

# Activities

Dream Catchers, Fourth Edition



# Activities

---

## Part 1: Dream Catchers, Fourth Edition

### Lesson

#### Capture Your Dreams: The Choice Is Yours

## Activity 1

### Individual Activity

---

#### Write a Letter Home

Do the adults in your house ever ask you, “What did you do in school today?” Sometimes it’s hard to answer! This activity will help you answer that question.

#### Directions

Write a letter home about your new *Dream Catchers* book. Your teacher will explain the correct letter form, or you can use your language arts book.

- **Paragraph 1**—Give the title and the subtitle of your book. (Check your language book for the correct way to write book titles.) Then explain that this is a new book you are starting to use.
- **Paragraph 2**—Copy the following information for your letter:

“*Dream Catchers* is a four-part book that will help me learn about the world of work. In part 1, I will learn about the different choices I can make to find careers that interest me. In part 2, I will learn about the different skills and abilities that are important for school work and that will prepare me for my future career. In part 3, I will learn how ability, effort, and achievement will help me be successful in school and in my future job. This will give me lots of ways to improve my study skills and work habits. In part 4, I will learn how to research information on careers that interest me.”

- **Paragraph 3**—Explain that you will need help from your parent(s), guardian(s), or other adults when learning about work. You will interview them about the different kinds of work they do—jobs, volunteer work, or housework.
- **Paragraph 4 (optional)**—You could explain the Native American legend about dream catchers from, “About the Dream Catcher Legend” on page vi in your *Dream Catchers* book. You could even draw a dream catcher on the back of your letter.

#### Extra Activity: Letter Exchange

Exchange letters with a classmate. Proofread one another’s letters. Make sure they are written in the correct form. Check for punctuation and spelling errors. Write a final, corrected copy of your letter.

## Activity 2

### Individual Activity

---

#### Make Your Own Dream Catcher

##### Materials Needed

Bendable materials to make the dream catcher frame. You can use grapevines or any branches or twigs that are soft enough to bend into a circle without cracking. Note: Many craft or garden stores sell grapevine wreaths that can be taken apart to make several frames.

Waxed string. (Available in craft or leather stores.)

A large feather at least 6 inches long. (Use a real one or make one from construction paper and pipe cleaners.)

Beads or other decorations. (One bead should have a center hole about  $\frac{3}{8}$  inch in diameter.)

##### Directions

Follow these steps to make a dream catcher. (Look at the cover of this book for help.) You can add other decorations if you wish—this is your creation!

##### Step 1: Making the Frame

1. Cut one piece of waxed string about 6 inches long.
2. Take one long grapevine (16 to 20 inches) and make a mark in the middle of it.
3. Shape half the grapevine into a circle by taking one end and bending it to the middle mark.
4. Twist the remaining straight half of the grapevine around the circle you just made by weaving it over and under the edge of the circle.
5. Tie the grapevine ends together with the waxed string where they meet. You can tie any “loose spots” on the frame with waxed string, too.

##### Step 2: Making the Web

1. Measure the width of your frame. Cut six pieces of waxed string at least six inches longer than the frame’s width.
2. Take one piece of string and tie one end of it to the frame. Tie the other end on the opposite side of the frame. Tie the string tight.
3. Take another piece of string. Repeat Step 2. Tie this string across the frame so the circle is divided into four equal sections.
4. In each of the four sections, make two marks on the frame. This divides each section into thirds. (You make a total of eight marks on your frame.)
5. Tie a piece of string to a mark in one section. Tie the end of the same string to the mark on the exact opposite side of the frame. Repeat this step with the three strings left. When you finish, your frame should have 12 sections.
6. Cut a piece of string about 15 inches long. Tightly tie that string to any string on your frame, about  $\frac{3}{4}$  inch away from the frame.
7. Take the string and weave it through all the strings in a circle. To weave, pass the string under the frame string. Bring it up and around the frame string again to form a loop. Pull the loop so that it is tight. Make

## Activity 2 *Continued*

another loop on the next string tied to the frame. Repeat this step until you have made a complete circle. Tie a knot when you finish the circle. Cut off any extra string.

8. Make as many “inner circles” as you want to finish your web.

### Step 3: Adding the Feather

1. Take the feather and slip a bead with a 3/8-inch hole on the “quill” end of it. Push the bead about 2 inches from the end of the feather. (If you make your own feather, use a pipe cleaner for the quill end.)

2. Put the feather in the center of your dream catcher web where all the strings cross. Bend the quill so that it is on the other side of the crossed strings.

3. Push the bead up so that it covers the bent quill end. This will hold your feather to the web.

### Step 4: Finishing Your Dream Catcher

1. Tie a strong loop to the top of your dream catcher for hanging.

2. Cut off any extra string hanging from your dream catcher frame, or you can tie beads on the string ends for decoration.

## Activity 3

### Individual and Small-Group Activity

---

#### Make Your Own Cluster Games

In *Dream Catchers*, you learned about clusters. A *cluster* is a group of things that are put together because they are alike in some way. This activity shows you how to make three cluster games. You can have fun with clusters! More ideas for games are listed at the end of this activity.

#### Directions

Follow the steps to play each of the cluster games.

#### Name That Cluster!

1. Make two columns on a sheet of paper. Label the left column, “Things in the Cluster.” Label the right column, “Cluster Name.”
2. List the names of things that can be grouped together under the “Things in the Cluster” column. (Try to think of several different groups of things.) Leave the “Cluster Name” column blank. For example:

Things in the Cluster	Cluster Name
<b>1. Apple Orange Banana Grape Pear</b>	_____

3. Give your paper to a classmate. Try to guess the names of each other’s clusters.

#### Cluster Cards

1. Write four different cluster names on a sheet of paper. List five things that would fit into each cluster. Don’t let anyone see your paper.
2. Make 20 cards out of notebook paper or use index cards. To make cards from notebook paper: Fold the paper in half from side to side. Then fold the paper in half from top to bottom. Tear along the fold lines to make your cards. This will give you four cards for one sheet of paper. Repeat the process until you have 20 cards. (You’ll use five sheets of paper.)
3. Write one thing from each of your clusters on each card. When you are done, each card should have a different name on it.
4. Mix up all your cards. Give them to a classmate. Have your classmate try to arrange the cards into your four clusters. (Don’t tell your classmate what your clusters are.) If your classmate arranges the cards correctly, she or he can try to guess the name of each cluster.

## Activity 3 *Continued*

### More Cluster Games

Clusters can be made from many things. You can even use cluster games to help study and review your schoolwork! You can make clusters from the subjects you are studying now. Use your textbooks to help. Some examples are the following:

- **Language**—Make clusters of nouns, verbs, adjectives, adverbs, book titles, or quotations.
- **Math**—Make clusters with numbers. Number clusters can be great fun. They can be real “brainteasers” if you’re trying to guess the cluster name. For example, you might group numbers that can be divided by 6, numbers that end in 2, even numbers, or fractions. Try to stump your classmates.
- **Spelling**—Make clusters of words that have silent *e*’s, words with double vowels, or compound words.
- **Social Studies**—Make clusters of mountain ranges, countries in Europe, names of lakes, or state capitals.
- **Science**—Make clusters of flowering plants, mammals, types of weather, or natural resources.

## Activity 4

### Small-Group Activity

---

#### Career Cluster Collages

A *collage* is a way to make a piece of art. You lay out different materials and paste them on a hard surface.

#### Directions

Follow these steps to create career collages. You can decorate a bulletin board in your classroom or hang the collages outside your classroom door. Be sure to get your teacher's permission first.

1. Divide the class into 11 small groups. Each group will be assigned a different career cluster.
2. Each group should get a "Career Cluster Worksheet" from the teacher.
3. As a group, think of lots of jobs that belong in your cluster. Write the job names on the "Career Cluster Worksheet." You can use the jobs listed in your *Dream Catchers* book to get started.
4. You should look through magazines, newspapers, and online to find pictures of people working at jobs in your group's cluster. You can also draw or trace pictures.
5. Get a poster board or a piece of cardboard.
6. Lay out the collage as a group. Trim the pictures into different shapes. When making a collage, many pictures overlap. Make sure the poster board is completely covered. Place the "Career Cluster Worksheet" and the pictures on the poster board. Experiment with different layouts.
7. Paste the pictures and the "Cluster Worksheet" to the poster board when the group has decided which layout it likes best.



























