Extended Learning Activities

Ask students if they know what a “tool” is and continue the conversation with the following questions:

- What are tools used for?
- What tools do you use or have you used? What did you do with the tool you used?
- What are some tools we use here at school? In this classroom?

Use the chalkboard/whiteboard or chart paper to write down the names of as many tools as students can list. Convey that tools are used to help us do our work better, more efficiently, and effectively.

Tell students that you will name various occupations and they should raise their hand if they know of a tool that an individual in that occupation might use, one tool at a time. Record answers on the chalkboard/whiteboard or chart paper — or simply keep a count of the number of tools identified. See how many tools students can identify.

Use the following Realistic (“Doer”) occupations as discussion starters, or create a list of your own, and then expand into other occupations:

- A farmer
- A construction worker
- A pilot
- A mechanic
- A baker
- A bus driver

An optional addition to this exercise is to have the class decide if they think a person in the stated occupation would definitely use that tool or might use that tool. The occasions when students feel a person in a specific occupation might use the mentioned tool become opportunities for discussing with students how, when, and why various tools are used.

Expand students’ perception of tools by asking the class to consider if items, such as a baker’s hands, could be considered a tool, or if an athlete’s arms or legs could be labeled as a tool. Relay how school skills such as mathematics, reading, science, and reading could also be considered tools.
PLANET I | INVESTIGATIVE PERSONALITIES

Introduce the lesson by telling students that today they will be taking a virtual trip to Planet I. Ask students if they can guess what word the “I” in Planet I references. Then, explain that it stands for the word “investigative.” Ask students if they can guess what the word investigative means (you may wish to explain that the root of “investigative” is the word “investigate.”

Write answers that are associated with the word “investigative” on the board. Ask students if they like to investigate things, or if they know someone who does, and if so, ask what they like to investigate.

Explain that individuals who have an investigative personality like to look for clues on how to make life better for others, ask questions to discover something, or use their minds to solve problems.

Tell students they will be visiting Planet I very soon to learn more about investigative individuals. Wrap up this portion of the discussion by noting that there are many occupations for individuals who enjoy being investigative.

PLANET A | ARTISTIC OCCUPATIONS

Begin by explaining to students that Planet A is all about Artistic occupations. Engage students in a discussion about occupations that are considered artistic. Try to broaden students’ understanding of what might be considered artistic-related careers:

- Do you know anyone who has an artistic occupation? If so, what do they do?
- Do any of you like artistic activities? If so, what are they?
- What types of jobs do you think are considered artistic?
- Beyond a painter or sculptor, is a dancer an artist? Is a singer an artist? How about someone who writes shorts stories or poems, are they considered an artist?

Continue the discussion by asking students to guess what tools individuals in artistic occupations might use (you may need to refresh students’ memory about the definition of a tool). List the tools students guess on the chalkboard/whiteboard or chart paper. If needed, prompt students with the following:

- What tools might a painter use? Answer: brushes, canvas, easel, etc.
- What tools might a videographer use? Answer: camera, microphone, etc.
PLANET A

ACTIVITY
(continued)

- What tools might a singer use? **Answer:** Microphone, song sheet, voice, etc.
- What tools might a writer use? **Answer:** Computer, pen, dictionary, etc.

Discuss with students how things like a singer’s voice or a writer’s writing skills may also be considered tools. Just as math is a skill that can help with problem-solving, writing and other communication skills are skills that can be used in multiple occupations.

PLANET S | LISTENING TECHNIQUES

Distribute the *Speaking and Listening Do’s and Don’ts* handout to students and discuss the importance of appropriate speaking and listening techniques used in conversation. Add additional “Do’s” or “Don’ts” to the list and/or ask students to suggest additional Do’s and Don’ts. Invite two students to come up to the front of the classroom and demonstrate the appropriate listening and speaking techniques and what it looks like when the appropriate techniques are not used. Assign one student to be the speaker and the other student to be the listener. Ask the class to comment on what differences they saw when the conversation was appropriate versus inappropriate. Continue the discussion with the class.

