

Planet A
Artistic Planet

1. Would you like a job where you work alone or with others? *Circle one.* ALONE OTHERS

2. Creators are also called _____ people.

3. What are the people on Planet A called?

4. Can you list two reasons to work in the future?

Name

Planet A, The Artistic Planet

On Planet A, where the creators live and work, students learn that one reason people work is to express creativity and independence. Some people like to make decisions about what their work looks like. They express creativity in this way. Some people like to make decisions about what kinds of work they do and when and where they work. They value independence and work to experience that.

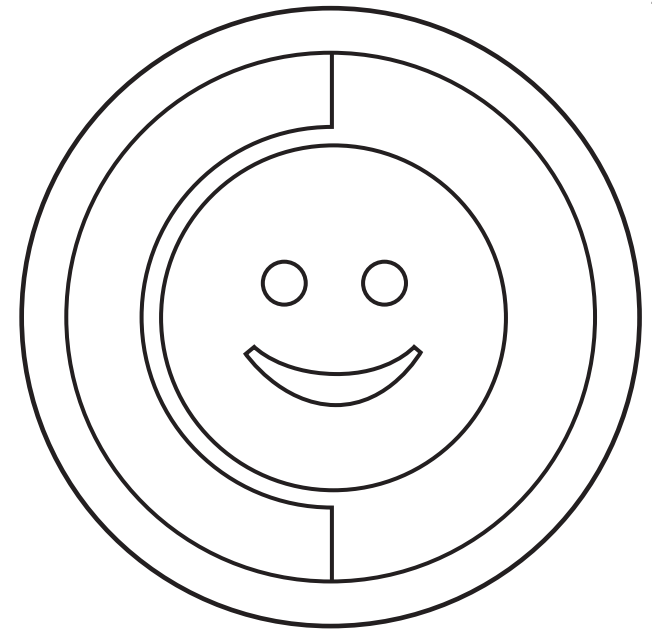
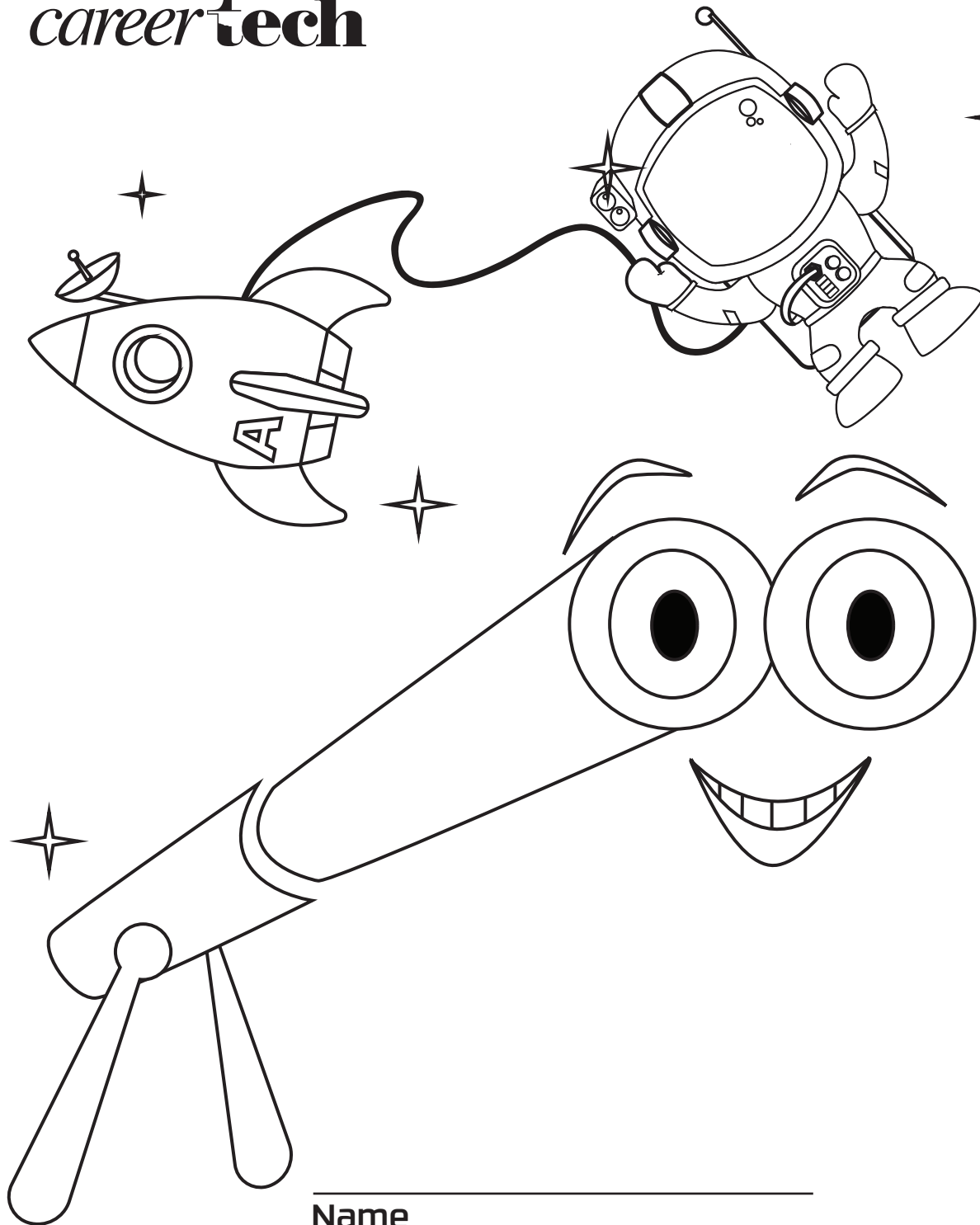
In the game on this planet, students help clothing designers create a new uniform for the Planet A All-Stars. They express their creativity by choosing colors, mascots and styles. In the activity on this planet, students decide whether various kinds of workers mostly work on their own to make decisions or whether they work with others.