## Activity 16

### Individual or Small-Group Activity

---

#### You Work with People and Animals, Too!

In *Dream Catchers*, you learned that jobs can be put into different groups. Jobs can be grouped by who or what people do most of their work with. One of these groups was “People and Animals.”

In this group, people spend most of their time working with other people or animals. Their jobs involve helping or serving people or animals. For example, a nurse, a teacher, a taxi driver, a salesperson, a zookeeper, and a veterinarian all work with people or animals.

#### Directions

Think of all the activities you do with other people or animals. Write them on the lines below.

---

---

---

---

---

---

---

---

---

---

#### Extra Activity: Make a Class List of People and Animal Activities

1. Work in a small group. Collect everyone’s worksheet on people and animal activities. Divide the worksheets among group members.
2. Read aloud the worksheet with the longest list. Have each group member cross out any activities on her or his list that are the same as activities from the longest list. Compare what’s left on all the shorter lists. Cross out duplicates among those. Add the activities left over from the shorter lists to the longest list to make a group list.
3. Get a marker and a big sheet of paper. Next write “People and Animal Activities” on the top. Write your group’s list on the paper. Hang your list in the classroom.

## Activity 17

### Individual or Small-Group Activity

---

#### You Work with Things and Machinery, Too!

In *Dream Catchers*, you learned that jobs can be put into different groups. Jobs can be grouped by who or what people do most of their work with. One of these groups was “Things and Machinery.”

In this group, people work every day with things or machinery. They work with things that are not alive. For example, a carpenter, a factory worker, an automobile repair person, a laboratory scientist, and a computer operator work with things or machinery.

#### Directions

Think of all of the activities you do with things and machinery. Write them on the lines below.

---

---

---

---

---

---

---

---

---

---

#### Extra Activity: Make a Class List of Things and Machinery Activities

1. Work in a small group. Collect everyone’s worksheet on people and animal activities. Divide the worksheets among group members.
2. Read aloud the worksheet with the longest list. Have each group member cross out any activities on her or his list that are the same as activities from the longest list. Compare what’s left on all the shorter lists. Cross out duplicates among those. Add the activities left over from the shorter lists to the longest list to make a group list.
3. Get a marker and a big sheet of paper. Next write “People and Animal Activities” on the top. Write your group’s list on the paper. Hang your list in the classroom.

## Activity 18

### Individual or Small-Group Activity

---

#### You Work with Data and Ideas, Too!

In *Dream Catchers*, you learned that jobs can be put into different groups. Jobs can be grouped by who or what people do most of their work with. One of these groups was “Data and Ideas.”

In this group, people work every day with information and facts. They may explain, collect, organize or study information. For example, a newspaper editor, a police artist, a chemist, a weather person, and a safety inspector all work with information and facts.

Some people gather information and facts and use them in new or creative ways. For example, a writer, an artist, an inventor, and a designer all use data in creative or new ways.

#### Directions

Think of all the activities you do that use data. Write them on the lines below.

---

---

---

---

---

---

---

#### Extra Activity: Make a Class List of Data and Ideas Activities

1. Work in a small group. Collect everyone’s worksheet on people and animal activities. Divide the worksheets among group members.
2. Read aloud the worksheet with the longest list. Have each group member cross out any activities on her or his list that are the same as activities from the longest list. Compare what’s left on all the shorter lists. Cross out duplicates among those. Add the activities left over from the shorter lists to the longest list to make a group list.
3. Get a marker and a big sheet of paper. Next write “People and Animal Activities” on the top. Write your group’s list on the paper. Hang your list in the classroom.

## Activity 19

### Individual Activity

---

#### Jobs and Working Conditions

In *Dream Catchers*, you learned that jobs could be grouped by their working conditions. This activity will help you explore the working conditions of specific jobs.

#### Directions

Use the following questions to interview people about the working conditions of their jobs.

Name of Person Interviewed: \_\_\_\_\_

Job Title: \_\_\_\_\_

#### Where

Do you work inside where you are protected from weather? In what kind of building do you work? Do you work outside? Are you protected at all from the weather? Do you work both inside and out?

Please describe where you work.

---

---

---

---

---

---

---

#### Physical Activities

How much activity does your job require? Do you sit or stand all day? Do you do a lot of walking and movement or just a little? Do you have to stoop, bend, or kneel? Do you lift things? How much do they weigh? Please specifically describe the physical activities required on your job.

---

---

---

---

---

---

---

Activity 19 *Continued*

Hours and Days

Do you work a Monday-through-Friday, eight-hours-a-day schedule? Do you work on weekends or later hours like midnight until 8:00 a.m.? Do you work overtime if needed? How flexible is your work schedule? Please describe your work schedule.

---

---

---

---

---

Travel

Do you work in the same place everyday? If you travel, do you go short (in your area) or long distances? If you travel, are you away from home for only a very short time or are you gone for several days a month? Do you like to travel by flying different places or just traveling by car or other vehicles? Please describe your required travel.

---

---

---

---

---

Danger Level

Does your job have any safety risks at all? Would you describe the danger as low, average, or high risk? Please describe specifically the risks you face at work.

---

---

---

---

---



Activity 19 *Continued*

Special Equipment

Does your job require you to wear or use special equipment to protect you from danger? Please describe the clothing you must wear and/or the special equipment you use.

---

---

---

---

---

---

---

## Activity 20

### Class Activity

---

#### Conduct a Workforce Survey

In *Dream Catchers*, you learned that workers can be employees or self-employed. *Employees* are workers who work for others. *Self-employed* means that you work for yourself.

Most people work as employees. Yet the number of self-employed people is growing every year. As a class, do a workforce survey. Discover how many people you know who are employees or self-employed. (In a *survey*, you gather data and analyze the results.)

#### Directions

Follow the steps below to do a survey and to study the results. Each person in the class must gather data.

1. Ask at least five adults whether they are employees or self-employed. Write down their answers. Also ask them their job titles and write them down.
2. Bring your research to class.
3. Add the total number of employees and the total number of self-employed people from all data gathered.
4. Figure out the percentage of employees and self-employed people from your survey. (Your teacher can help you with this step.)
5. Make a list of the jobs your data indicates self-employed people work at. Do they do the same kind of work as employees? How many different kinds of self-employed jobs did you find?

## Activity 21

### Individual Activity

---

#### Learning About Self-Employment

In *Dream Catchers*, you learned that some people choose to work for themselves. They are called self-employed. Because of technological advances like computers and fax machines, many more opportunities exist for people to be self-employed. Many self-employed people even work out of their homes. The number of self-employed people in the workforce is growing. Self-employment may be a real career option for you. To learn how self-employment is different from being an employee, find someone you know who is self-employed and interview her or him.

#### Directions

Interview a self-employed person. Some questions to ask are listed below, but you can ask other questions too. Write a report from your interview to share with your class.

- What kind of work do you do?
- Where do you work?
- How did you decide to work for yourself?
- Did you work for someone else before you started your own business? What did you do?
- Do you work alone or do you have employees?
- What do you like about being self-employed?
- What do you dislike about being self-employed?
- If I wanted to have my own business, what advice could you give me?



## Activity 23

### Class Activity

---

#### What's My Line?

There once was a quiz show on television called, *What's My Line?* A guest would come on the show, and then a group of four people, called the *panel*, would ask the guest questions. The panel had to try to guess the guest's job. The panel had to ask questions that could be answered "Yes" or "No."

#### Directions

Your class can have a lot of fun playing *What's My Line?* Follow these directions to get ready to play.

#### Props Needed

- A piece of paper or cardboard. Write the guest's job on it.
- 20 index cards (or paper). Number them from 1 to 20. (Each card gets one number.)

#### People Needed

- One game show moderator
- Four panel members
- One guest

#### Arrange the Set

- Put two desks or chairs in the front of the room for the host and guest.
- Put four desks or chairs together for the panel. Arrange them so that the audience can see everyone on the panel.
- The rest of the class will be the audience.

## Activity 23 *Continued*

### Game Rules

1. The host brings out the panel and introduces panel members to the audience.
2. The host then brings out the guest and introduces her or him.
3. The host shows the audience the card with the guest's job on it. Don't let the panel see! (On the TV show, the panel wore blindfolds for the final round of the game! You can do that, too.)
4. The panel asks questions to try to guess the job. The questions can be answered only "Yes" or "No." If a panel member asks a question that can't be answered "Yes" or "No," the host should say it's an illegal question and have her or him ask a different one. Panel members take turns asking questions until 20 questions have been asked.
5. The host displays the 20 numbered cards with the card numbered 20 on top in the beginning. The audience and panel must be able to see the cards. Each time a question is asked, the host removes one card. Then everyone knows how many questions are left.
6. After 20 questions have been asked, each panel member has one chance to guess the job. For example, "Are you a fireman?" If no one guesses correctly, the guest wins the game. (Or you can let the audience guess. See the "Optional Rule" below.)