Ask:

- How many of you feel you could use these techniques the next time you have a conversation?
- How many of you would be willing to try out these techniques in the future?

PLANET E | PRACTICING INTERVIEW SKILLS

In this activity, students are given an assignment to interview one or two individuals (preferably working adults at home or where they live) and share their results at a later date. Relay to students that setting up and conducting their interviews will require some planning, a skill that persuaders do well and a skill that everyone needs to be successful at work. Share with the class that they are to:

1. Ask an adult at home for a short interview.
2. Plan when the interview will occur.
3. Conduct the interview using the questions from the *Working Interview* worksheet and record the answers on the worksheet.
4. Bring the answer sheet(s) back to school to share with the class.
When students have completed their interviews by the assigned date, schedule time for the class to share what was learned. Use the words that best describe the interviewee’s work (Question 3) to remind students of their visits to the Galaxy Planets and the nicknames of various workers.

- Creator (Planet A)
- Persuader (Planet E)
- Doer (Planet R)
- Thinker (Planet I)
- Helper (Planet S)
- Organizer (Planet C)

Ask students to compare the interviewee’s selected nickname with the tools they said they used (Question 2) in their career.

Share with students that they have been learning about lots of different tools used by individuals on the six Galaxy Planets. As a class, engage students in a review of the various planet names and see if they can remember the various tools used by workers on each planet.

Use the following prompts as your guide:

- **Individuals on Planet R are called Doers. Do you remember what tools doers use?** Answer: Wrench, diving gear, baking pan, firetruck, etc.
- **Planet I individuals are known as Thinkers. What tools do thinkers use?** Answer: Computers, microscopes, calculators, telescopes, etc.
- **On Planet A, individuals are called Creators. What tools do creators often use?** Answer: Paintbrushes, musical stands and instruments, etc.
- **Planet S individuals are known as Helpers. Do you recall what tools helpers use?** Answer: Booster seats, chalkboards, gym equipment, etc.
- **On Planet E, individuals are known as Persuaders. What tools do persuaders use?** Answer: Telephones, computers, cameras, microphones, web and social media, etc.
- **The people on Planet C, which you will visit soon, are known as Organizers. Their tools include calendars, copy machines, scanners, clipboards, maps, and smartphones.**
Follow the discussion by asking students what tools they think they would enjoy using the most and what planet that might be. Have them turn to another student and share their answer. Discuss what students learn:

- Does everyone like the same tools?
- Is it okay if different students like different tools?
- Is it possible to like more than one set of tools?

Conclude the discussion by sharing that it is not unusual to like some tools more than others. Having different interests allows us to find the tools that we like the most and the occupations that are just right for us.
## Speaking and Listening Do’s and Don’ts

<table>
<thead>
<tr>
<th>Appropriate Speaking Techniques</th>
<th>Appropriate Listening Techniques</th>
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</thead>
<tbody>
<tr>
<td>Do look at the other person when speaking with them.</td>
<td>Do try to hear and understand what the other person is saying.</td>
</tr>
<tr>
<td>Do use a clear voice that is not too soft and not too loud when speaking.</td>
<td>Do ask questions to clarify what the other person is saying.</td>
</tr>
<tr>
<td>Do take turns speaking (let the other person speak too).</td>
<td>Do nod and show understanding when listening.</td>
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My Name: ________________________________

Interviewed Person’s Name (optional): ________________________________

Question 1. What is the name of your occupation or career?

__________________________________________________________________________

Question 2. What types of tools do you use in your work? (A tool is considered anything that helps you do your work well.

__________________________________________________________________________

Question 3. Which of the following words best describes the type of work you do?

• Creator (Planet A)
• Persuader (Planet E)
• Doer (Planet R)
• Thinker (Planet I)
• Helper (Planet S)
• Organizer (Planet C)