Here are suggestions for supporting your child's learning:

Ask: Do you like to do projects with others or do you like to work alone? When was a time when you worked with at least one other person to make a decision? (Examples include deciding with a friend which game to play, deciding with a sibling who gets to take a turn first or deciding with classmates what to paint on a mural.) When was a time when you made a decision on your own? (Examples include deciding what colors to use when creating a picture, deciding which show to watch or deciding what to wear to school.) What happened when you made a decision with others? What happened when you made a decision on your own? How did you feel if your ideas weren't used in a group decision? How did you feel if you made a decision on your own that later did not seem like it was the best choice?

Do: Talk with your child about whether you are able to express creativity in your work. Do you have freedom to make at least some choices about the kinds of work you do and when you do it? Do you work in groups or teams to make decisions? Talk about what those experiences are like—both the pros and the cons. Try a creative group project. You and your child could work together, or you could guide your child and friends or siblings. Write poems individually. Talk about what that is like. Then try a group poem. What happens if you write a poem by taking turns writing one line at a time? What happens if you brainstorm together and use words you find in a book or magazine, online or on television as key words in your poem? You could try an experiment with drawing. Each person could create an individual drawing. Then try taking turns drawing one line at a time. Then brainstorm together about what you want to draw and decide as a pair or group who will be responsible for which part(s) of the drawing. Have fun! Be sure to talk about what it is like to have independence in creative decisions and what it is like to collaborate on a creative project.





Planet S Social Planet

1. The people on this planet are called

2. Do you think you would like to be a helper?
Circle one. YES NO
3. Have you ever helped someone work?
Circle one. YES NO
4. Can you list three things you can do to help your teacher?