**Optional Rule:** Do not show the guest's job to the audience. The panel might not guess the job after 20 questions. Then the host may call on people in the audience. They can try to guess the job.

### Hints for Playing

- **Ask good questions.** Use your new knowledge about careers to try to guess the job. You can ask the guest if she or he works with People and Animals, Things and Machinery, or Data. You can ask about the career cluster or the working conditions. Does the job require special education or training?
- **Make sure the guest knows the job.** People playing guests need many facts about the job. They should pick a job they have researched. The guest can use a "Career Data Worksheet" to answer questions. A guest can also ask the teacher for help in answering questions.

## Activity 24

### Individual or Small-Group Activity

---

#### Work in Early America

In social studies, you learned how Americans lived in the past. Think of when America was a new nation. People lived very differently in those times than we do now.

When times change, the work people do also changes. For example, one job that no longer exists is wagon making. The way work is done also changes. For example, most women used to sew by hand all the clothes for their families. Now clothes are made on sewing machines, often in factories. People buy their clothes in stores. This activity will show you how work is different now.

#### Directions

Use your social studies book and library books to learn about America's early settlers. Everyone might read a book about America's early days. Then follow the steps below. You can do this activity alone or in small groups.

#### Props Needed

- 4 large sheets of paper
- Magic markers

1. Write the following titles on separate sheets of paper:

- Early American Jobs That Are Now Gone
- Early American Work Done by One or Few People for Themselves Now Done by Businesses or in Factories
- Things We Buy That the Early Settlers Made for Themselves
- Household Work and Chores Early Settlers Did That No Longer Exist

2. Make lists under each title of things and services which match that title using markers. Try to make long lists. Add drawings if you want. Display the lists in the classroom.

## Individual, Small-Group, or Class Activity

---

### Inventions Create Jobs!

When something new is invented, the invention can create new jobs. You might need people to make it, repair it, or sell it. Just think of all the jobs created by Thomas Edison’s inventions with electricity. This activity will show you how new jobs are created.

#### Directions

Use your social studies book to research early inventions. Some examples are the telegraph, light bulb, and steam engine. Learn about more recent inventions like the telephone, television, DVD player, computer, and airplane. Then follow the steps below.

1. Make a list of the inventions that have changed the way people live.
2. Pick one invention from the list you made in Step 1. Think about the new jobs created from that invention. Now make a list of those jobs. Give the list a title, for example, “Jobs Created by the Invention of the Telephone.” Under that title, list all of the new jobs.
3. You may do this activity in small groups. As a class, make a list of inventions. Then divide the list among several small groups. Have each group make lists of jobs created by the invention assigned to it.



## Activity 26

### Individual, Small-Group, or Class Activity

---

#### Jobs of the Future

You know that inventions create new jobs. People are always inventing new things. That means new jobs keep being created! What kind of jobs will exist in the future? This activity will help you guess.

#### Directions

Let's take a trip to the year 2199. Pretend you are now in the 22nd century. Follow the steps below to invent a product and discover new jobs.

1. "Invent" a product people can buy in the future. For example, your product could be a "Personal Robot."
2. Give your product a name. Write a description of what it looks like and what it does. It could be something people use, wear, or eat. You can even draw a picture of it.
3. Make a list of jobs now needed because of your invention. Give the list a title, for example, "Jobs Created by the Invention of the Personal Robot."

**Optional:** Give your invention description to someone else. Have that person make a list of jobs now needed because of your invention.

## Activity 27

### Individual Activity

---

#### Job Genealogy

*Genealogy* is the study of ancestry or family histories. (One popular activity in genealogy is “building a family tree.”) To see how jobs change, study the kinds of jobs people in a family have had.

#### Directions

To build a *job* family tree, first select a family to research. You can use your own family, a friend’s family, or a neighbor’s family. You will do your research using interviews.

1. Decide which side of the family you will research. (You can research both sides of the family—mother and father—or only one side.)
2. Go back as far in the family history as the people being interviewed can remember (for example, great-grandparents or great-great-grandparents).
3. Ask the following questions. (Start with the oldest family member the person you are interviewing can remember. Work down to your generation.)
  - What is the family member’s name?
  - What job(s) did the family member perform? (Many people work more than one job in a lifetime. Make sure to include all the jobs that person worked at as an adult. Also, make sure to include homemaking as a job.) If the person being interviewed can’t remember certain people’s jobs, put “unknown” on the family tree.
4. Your teacher will show you how to draw a genealogical chart (a family tree). Draw a genealogical chart below, using the data you gathered in your research.

## Activity 28

### Individual Activity

---

#### Workplaces in Your Community

Many workplaces in your community need different kinds of workers. Think about all the places you've been where people work: a supermarket, department store, hospital, library, restaurant, or gas station. Does everyone in supermarket share the same job or do the workers in the supermarket have different jobs from each other? What about the hospital or library?

#### Directions

This activity will help you explore workplaces in your community and the different jobs people do in the same workplace. Follow the steps below to learn more about where people work.

1. Choose a workplace in your community. Draw a big picture of it.
2. Describe all the different kinds of jobs people do in that workplace. For example, a grocery store has cashiers, baggers, stockers, and many other jobs. Write the jobs on a piece of paper.
3. Attach your job descriptions to the picture you drew.
4. Display your picture in your classroom. Your class could do a "Workplaces in Our Community" bulletin board.

## Activity 29

### Individual or Class Activity

---

#### Volunteer Work in Your Community

In *Dream Catchers*, you learned that many people work for free. This is called *volunteer* work. Find someone who has done volunteer work. Interview the person to learn what she or he did.

#### Directions

Ask someone the sample interview questions listed below. (You can add any other questions you want.) Write the person's name and the answers on notebook paper.

1. What volunteer work have you done? Describe as many volunteer activities as possible.
2. How did you find out about doing volunteer work?
3. Did you need any special training to do your volunteer work? If so, how did you get the training?
4. Why do you do volunteer work?
5. Do you think everyone should do volunteer work? Why?

#### Extra Activity: Report on Volunteer Work

1. Share your research with your classmates. Write a report about volunteer work from your interview. You might read your report out loud. Also, your teacher might have the class do a "volunteer work" bulletin board.
2. Compare everyone's research results. Make a big list of all the different kinds of volunteer work the class has learned about. Hang the list in your classroom.

## Class Activity

---

### Plan a Class Volunteer Project

People often do volunteer work. Sometimes they help others. They might also work to improve the environment where they live. Or they might work to raise money for a good cause. As a class, plan a volunteer project. You can help others or improve the environment.

You can select a simple project. Cleaning your school yard might be good. Helping students in lower grades could be fun. You also can select a more complex project.

You could host a fund-raiser and donate the money you earn to a charity. Or you could buy something your school needs. The instructions here guide you through the complex task of hosting a fund-raiser. If you select a simpler project, your teacher can help you plan it.

### Directions

Decide what your class project will be. If you choose to do the fund-raiser, you could have a garage sale by having the class bring in toys, books, and other items to sell. You could also decide to make something to sell like popcorn and lemonade. Or you might decide to bake something simple to sell during lunch. Decide how you will use the money you raise.

### Planning Your Project

Decide what tasks you must do. The list below gives suggestions. Make a list of tasks for your project.

- If you are having a garage sale, how will you gather the items to sell?
- If you make something to eat or drink, how much should you make? (For example, how many bags of popcorn will you need?)
- What ingredients will you need to make your product? Will you need to package your product? (If you sell popcorn, will you put it in bags? Do you need to buy cups for drinks?)
- If you need to buy supplies, how much will you buy? How much will it cost? (These costs are your expenses.) Who will buy the supplies you need? Where will you get the money? (You may need to take out a business loan.)
- Will you have other expenses? For example, if you bake something, how much will the ingredients cost?
- Figure out your estimated profit. Subtract your expenses from how much money you think you will make.
- How will you advertise your project? How often? Do you need to make a handout for classmates to take home?
- Do you need to get permission from anyone (such as your principal)? Should you ask other teachers to bring their classes to your sale? How will you do that?

