I**  
Investigative Planet



**Name**

---

## Planet I, The Investigative Planet

On Planet I, the investigative planet, students will learn that this is where the thinkers work. Thinkers like to solve problems. They like to think about the different ways of doing things that might improve our lives. Thinkers love to do research to learn more about how to make our world a better place to live and to help people. Thinkers ask a lot of questions to find answers to our problems. Thinkers love a challenge.

The game on Planet I involves students helping a veterinarian feed the animals at a zoo and make sure the animals are placed into their correct habitat. The activity asks students to consider several work activities representative of thinkers and Planet I and then to respond with whether they may like those activities.

Here are suggestions for supporting your child's learning:

**Ask:** Have you solved a problem lately? How did you solve it? Ideas might include learning to tie their own shoes or getting their own snacks. What steps did you have to go through to solve this problem? If your child can't express the steps, help him or her think through all the small steps he or she had to take. Take your child back to a time that you learned something together, maybe by reading a book or watching an informational program on television or the internet. Discuss the information you learned and how it helped you understand the world better.

**Do:** Little children are naturally curious about their world. Promote this in your child by finding a topic about which he or she is curious. Possible topics are horses, whales, dinosaurs, police officers and drums. Go to the library or do online searches about the topic. Read books together or explore sites surrounding their topic of choice. Explain to your child that you are conducting research about the topic. Then do something with the information you learned. Design a poster with the information, write to grandparents and share what you learned or make a model of the animal or thing you studied.