Name _____

Planet S, The Social Planet

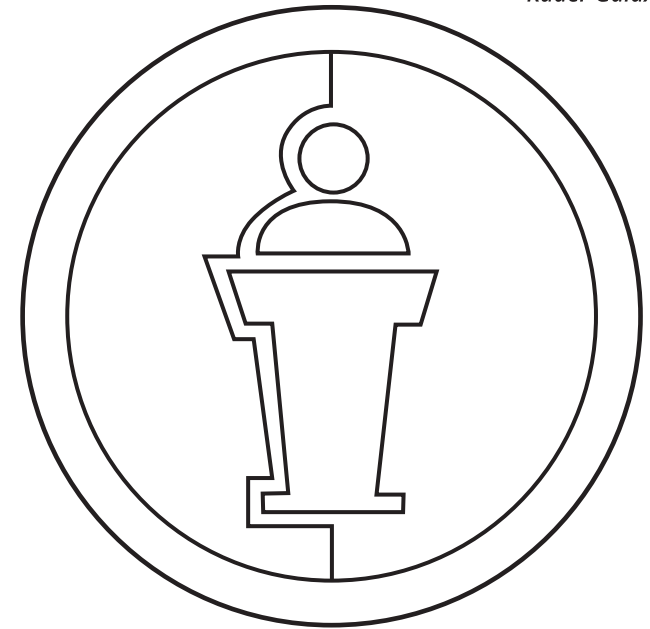
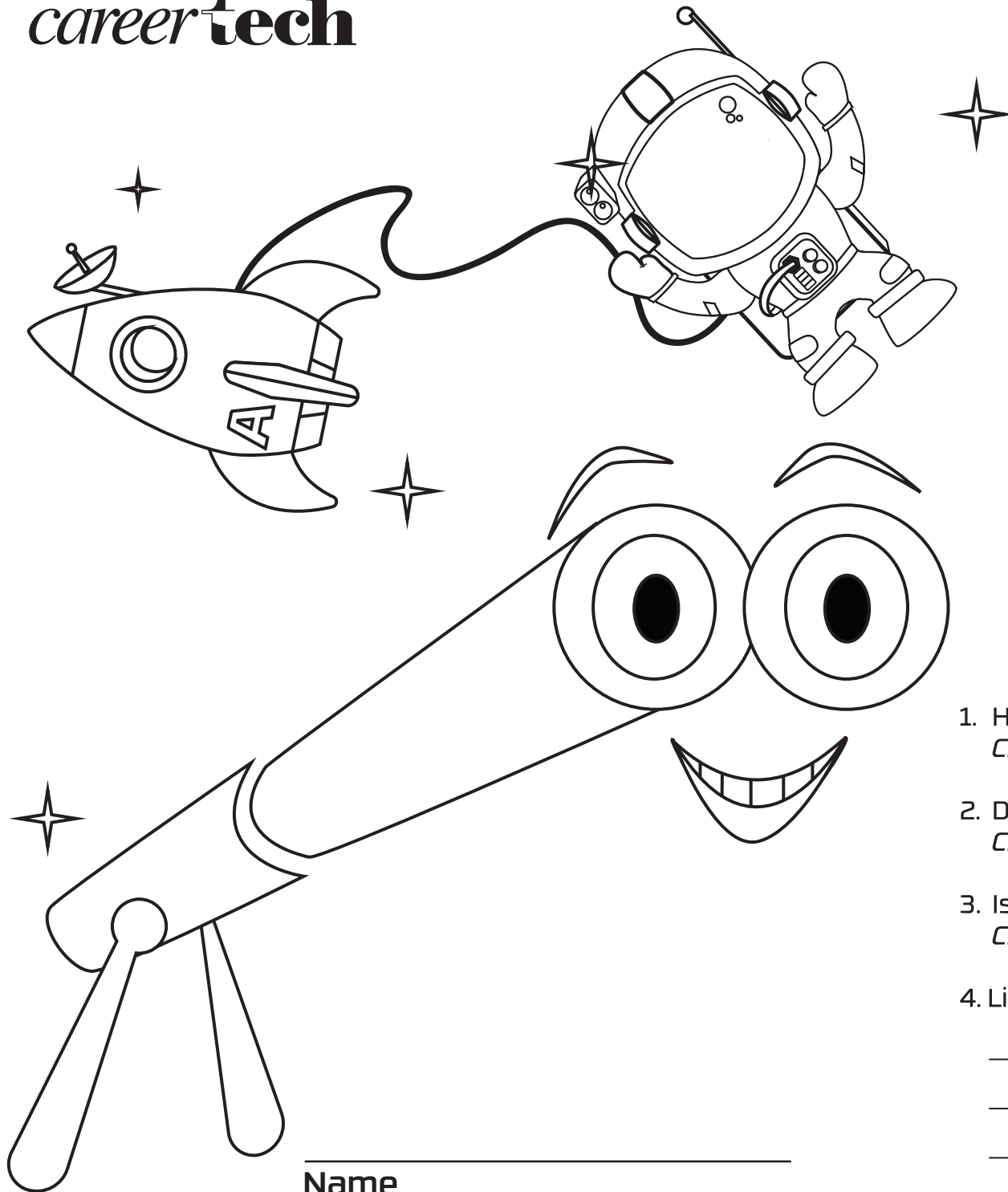
On Planet S, where helpers live and work, students learn that some people work because they like to spend time with co-workers and work in a collegial, noncompetitive environment. They may also work because they value working within supervision and appreciate being guided in their work. Working together as a team can be fun as well as productive, and having fun together can help people work better as a team.

In the game on this planet, students join students at Stellar Grade School in playing a seek-and-find game. The children at this school like to help each other — as co-workers do — and students are encouraged to help each other find the images hidden in the seek-and-find illustration. In the activity on this planet, students help a teacher at Stellar Grade School who is supervising the playground. Rules for the playground ensure that everyone plays well together and stays safe. The supervisor makes sure everyone follows the rules. Students match the rule to the sign that illustrates the rule.

Here are suggestions for supporting your child's learning:

- Ask:** With whom do you like to work on projects at school? Are some of your classmates easier to work with than others? Why? Are there times when group projects or activities go especially well? What makes those experiences fun? Encourage your child to think about the people who are in the group and how they work together as well as the kind of supervision the groups receive?
- Do:** Talk about your own experiences with co-workers, especially if you have opportunities to work as a team or to help one another. Do you enjoy your co-workers? Talk about the experiences you have with supervision, either as someone who is supervised or as someone who supervises others. What is that like? As you do errands together or watch programs, pay attention to when people work together. The teachers at the school, as well as other school personnel and parents, are part of a team that works to help students learn. How about co-workers at the doctor's or dentist's office? Do you notice co-workers helping one another in a store or restaurant? Talk about what you observe. Does it look like co-workers are having fun and enjoying each other's company? How can you tell?





Planet E
Enterprising Planet

1. Have you ever been persuaded?
Circle one. YES NO
2. Do you persuade others?
Circle one. YES NO
3. Is someone in your class a persuader?
Circle one. YES NO
4. List three reasons people on Planet E work.

Name _____

Planet E, The Enterprising Planet

On Planet E, where persuaders and leaders live and work, students learn that some people work to earn an income that allows them to buy more than their basic needs. They work to attain particular lifestyle goals. Other people work because they like the recognition they earn by doing a good job. They may strive for advancement at work, more leadership opportunities, prestige or recognition. While students do not typically earn income for the work they do at school, they can earn recognition and are often rewarded for doing good work. This is one of the reasons students work.