## Activity 30 *Continued*

- Are you going to use your classroom for the sale? How will you arrange the desks and chairs? Do you need to make any signs to use in the room? How will you organize the items if you have a garage sale?
- If you are going to make something, where and when will you make it?
- What day will you have your sale on?

### Make a Schedule and Assign Tasks

1. Get a calendar or a sheet of paper. Assign days and deadlines for all the tasks you listed.
2. Decide which tasks will be done in school and which tasks will be done at home or after school.
3. Assign workers to perform the tasks. List them on the schedule. (Some tasks can be accomplished by small groups.) You may want to pick a project manager. The *manager* makes sure people complete their tasks on time. This is *your* volunteer project. Your teacher should not be the manager.

### Day of the Sale Plan

1. Decide what tasks have to be performed on the day of the sale. This includes set-up, the sale itself, and clean-up.
2. Decide which workers you will need on the sale day. For example, if you prepare food that day, how many people are needed to prepare and package it? (Your teacher may explain what “mass production” is and help you organize assembly lines to produce your project.) You will need a cashier or two. You may need baggers. Assign workers.
3. Make a schedule for day of sale tasks and workers.

### After the Sale

1. Count the money you made. Subtract your expenses and pay your bills if you have any. What’s left is your earnings.
2. If you’re donating the money to charity, decide how you will give your proceeds to the group you selected. For example, will you write a letter or present it in person? If you are going to buy something for your school, who will purchase it?

## Individual or Class Activity

---

### We Need You!—Finding Volunteer Work for Young People

In *Dream Catchers*, you learned about volunteer work. Sometimes people volunteer to help people they know, and sometimes people volunteer to help people they don't know. Sometimes people volunteer for a good cause, like collecting donations to fight cancer or earning money to buy computers for their schools. Most communities have volunteer work younger people can do. Sometimes it's in hospitals or working at a local shelter or food bank. Churches, synagogues, mosques, and other religious institutions often have programs which require volunteers. Your job is to find a volunteer opportunity for someone your age.

#### Directions

Find one volunteer program where you live that could use the services of people your age. Your parent(s), guardian(s), or teacher can help you. Call or visit the program to get information on the topics listed in this activity.

Ask the following questions:

- What do you need volunteers to do? Describe as many different opportunities as are available.
- How many days a week or month do volunteers usually work?
- Do you need volunteers on specific days or times? Which days and what times?
- Could someone volunteer after school or on weekends?
- Where will volunteers work?
- Do volunteers need any special skills?
- Could friends volunteer and work together?
- Do you provide transportation for volunteers if needed?

Using the information you gather, write a "Want Ad" to explain the volunteer work. The class can create a "Volunteer Opportunities" bulletin board, and each person can post her or his "Want Ad" on it. Your ad should explain:

- The Work: Describe what a volunteer would do and if friends can volunteer together.
- Skills: Explain the skills that might be needed.
- Location: Give the address, phone number, and a contact person's name.
- Day(s) and Time(s): Give all possible days, times, and any other important information.
- Transportation: Explain how the volunteer can get to and from the location.

## Individual Activity

---

### Write a Letter Home—Part I

You have now finished part 1 of *Dream Catchers*. Write a letter home explaining what you have learned. You can use your book for help.

#### Directions

Write a letter home. Use the suggestions given below. Your teacher will explain the correct letter form. You can also look up rules for writing letters in your language book.

Include the following information in your letter:

- **Paragraph 1**—Give the title, *Dream Catchers*, and the section title for part 1, “Capture Your Dreams—The Choice Is Yours.” (Check your language book for the correct way to write book titles and chapter titles.) Explain that you have just finished all the activities in part 1.
- **Paragraph 2**—Explain that you learned jobs can be grouped together in different ways. Explain what career clusters are. Tell which cluster(s) interests you the most. (The ones you might like to work in someday.) You might even give the job titles of some jobs you liked.
- **Paragraph 3**—Explain that you learned jobs can also be grouped by who or what you work with (People and Animals, Things and Machinery, and Data and Ideas). Explain what working conditions are. Tell which of these groups interest you the most.
- **Paragraph 4**—Tell what you learned about volunteer work. Explain how you studied all the work it takes to run a home.
- **Paragraph 5**—Explain which activity you liked the most in part 1 and why.

#### Extra Activity: Letter Exchange

Exchange letters with a classmate. Proofread one another’s letter. Make sure the letters are written in the correct form. Check for spelling errors and punctuation. Write a final, corrected copy of your letter.



# Activities

---

## Part 2: Dream Catchers, Fourth Edition

### Lesson

#### The Stuff Dreams Are Made Of: Building Your Skills

## Individual Activity

---

### Make a Skills Chain

In *Dream Catchers*, you learned that skills are like building blocks. One skill is made up of many other skills you have already learned. Often, you must master one skill in order to learn another.

#### Directions

This activity will help you analyze one of your skills. It will also create a “guessing game” you can play with others.

Materials Needed
Scissors
Construction paper
Glue
Pen or black marker

1. Select a skill you have. (It can be anything: rowing a boat, throwing a ball, writing poetry, painting your bedroom . . .) Write your skill on a separate sheet of paper. Underneath your skill, write all the other skills (let’s call these “sub-skills”) you had to learn to do that skill. Write the sub-skills in the order that you learned them. (For example, you had to learn the letters of the alphabet before you could learn the sounds for each letter.)

2. Cut construction paper in strips about 1 inch wide and 3 inches long. You will need one paper strip for each sub-skill.

3. Write your sub-skills on the paper strips. Put one sub-skill on each strip. Your paper strips will be glued into a circle to make a chain “link.” Be sure to write your sub-skill large enough that it can be read after you make your link.

4. Make your skills chain. Glue your first skill strip in a circle to make your first link (it should look like a bracelet). Glue the next skill strip around the first link to begin making a chain. Continue making links until your chain is complete. Make sure your links are in the right order. *Do not* include a link that names your skill.

5. Give your chain to a classmate to read. See whether the classmate can guess your skill. Trade your chain with several classmates.

#### Extra Activity: Link Your Skills

After playing the “guessing game,” add a link to the chain that names your skill. Hang the chains to decorate your classroom. Or you can make one long chain from everyone’s chains. This will show what a skilled class you are! Hang the long chain in your classroom.

## Individual Activity

---

### Make a Skills Bank

Some people use banks to save money. Maybe you even have a bank to save your allowance in. A bank is a place to store something valuable. The valuable item doesn't have to be money.

#### Directions

This activity is about another kind of bank—a skills bank. It will help you to see all the skills you are learning. It will also show you how valuable your skills are. Follow the steps below.

1. Cut a slot in the top of your shoebox or coffee can lid. Make the slot large enough to insert folded pieces of paper.
2. Use the unlined paper to cover your box or can. Cut it to the size you need.
3. Write “My Skills Bank” and your name on the cover. Decorate the paper with crayons or markers. Add any other decorations you want.
4. Glue the paper to your can or box.

### How to Use Your Skills Bank

Once or twice a week, put skills in your bank (maybe every Monday and Friday). Write each skill on a piece of paper, fold it, and put it in your bank. You can put in any skills you've learned inside or outside of school. For example, when you finish a chapter in a book, write a summary of what you've learned.

After several weeks, open your skills bank and read all your skills. You might want to record them in a “New Skills Notebook.” Then start saving your skills again.

## Individual, Small-Group, or Class Activity

---

### Share Your Skills

In *Dream Catchers*, you learned that you have lots of skills. It's fun to share your skills with others. This activity suggests ways to share skills.

#### Directions

Select a skill you have (something you can make or do). You will teach it to others. It can be easy or hard. (If you show your skill in class to teach other students, pick a skill you can do in class.)

1. Write instructions on how to do your skill. Follow the steps below to write clear questions:

- Give your instructions a title. The title must clearly state what the instructions are for, for example, "How to Make a Paper Airplane," or "How to Play Cat's Cradle," or "How to Jump Rope Double Dutch."
- List all the tools or materials needed (if any) to follow your instructions. Put them under a heading "Tools and Materials Needed."
- Give all instructions in step-by-step order. Number each step. Each step should give only one instruction.
- Each instruction should begin with a command like "fold," "cut," "bend," "write," and so on.

2. Draw illustrations if needed to make your instructions clearer.

#### Extra Activity: Skills Demonstrations

- Plan a "skills hour" once a week for classmates to show their skills. Each student can pass out instructions for performing her or his skill if people want them.
- Exchange instructions with classmates. See whether each skill can be done by following the instructions. (If a skill can't be done, the author may need to change the instructions.)
- Invite another class to your room for a "Skills Fair." Have several skills demonstrations take place in different areas in the classroom. Let your visitors watch different demonstrations.