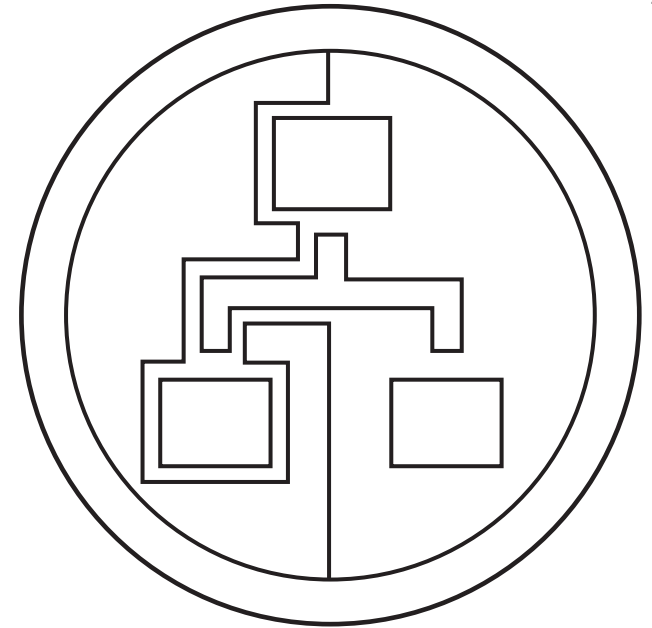
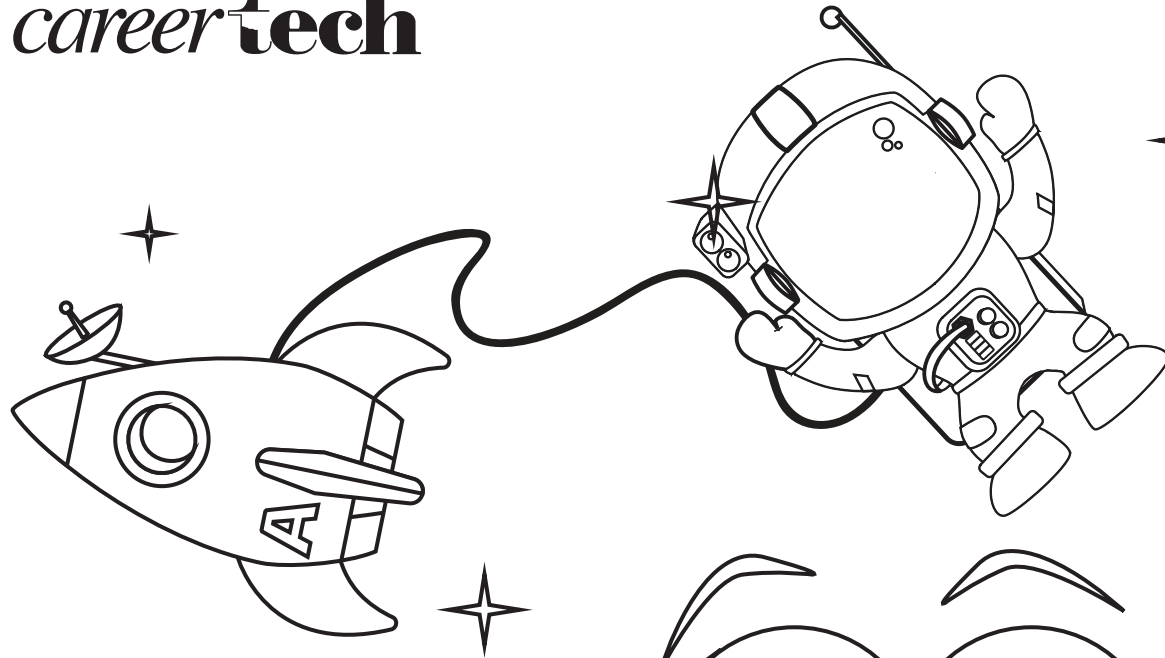
In the game on this planet, students use Galaxy Gold coins that have collected in their accounts to purchase fun items from a vending machine. The game gives students practice in adding because they must use the correct coins to pay the exact price of the items. The game also gives students the opportunity to prioritize their desires for non-necessities, as they do not have enough Galaxy Gold to purchase all of the items. In the activity on this planet, students help the principal—a leader—of Stellar Grade School award good work done at the school. They notice the good work each person has done and then choose an award that is an appropriate reward for that person's accomplishments.

Here are suggestions for supporting your child's learning:

Ask: What things do we need to live? (Examples are basic food, clothing, shelter.) What things do we want so that we can live in a particular style? (Examples are fancy foods, designer clothes, bigger homes with nicer amenities, toys, entertainment options.) How should we make decisions about spending the money we earn? Would you rather work more to have more money for special purchases, or would you like to have more time to do other things you like to do, even if you are not able to have as many special items? How does it make you feel when people notice good work you do? Do you like to be a class leader? Would you work harder or do more if you were rewarded by being allowed to lead more often or to lead bigger groups of students, such as the whole grade instead of just your class?

Do: Talk with your child about needs and wants and the ways your household decides how to spend money. If you have opportunities to earn bonuses or receive recognition at work, talk about what that feels like. Is that one of the motivators for you to work? If your child receives an allowance, talk together about what that money is used for. Are there opportunities for your child to do extra chores to earn more money? If your child does not receive a monetary allowance, consider inventing your own household currency, like the Galaxy Gold in the Planet E game. Create coins or bills out of colored paper with various denominations. Decide with your child how the household currency could be earned and spent. Are particular chores or behaviors worth particular amounts? Could your child buy an extra treat or dessert with the currency? An extra 15 minutes before lights out? Game time with you? Besides allowances—whether real or pretend—remember, too, to praise your child for work done well. Many people work because they value the respect and prestige they can earn at work.

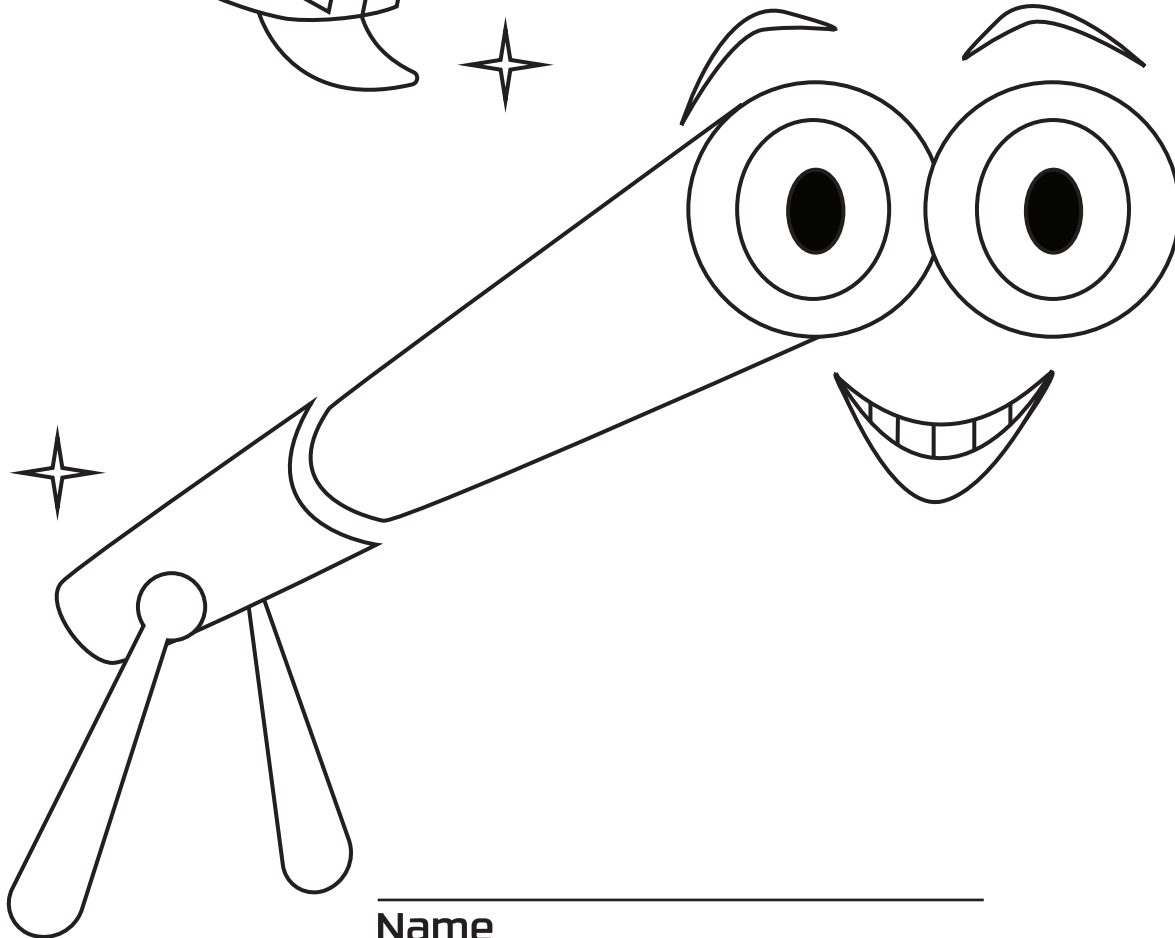




Planet C Conventional Planet

1. The people on this planet are called

2. Do you like to organize? *Circle one.* YES NO
3. Do people say you are neat and tidy?
Circle one. YES NO
4. What kind of job would make you feel safe and secure?



Name _____

Planet C, The Conventional Planet

On Planet C, where organizers live and work, students learn that some people work to satisfy a need for sense of security. Many workers want to feel as if their jobs are secure and that they can count on having that job and being able to do it well for an extended time. They value steady and long-term employment. Another reason people work is because they find their workplace to be helpful and encouraging and working conditions to be comfortable. People value supportive management and policies as well as healthy, safe work environments.