## Activity 36

### Individual Activity

---

#### You Can Be an Apprentice

People can learn job-related skills as apprentices. An *apprentice* works under a skilled worker who trains her or him to do a job. An apprentice learns by doing the work with help from the trainer.

#### Directions

You can be an apprentice by following the steps below. Take this worksheet home so that your trainer will understand what you need to do.

1. Have someone outside of school teach you how to do something new. It can be anything—how to cook an egg, iron a shirt, use a drill, change the oil in the car, or knit. Explain to your trainer that you want to learn a new skill. The trainer can help you select one.
2. Your trainer will show you how to do the new skill. The trainer might make you watch first before you try it on your own. Or she or he might guide you through the steps as you try it the first time.
3. Keep practicing your new skill until you can do it correctly by yourself without any help. When you have mastered the skill, you are no longer an apprentice. Now you are a skilled worker.
4. Keep an “Apprentice Journal” of the learning process. Write down what you did as you learned your new skill. What mistakes did you make? What was hard? What was easy? What was fun? What was not fun? How long did it take to master your skill?
5. When you have mastered your skill, have your trainer sign and date your journal. Now you are a skilled worker!

#### Extra Activity: What’s Your Story?

You can share your new skill with your classmates by turning your journal writings into a story. Draw illustrations, too. Maybe you can make an “Apprentice Bulletin Board” with stories from the whole class.

## Activity 37

### Individual Activity

---

#### Practice Makes Perfect

You've probably heard the old saying, "Practice makes perfect." One reason we have "old sayings" is that they are usually true! This activity will help you discover whether practice *does* make perfect.

#### Directions

Pick a skill that you would like to improve. Or pick a new skill you would like to learn. It can be anything—such as an academic skill, an athletic skill, or a musical skill. Your teacher can suggest skills. Pick a skill that you can improve in one or two weeks.

1. Set up a goal sheet for yourself. Include the following information:
  - Describe your goal. What skill do you want to master?
  - Plan a practice schedule. Write down 1) how much time each day, 2) how many days a week, and 3) how many weeks you will practice.
  - Describe what you will do when you practice.
2. Keep a practice journal. Describe your activities. How long did you actually practice? What did you do? Do you feel that you improved your skill?
3. When the time is up (one or two weeks), answer these questions in your journal: Does practice make perfect? Did you really improve? Do you feel you've mastered your skill? Do you need more practice? If you didn't improve, why not?

#### Extra Activity: Share Your Answers

Share your experience with other students in your class. Read your journal to them. See how other people answered the questions in Step 3 above.

## Activity 38

### Individual Activity

---

#### What Academic Skills Are Needed for Jobs?

In *Dream Catchers*, you read stories that showed why people need academic skills for their jobs. How important are academic skills? This activity will show you.

#### Directions

Interview someone to learn how people use school subjects on the job. To do your interview, follow the instructions below.

1. Select an adult you know to interview.
2. Ask the following questions. Be sure to take good notes on what is said. Because different jobs use different academic skills, you will get some “No” answers.
  - What is your job?
  - Do you read on your job? What do you read?
  - Do you write on your job? What kinds of writing do you do?
  - Do you have to talk with others on your job? What kinds of talking does your job require?
  - Do you use math on your job? How do you use it?
  - Do you use scientific information on your job? What do you use? How do you use it?
  - Do you use social studies on your job? (This includes history, geography, government, information on other cultures or people, and so forth.) What information do you use?
  - Do you need a foreign language for your job? What language? How do you use it?
3. When you are done, use your notes to write a report. Call it “Using Academic Skills at Work.” Share your report with the class.

#### Extra Activity: List the Results

Make big lists from the results of all interviews. Create more lists from each academic skill. For example, make a list called “Reading at Work.” Then write down all the different kinds of reading people do at work. Make separate lists for all academic subjects: writing, talking, math, science, social studies, and foreign languages. Hang your lists in the classroom.

## Activity 39

### Individual Activity

---

#### Using Your Academic Skills Outside of School

Think about all the things you do outside school. Do you use academic skills when you're not in school? Let's find out.

#### Directions

Imagine you are running a lemonade stand. Write the academic skills you would need to do the activities below. Don't leave out any skills—your job could depend on it!

1. Make lemonade to sell.

Skills used: \_\_\_\_\_  
\_\_\_\_\_

2. Make signs advertising my product.

Skills used: \_\_\_\_\_  
\_\_\_\_\_

3. Make change when customers buy lemonade.

Skills used: \_\_\_\_\_  
\_\_\_\_\_

4. Figure out my profits.

Skills used: \_\_\_\_\_  
\_\_\_\_\_

#### I've Cut My Hand!

Suppose you fell and cut your hand. Then you went inside and washed the cut. Next, you put antiseptic on the cut. Finally, you put a Band-Aid over the cut. Why did you clean and bandage your cut? What have you learned in school that taught you cleaning a wound is important? Write your answer on the lines below.

---

---

---

---

---



## Individual Activity

---

### Using Your Self-Management Skills

In *Dream Catchers*, you learned about *self-management* skills. They included personal qualities like these:

- **Good Work Habits**—A work habit is the way you do your work. Good work habits include qualities such as following directions, getting your work done on time, working quickly and neatly, being prepared, being thorough, and doing the best you can.
- **Good Work Attitudes**—A work attitude is how you feel about doing your work. Good work attitudes include qualities such as being eager to try new tasks, working hard by yourself, sticking with hard tasks, being cheerful, accepting responsibility, and obeying rules.
- **Good Interpersonal Skills**—“Interpersonal” means “between people.” Interpersonal skills show how well you work with and get along with other people. Good interpersonal skills include qualities such as cooperating, sharing, accepting others, respecting others, respecting authority, and being honest.

### Directions

Use notebook paper to write a story about a time when you used good self-management skills. It could be a school assignment, a chore at home, a project for Scouts, or playing on a team. Try to name all the good work habits, good work attitudes, and interpersonal skills you used.

## Activity 41

### Individual Activity

---

#### Improving Your Self-Management Skills

In “What Are Self-Management Skills?” in *Dream Catchers*, you gave yourself “marks” on your self-management skills. Look at any “I” or “X” marks you have. These are the areas that need improvement—starting now!

#### Directions

To get better, you need to set goals for improvement. The steps below will help you set goals.

1. Select one self-management skill to improve. Write it on the chart on the next page.
2. List five rules that will help you improve this skill. Write them on the chart.
3. Tape this chart to the inside top of your desk or keep it in a notebook.
4. Each week for four weeks, grade yourself on how you followed your rules. Use the marking system on your chart. Put your grade in the box at the bottom of your chart. If you don’t improve in four weeks, review your rules and start again.

#### Self-Management Skills Improvement Chart

<b>Skill I Will Improve:</b>				
Rules I Will Follow to Improve This Skill:				
1.				
2.				
3.				
4.				
5.				
Grade Yourself	Week 1	Week 2	Week 3	Week 4
<b>0 = Outstanding</b>				
<b>S = Satisfactory</b>				
<b>I = Improvement Needed</b>				
<b>X = Unsatisfactory</b>				

## Activity 42

### Individual Activity

#### Using Time Efficiently in the Workplace

Using time efficiently is a very important work habit. To be *efficient* means you get your work done quickly, but you still do a good job.

#### Directions

Read Maria's story below to see why efficient workers are so important. Then solve the problems that come after the story.

#### Maria's House-Painting Business

Maria owns Pronto Painting Company. Her company paints houses. George Liska wants Pronto Painting Company to paint his house. Maria has to decide what to charge Mr. Liska. She judges how many hours it will take to paint his house. Then she figures out what her expenses will be to paint it. Maria has to pay salaries to her workers to paint the house. That is her biggest expense. Maria subtracts the expenses from what she will charge Mr. Liska. The money left over is her profit. She uses her profit to pay herself and to keep her business running. Maria figures out her profit by using a worksheet. Look at her worksheet below.