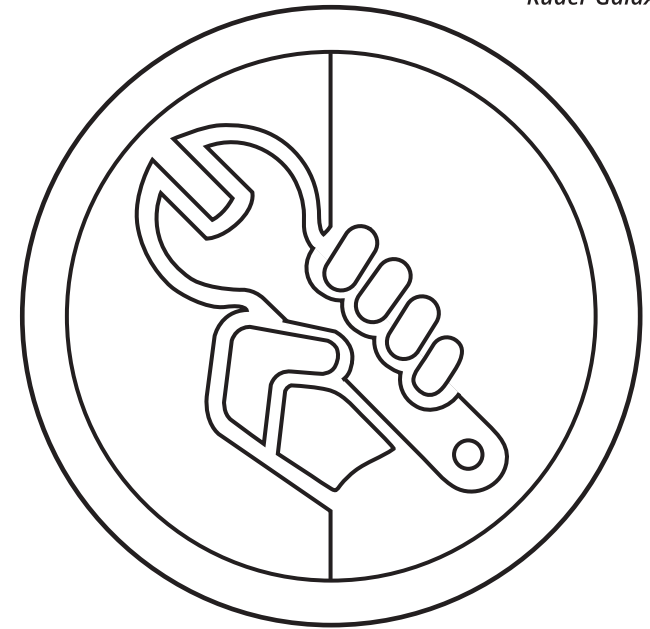
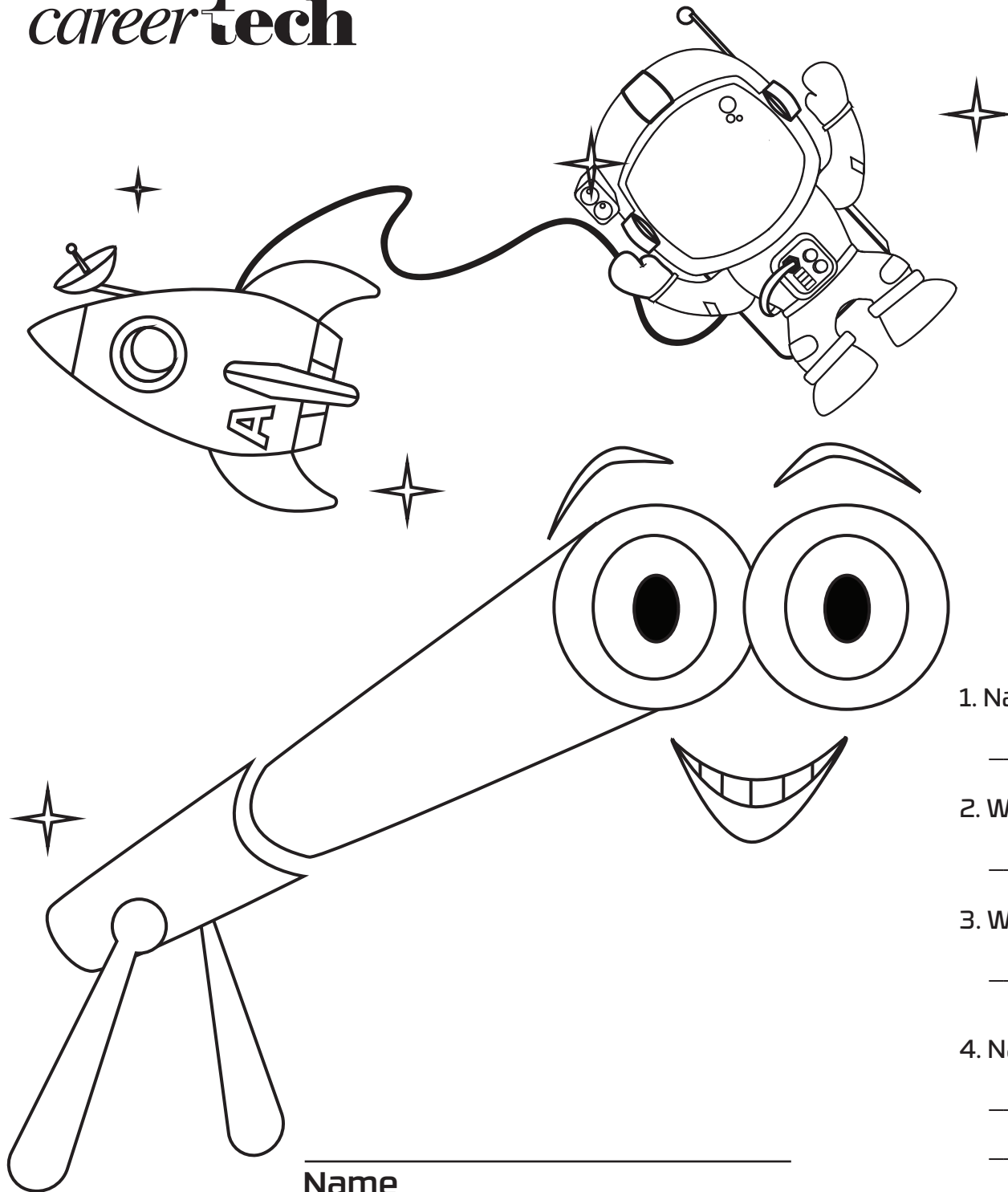
In the game on this planet, students create safe, comfortable environments for three new class pets at Stellar Grade School. Students must decide which food, water bowls, toys and beds are best for each pet. Then they organize the items by putting them where they belong. In the activity on this planet, students continue to think about comfortable spaces at Stellar Grade School. They choose which items would work well in spaces dedicated to different activities.

Here are suggestions for supporting your child's learning:

Ask: Which do you like better: taking risks or feeling secure? Why? Where do you feel safest and most comfortable at home? Where are the comfortable work spaces at school? Do you work better in some places than others? Why is that?

Do: Talk with your child about your own work environments. What aspects of your job or work space make you feel secure? Does your child have a usual space at home for doing homework? If not, create one. If so, make it even better for doing homework. What kind of furniture is good for doing homework? (A desk? A floor cushion? A bed? A TV?) What kinds of sounds help you do homework? (Total quiet? Soft music without words? Loud music? TV shows?) What kinds of things do you like to see around you when you do homework? (A particular color of paint or curtains or bedding? Books and shelves? Toys? Pictures? As little as possible to avoid distractions?) If you cannot create or modify a designated homework space, try drawing one together. Think about what kind of environment helps your child work best. Is it always the same? Does one environment work better for reading and another for writing or math?





Planet R Realistic Planet

1. Name one of the jobs in the video.

2. What do they call the person in the game?

3. What are the people on R planet called?

4. Name some jobs people in your town have.

Name _____

Planet R, The Realistic Planet

On Planet R, where the do-ers live and work, students learn that one reason people work is to satisfy the need to feel a sense of achievement or accomplishment. Many people value being able to reach their goals. They are proud and happy about accomplishing something they set out to do. For many people, achieving goals is a good reason to work.

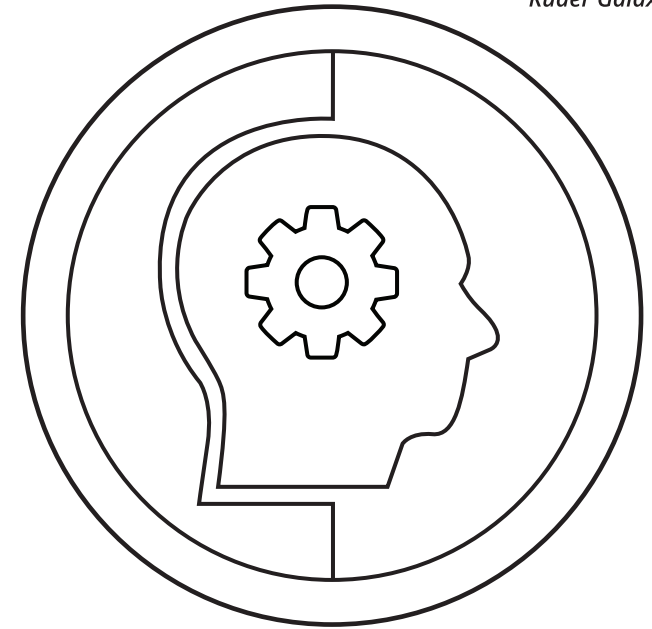
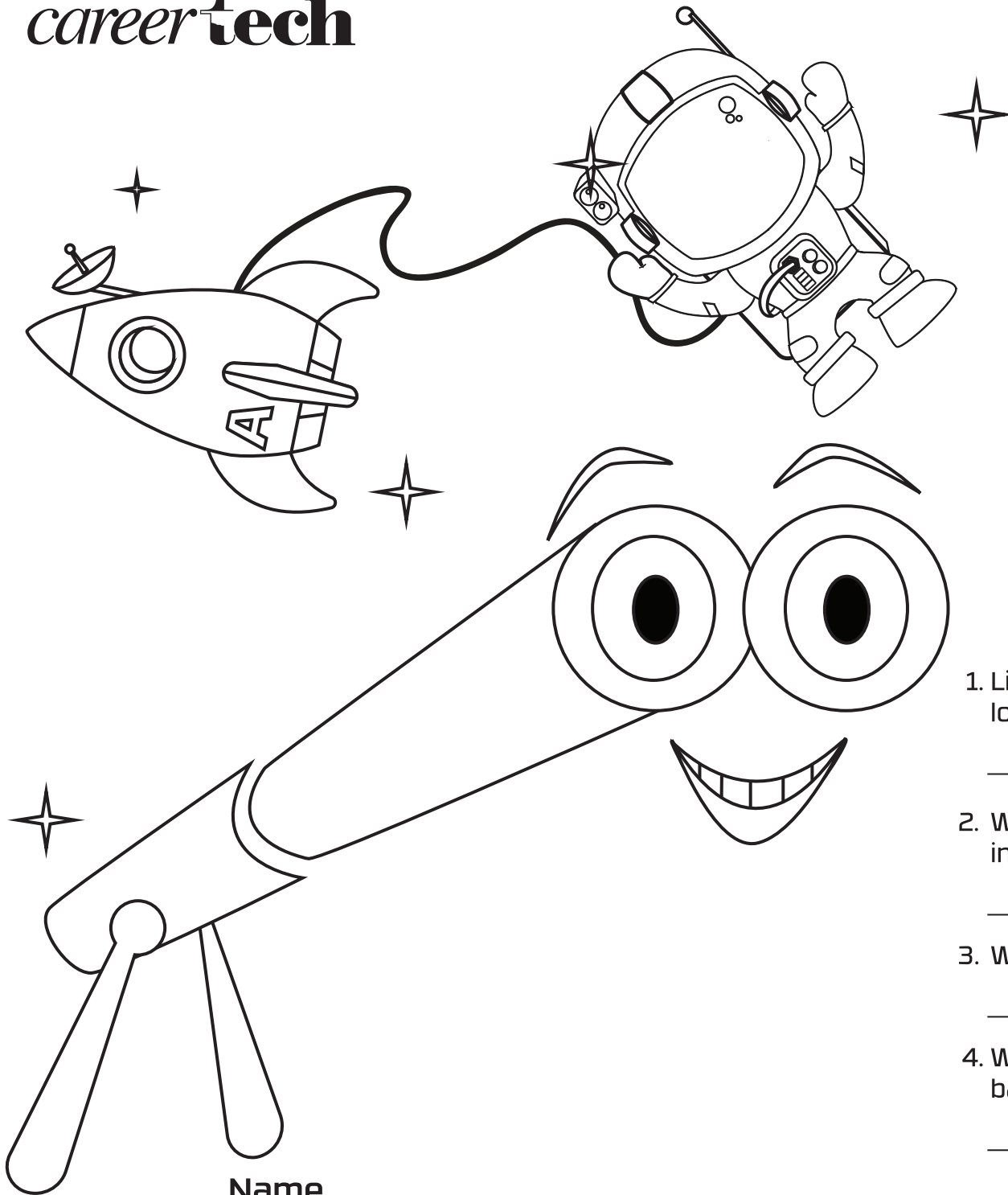
In the game on this planet, students join Namaka, a diver. The divers have a goal of picking up all of the trash in one area of the ocean. In the activity on this planet, students are given a series of work accomplishments such as putting out a fire or baking bread. They choose the worker who will like doing that activity best.