#### *Expense and Profit Worksheet*

Expenses:	
<b>Total number of hours needed to paint house 64 hours</b>	
<b>Salaries for two painters at \$10 per hour:</b>	
<b>(64 x \$10 = \$640)</b>	<b>\$ 640</b>
<b>Other Expenses:</b>	<b>+ 100</b>
Total Expenses:	<b>\$ 740</b>
Profit:	
<b>Charge to Mr. Liska to paint house</b>	<b>\$1,200</b>
<b>Less Total Expenses:</b>	<b>- 740</b>
Total Profit:	<b>\$ 460</b>

#### Can Wasting Time Waste Money?

A *cost overrun* in business is when something costs more than you thought it would. Maria thought it would take 64 hours to paint Mr. Liska's house. What would happen if her painters wasted time? Suppose they took a lot of breaks, forgot their tools and had to go back to get them, and/or just worked slowly? What would happen if they took 74 hours to finish the painting instead of 64 hours at \$10 per hour? How much money would Maria lose?

Activity 42 *Continued*

1. Figure out her loss:

\$460 (Estimated profit from Maria's worksheet)

– \_\_\_\_\_ (Cost overrun, 10 more hours × \$10 per hour)

= \_\_\_\_\_ (Actual profit)

2. The cost overrun on Mr. Liska's house was \$100. Suppose Maria's company had 10 jobs in one month. If each job had a cost overrun of \$100, how much money would her company lose in a month? \$\_\_\_\_\_

3. Maria's company works 12 months a year. What if she had a cost overrun of \$1,000 for 7 months in a year? How much money would her company lose in a year? \$\_\_\_\_\_

4. Do you think wasting time wastes money? Why?

---

---

5. If you were Maria, how would you solve the problem of your painters working too slowly?

---

---

6. What does it mean to be an efficient worker?

---

---

One of the top three reasons people get fired from their jobs is that they don't use their work time efficiently!

## Class Activity

---

### Make a School Time Card

Using time efficiently is very important at work. Many business activities are connected to time. Lots of people have jobs that use systems to keep track of the hours they've worked. Often, people even have to use devices that record the time they get to work and the time they leave. If a worker gets to work at 8:01 a.m. instead of 8 a.m., the time card shows she or he was late!

#### Directions

All businesses want workers who always get to work on time and don't miss work. To track how you use time, follow the instructions below.

1. Put your name and the dates for one week (Monday through Friday) at the top of an index card, which will be your time card. For example: Kate Lindsay, November 17–21, 2008.
2. Make two columns underneath your name and the dates. One should say "Time In." The other should say "Time Out."
3. Write the days of the week along the left margin for Monday through Friday.
4. Make an envelope to keep your time card in. To do this, fold a piece of paper in half. The fold will be the bottom of the envelope. Tape the sides and bottom of the paper to your desk. (The inside top of your desk would be a good place.) Keep your time card in the envelope.
5. Your teacher will tell you a time when all students have to be at their desks in the morning ready to work. For example: 9:00 a.m.
6. At 9:00 a.m., your teacher will say, "Sign in, please." If you are at your desk, put "9:00" under the "Time In" column. If you are not at your desk ready to sign in, write "Late."
7. Follow the same procedure for signing out. If you leave class early, write the time in the "Time Out" column.
8. If you are absent, make sure to mark absent on your time card when you return to school.
9. At the end of the week, make a record of the number of times you were on time, late, left early, and were absent. Make a new time card for the next week. Use your time card for a whole grading period (or the whole year). Then you will know whether you are a reliable worker.

## Activity 44

### Individual Activity

---

#### The Case of the “Bad Worker”

Not all workers have good work habits, attitudes, or interpersonal skills. Working with a person who has bad self-management skills affects everyone. Have you ever worked with a person who wouldn't cooperate or didn't do her or his fair share of the work? You know that wasn't fun. To find out how “bad workers” can affect other workers, do the activity below.

#### Directions

Pick someone you know who works at a part- or full-time job. Ask the following questions. Take careful notes of the person's answers.

1. Did you ever have to work with someone who did not have good work habits, attitudes, or interpersonal skills?
2. What bad work habits, attitudes, or interpersonal skills did this person display?
3. How did her or his behavior affect other workers?
4. Did anyone ever try to “correct” this bad behavior? What happened?

#### Extra Activity: Write a Report

Use your notes to write a report about the “bad worker.” Share your report with your classmates.

## Activity 45

### Individual Activity

---

#### What Job-Related Skills Do You Need?

In *Dream Catchers*, you learned that workers need special skills to do their jobs. These are called *job-related* skills. In this activity, you will interview someone you know. The interview will help you learn more about job-related skills.

#### Directions

Select an adult to interview. Ask the following questions. Be sure to take good notes on what is said.

1. What is your job? \_\_\_\_\_

2. What special skills do you need to do this work? Name and describe some of these skills.

---

---

---

3. Where did you learn the skills for your job? \_\_\_\_\_

---

---

---

4. Can the skills for your job be learned in other places, too? What are the other places?

---

---

---

---

5. Does your job require any kind of academic degree? What kind of degree?

---

---

---

6. Does your job require a special license? Did you have to pass a test to get your license?

---

---

---

---

Activity 45 *Continued*

7. Do you have to keep learning new skills for your job? Where do you learn them?

---

---

---

---

---

---

Extra Activity: Write a Report

Use your interview notes to write a report called “The Job-Related Skills of a \_\_\_\_\_ (fill in the job title).” Share your report with your classmates.



## Activity 46

### Individual or Small-Group Activity

---

#### Create a Job-Related Skills Bulletin Board

In *Dream Catchers*, you learned about job-related skills. They are special skills workers need to do their jobs. Different jobs require different kinds of skills. This activity will show different kinds of skills.

#### Directions

Follow the steps below to learn more about different kinds of job-related skills.

1. Cut pictures from magazines of people working at different jobs. You can also draw pictures or print them from the Internet.
2. For each job, make a list of all the skills needed for the job. You might like to do this in a small group. Give each list a title, for example, "Job Skills Used by a Nurse."
3. Proofread your lists. Make sure every word is spelled correctly. Rewrite each list on to a new piece of paper if necessary. Make sure the new lists are neat.
4. For each job and skill list you make, paste the picture of the job and its job skills list on a piece of construction paper or poster board.
5. Decorate your bulletin boards or the walls outside your classroom with your work.

## Small-Group or Class Activity

---

### Using Want Ads to Learn About Skills

Newspapers and the Internet contain “want ads.” These ads are put in the paper or online by employers who want to hire people. The want ads list the skills employers look for in workers.

#### Directions

The Sunday newspaper usually has the largest want ad section. You’ll need a copy of the Sunday want ads in class to do this activity. You can also go online and print want ads from a variety of Web sites. Follow the steps below to discover what skills employers want.

1. Divide the want ads among small groups in your class. Or divide the ads alphabetically.
2. Each group will need four sheets of notebook paper. Label the first sheet “Academic Skills,” the second “Self-Management Skills,” the third “Job-Related Skills,” and the fourth “Training or Education Required.”
3. Read your group’s want ads. Every time you find an academic, self-management, or job-related skill, or specific education or training required, write it on the paper with that heading.
4. When all groups have finished, compare what you have discovered about skills and training.

#### Extra Activity: Skills and Training List

You can combine each group’s list into one long list for each category. Display your lists in the classroom.

## Individual Activity

---

### Write a Letter Home—Part 2

You have now finished part 2 of your *Dream Catchers* book. Write a letter home explaining what you have learned. You can use *Dream Catchers* for help.

#### Directions

Write a letter home using the suggestions given below. Your teacher will explain the correct letter form. You also can look up letter writing rules in your language arts book. Your letter should include the following information:

- **Paragraph 1**—Explain that you have just finished all the activities in part 2 of your book. Give part 2's title and tell what part 2 was about.
- **Paragraph 2**—Explain what academic, self-management, and job-related skills are. You might give some examples of each. Also tell how academic and self-management skills are important for both school and work.
- **Paragraph 3**—Explain that you learned about different ways to get education and training for jobs. You might give a few examples. Tell what kind of training or education interests you.
- **Paragraph 4**—Explain which activity you liked the most in part 2 and why.

#### Extra Activity: Letter Exchange

Exchange letters with a classmate. Proofread one another's letters. Make sure they are written in the correct form. Check for punctuation and spelling errors. Write a final, corrected copy of your letter.

## Activities

---

### Part 3: Dream Catchers, Fourth Edition

#### Lesson

#### Make Dreams Come True: Ability, Effort and Achievement

## Small-Group or Class Activity

---

### Produce a Three Little Pigs Play

*Dream Catchers* contains “A Modern Fable of the Three Little Pigs.” Wouldn’t it be fun to change the story into a play to perform? Read the instructions to see how to do it!

#### Directions

Plan and write a script for “A Modern Fable of the Three Little Pigs.”

#### The characters are

Narrator	Pig I Did It	Pig I Can
The Big Bad Wolf	Pig I’ll Try	Mother Pig

You can change the whole story into a script. Another method would be to have a narrator read parts of the story, and then have actors make up what to say and perform pieces of the story as the narrator reads it. (That’s called *extemporaneous theatre*—or *improv*.) Plan and make costumes. (You can make great pig and wolf masks from brown paper bags.) Plan and make scenery, but keep it simple.

#### Extra Activity: Perform Pig Plays

1. If you and your classmates wrote “Which Little Pig Are You?” stories in your *Dream Catchers* book, pick the best story from the class for each little pig. (You can select students to be judges or your teacher can pick them.) Turn those stories into plays, too. You can divide your class into four groups. Each group can plan and perform a play.
2. Invite other classes to your “Pig Theatre.” Perform the plays for them. Do “A Modern Fable of *The Three Little Pigs*” first. Then do the “Which Little Pig Are You?” plays next. You can have your audience guess which little pig was shown in each play.

Activity 50

## Individual Activity

---

### You Can Improve, Too!

#### Directions

Pick a subject you identified as a weakness. (See “...And Weaknesses” in *Dream Catchers* on page 63.) Then fill in the chart below. Try to be specific with your solutions. For example: **Causes of My Problem**—“I forgot to take my books home.” **How I Can Improve**—“Write down the books I need in an assignment notebook.”

### My Work Improvement Plan

Name: \_\_\_\_\_

I need to improve in \_\_\_\_\_ (name the subject)

Causes of My Problem	How I Can Improve
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Activity 51

### Individual Activity

---

#### My Time Journal

**Date:**

6:00 a.m.	6:30
7:00	7:30
8:00	8:30
9:00	9:30
10:00	10:30
11:00	11:30
12:00 p.m.	12:30 p.m.
1:00	1:30
2:00	2:30
3:00	3:30
4:00	4:30
5:00	5:30
6:00	6:30
7:00	7:30
8:00	8:30
9:00	9:30
10:00	10:30
11:00	11:30
12:00 a.m.	

Activity 52

## Individual Activity

---

### Time Spent On My Weekly Activities (Example)

#### Time Spent On My Weekly Activities

Activity	Total Weekly Hours
Going to school	35
Doing something outside	9
Walking the dog	3½
Watching TV or movies	12
Sleeping	58
Going to church	2
Reading for fun (not for school)	2
Eating	10½
Working a paper route	5
Doing chores	2½
Playing video games	10
Talking on the phone	2½
Doing homework	3½
Doing personal care activities such as showering and dressing	5

#### Time Spent On My Weekly Activities

Activity

Total Weekly Hours

---

---

---

---

---

---

---

---

---

---



## Activity 53

### Individual Activity

---

#### How You Use Your Time

For your “My Time Journal” (see “Managing Your Study Time” in *Dream Catchers* on pages 66–67), you grouped all your week’s activities and added the hours you spent on each activity. Many times in business, people put information on charts and graphs. That makes comparing information easier. Use the information to make a bar chart of your activities and the time you spent on them.

#### Directions

At the top of each column on the graph, write the names of your different activities—for example, “Eating,” “Studying,” “Watching TV,” and so forth. Use a marker to draw a bar from the bottom line (below 10) up to the number of hours you spent on the activity. Use a different color for each activity.

<b>Hours</b>	<b>Activities:</b>								
	100								
	90								
	80								
	70								
	60								
	50								
	40								
	30								
	20								
	10								

## Activity 54

### Individual Activity

---

#### Setting Achievement Goals

You know a lot now about your weaknesses and how you spend your time. You can use that knowledge to improve your school work. Use your “My Work Improvement Plan” and your “My Time Journal” to help set achievement goals.

#### Directions

Fill in the goals plan below. Your teacher might want you to copy your goals on a separate sheet of paper. You can take your goals plan home and show your parent(s) or guardian(s). They can help you reach your goals. Good luck!

<i>My Achievement Goals</i>
-----------------------------

Goal 1: I will spend extra time on the following subject(s) _____. They are my weaknesses.
--

Goal 2: I'll make sure I bring home all my assignments and the books I need by _____.
---

Goal 3: If I need help, I'll ask my _____.
--

Goal 4: I will study _____ hours each weekday, even if I don't have assignments due the next day.
---

Goal 5: My study time on weekdays will be between _____ p.m. and _____ p.m.
---

Goal 6: On weekends, I will study on _____ (day or _____ days). I will study between _____ p.m. and _____ p.m.
--

Goal 7: My quiet workplace to study will be _____.
--

Goal 8: I'll keep the school supplies I need to do my work at home in _____.
--

Goal 9: I will limit the time I spend on recreation (playing video games, watching TV, surfing the Web, etc.) to _____ hours on the weekdays and _____ hours on the weekend.
--

Goal 10: On weekdays, I will be in bed with lights out by _____ p.m.
--

---

## Activity 55

### Individual Activity

---

#### Make a Schoolwork Planner

##### Directions

Use the “My Weekly Schoolwork Planner” below to organize your time and schoolwork. Make sure to use a planner each week.

	MY WEEKLY SCHOOLWORK PLANNER					
<i>Activity</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Weekend</i>
Books and Supplies to Bring Home						
Work Due Tomorrow						
Upcoming Tests						
Subjects to Review						
Times to Study						
Other Things I Have to Do Today						

## Activity 56

### Individual Activity

---

#### Managing Your School Study Time

Sometimes you get time during the school day to study. Do you use that time efficiently? Do you get your work done in the time your teacher gives you?

#### Directions

Take the quiz below to find out how you manage your study time at school. Answer each question and read the answer key to find out your score.

#### MANAGING YOUR SCHOOL STUDY TIME QUIZ

Statement	Yes	No
1. It usually takes me at least five minutes to get my materials (for example, book, paper, and pencil) together to start studying.	<input type="checkbox"/>	<input type="checkbox"/>
2. I frequently need to borrow paper or a pencil from classmates before I start studying.	<input type="checkbox"/>	<input type="checkbox"/>
3. My desk is a mess most of the time.	<input type="checkbox"/>	<input type="checkbox"/>
4. I often sharpen my pencil during study time.	<input type="checkbox"/>	<input type="checkbox"/>
5. Sometimes I write notes to my friends during study time.	<input type="checkbox"/>	<input type="checkbox"/>
6. I look at the clock or my watch at least four times when I'm studying.	<input type="checkbox"/>	<input type="checkbox"/>
7. I often think, "I'll just take this home and do it" instead of getting my work done in school.	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to talk with people sitting near me while I'm studying.	<input type="checkbox"/>	<input type="checkbox"/>
9. I like to look out the window during study time.	<input type="checkbox"/>	<input type="checkbox"/>
10. I always seem to be rushing to get my work done.	<input type="checkbox"/>	<input type="checkbox"/>
11. I like to read other things during study time instead of doing my assignment.	<input type="checkbox"/>	<input type="checkbox"/>

*Answer Key: Did you have more than four "Yes" answers? Then you need to use your school study time more efficiently. Use Activity 57 to set study goals for school.*

## Activity 57

### Individual Activity

---

#### Using School Study Time Better

Your “Managing Your School Study Time” quiz (Activity Sheet 56) helped you identify weaknesses in your study habits. Look over all your “Yes” answers. Decide how you are wasting time. Follow the instructions below to turn your weaknesses into strengths.

#### Directions

Set three goals for improving your study skills on the chart below. Tape your goal plan in a place where you can easily see it. When you have study time at school, quickly read your goals. When study time is over, ask yourself whether you used your time well.

#### MY SCHOOL STUDY TIME GOALS

Goal #1:

---

---

---

Goal #2:

---

---

---

Goal #3:

---

---

## Small-Group or Class Activity

---

### A Test Is Coming!

A test grade often shows how carefully you studied for a test. Do you study the “right” things? Do you plan your study time wisely? Do you have all the materials you need to study? Do you follow your teacher’s instructions? Do you spend enough time studying?

#### Directions

Work in small groups to brainstorm good ways to prepare for tests. Follow the steps below to create a worksheet that will help you study.