Here are suggestions for supporting your child's learning:

Ask: How do you feel when you reach a goal? Does that make you want to set—and reach—new goals? What kinds of accomplishments make you feel proud and happy? What kinds of goals do you reach at home? What kinds of goals do you reach at school? Where else do you reach goals? Are you proud when you finish a project? When and where do you think grown-ups feel proud about finishing projects?

Do: Make goals together and then talk about how you feel when you accomplish your goals. Goals can be short-term or long-term. You might make a goal to sit down together for a meal once a day for a week. Or you might make a goal to read 15 minutes a day. Mark your success on the calendar. Then celebrate together when you reach your goal. Start small. When you achieve your goals, decide together what your next goal should be. How you will reach your goal? What will you do when you accomplish what you set out to do? Who will you tell? Will you post a picture or certificate for others to see? Tell your child about goals you and your team have at work and be sure to share when you accomplish your goals. Be proud of yourselves and each other when you reach goals.





Planet I **Investigative Planet**

1. List some jobs that require you to think and ask lots of questions to find answers.

2. What was the person who planned the city called in the game?

3. What are the people of this planet called?

4. What are some reasons beyond satisfying basic needs that people work?

Name _____

Planet I, The Investigative Planet

On Planet I, where the thinkers live and work, students learn that one reason people work is to experience challenge and variety. People who do not like to do the same type of activity at the same times every day or who do not like to be bored at work look for jobs that give them ways to learn new things, try new tasks and encounter a variety of people, situations and environments. The thinkers like to ask questions and find answers. Many people work so they can feel challenged and engaged.

In the game on this planet, students help Civica, a city planner. Civica likes the challenge and variety of city planning. Students decide where to place a variety of buildings and other places on the map of a new city. Then they connect those places with roads. It is a challenge, but challenges are interesting. Many people value the challenge and variety that work like city planning can provide. In the activity on this planet, students are given a series of questions. They are challenged to decide which person at school would be a good expert to ask. Asking the right expert is a good way to find the right answers.

Here are suggestions for supporting your child's learning:

Ask: Do you like to do the same tasks in the same order every day at school, or do you like to have different kinds of tasks and different schedules? If you like variety, what do you like about it? Do you like variety more at some places than others? For instance, do you like to follow a regular plan during the school day and have more variety at play time? Do you like to have different kinds of food at lunch every day or do you like to have the same foods for lunch? Why? Do you like answering questions that begin with "Why"? How can you find answers? How do you feel if you don't find the answer right away? What do you do?

Do: Talk about the challenges you experience in your work day — whether your job is outside or inside your home. Do you enjoy those challenges? Why? Do you do the same kinds of tasks every day or do you experience variety in your work? How do you feel about that? Do you value challenges and variety, or are there other qualities of work you value more? Do an experiment with your child to find an answer to the question about whether you like to try new foods at lunch. Try packing the same lunch every day for a week. The next week, pack a different kind of lunch every day. If you can, both you and your child should take the lunch challenge.