1. Make a list of all the different things you should do to study for a test. Your list should apply to all your subjects. Put down everything you can possibly think of at first.
2. Read your list. See if you can put the different items into categories (like putting things in clusters). Reading, reviewing, and materials might be some of your clusters.
3. Organize your clusters in order of their importance. What is the most important thing to do? What is second, third, or fourth?
4. Organize the items in your clusters in order of their importance. Now you may choose to throw out some of your items or combine them.
5. Compare your group’s clusters with other groups. Add anything to your list that other groups had on their lists, but your group didn’t. If groups have different priorities, discuss those differences and decide who is “right.”
6. Write a final copy of your clusters and their items in priority order. Make it a worksheet checklist. Then students using your worksheet to study for a test can check off the items as they finish them.
7. See if someone in your group can type your checklist. Have your teacher make copies for everyone. Use your checklist every time you have a test.

## Individual Activity

---

### Learn from Your Mistakes

Imagine that you are looking at a glass that is half filled with water. How would you describe the glass of water? Would you say it is “half empty” or “half full”? Saying it is “half empty” could be a negative way of looking at things because you are focusing on what is missing. But, “half full” is positive because you are focusing on the fact that you still have something.

If you took a test and got half the questions wrong, you’d get a very bad grade. But the positive side is that you also got half the questions right! If you got half of the questions right, you can get more right next time.

### Directions

This activity will help you check your test-taking skills. You *can* improve your test grades! Follow the steps below.

1. When you get a test back, look up the right answers for questions you answered wrong. Correct your test. If it’s a math test, redo the problems to get the right answers.
2. Look at the answers you got wrong. On a sheet of paper, write a reason why you got each answer wrong. You may write the same reason several times. Be specific when stating your reasons. For example:
  - I was careless answering the question. (You knew the right answer but marked it wrong on the test.)
  - I misunderstood the question.
  - I didn’t study that part of the chapter.
  - I didn’t know how to do the problem.
  - I forgot the answer.
3. Look at the reasons why you made mistakes on your test. Which reason did you give the most? That’s the area to improve when studying and taking tests.

Activity 59 *Continued*

4. Write some tips for yourself to avoid making these mistakes. You can use the lines below. For example, if you said, "I was careless," your rule might be, "Read test questions carefully and check my answers when I'm finished." You might add these rules to your "A Test Is Coming!" checklist. If they're already on the checklist, put a star by them to remind you to really work on those study skills. Use your new knowledge every time you study for a test. Review your tips before taking a test.

My Tips for Taking a Test

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_



## Activity 60

### Individual Activity

---

#### My Workplace Plan

##### Directions

Fill in the blanks below to design your study workplace. Take your plan home. Show it to your parent(s) or guardian(s). They can help you organize and use your workplace.

1. Where will I work? (You need a desk or table, good lighting, and quiet.)

---

2. What supplies will I need? (List everything you should have for all subjects.)

---

---

---

3. Where will I keep my supplies? (A desk drawer is great. A shoebox or some other container will also work. Plan a place to keep your supplies.)

---

---

4. How can I remember to bring home the books I need?

---

---

5. What study rules should I follow? (You need quiet time with no interruptions from people, the phone, or TV to concentrate best. Get snacks before you start.) Write your rules.

---

---

6. Who will I study with? (Most of the time, it's more efficient to study alone. List the times when it would be OK to study with friends.)

---

---

## Individual, Small-Group, or Class Activity

---

### Organizing an Efficient Workplace

Sometimes *where* you work can make you an inefficient worker. (*Inefficient* is the opposite of efficient.) A well-organized workplace is also important on a job. Businesses want workplaces where workers won't waste time getting their work done. Sometimes they even hire special people called *consultants* to design the most efficient workplace possible. Read Willy's story below. It shows that *where* you work can make a difference.

### Can You Help Willy?

The Richards family owns a doughnut shop. Willy Richards comes in at 4:00 a.m. every day to make the doughnuts. Willy loves his work, but he is unhappy with his kitchen. He thinks the way the kitchen is organized wastes time. Willy has to work long hours. Wasting time cuts down on the profit the doughnut shop earns. Willy decides he wants to change the kitchen. He wants a more efficient workplace. Then he can make the doughnuts in less time, which means more profit for the family.

### Directions

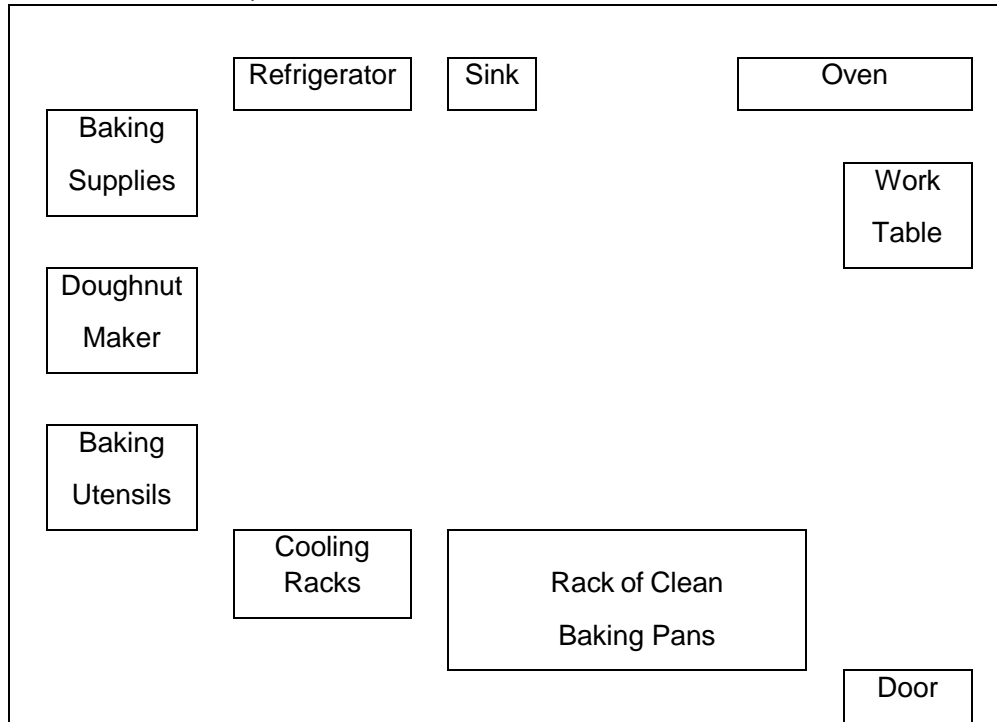
All the steps to make doughnuts are listed here. The next page shows you a floor plan of Willy's kitchen. Look at the floor plan. Pretend you are Willy. Go through each step to make the doughnuts. You can draw arrows or footsteps on the floor plan to show all the walking Willy has to do. Does Willy waste time walking back and forth?

### Steps for Making Doughnuts

1. Get the following items and bring them to the work table:
  - baking supplies (flour, sugar, etc.)
  - baking utensils (bowls, spoons, etc.)
  - milk
2. Mix the batter for the doughnuts on the work table.
3. Take the batter to the doughnut maker and pour it in.
4. Get the baking pans and bring them to the doughnut maker. Make doughnuts.
5. Put doughnuts in the oven.
6. Take baked doughnuts out of the oven and put them on the cooling racks.
7. Bring cooled doughnuts to the work table to frost them.
8. Put all dirty baking utensils and pans in the sink when done.

## Activity 61 Continued

Floor Plan of Willy's Kitchen



### You Can Be Willy's Consultant

#### Directions

Get a blank sheet of paper and a ruler. Draw a 5 x 6-inch rectangle. Draw a new floor plan for Willy's kitchen. Help him save time. You might try several plans before you get the best design. The floor plan should include the following:

- 1) a place for baking supplies; 2) a place for baking utensils; 3) a sink; 4) a refrigerator; 5) a work table; 6) a doughnut maker; 7) an oven; 8) a place for clean baking pans; and 9) cooling racks.

You can do this activity in small groups. Compare your floor plans to other plans. Vote on which one is the best. You could also set up each group's kitchen design in the classroom. Use desks as the kitchen furniture. Then you could actually count the steps needed in each plan to see which one is the best.

## Class Activity

---

### Improving Your School Workplace

*Dream Catchers* included an activity to help you improve the organization of your workplace at home. But the classroom and your desk are also your workplace. Your class and teacher can analyze the schoolroom workplace. Then think of ways to improve it.

#### Directions

Select one day to be your “Workplace Analysis” day. Think of ways to improve the efficiency of your classroom workplace. Brainstorm in small groups. Write answers to the suggestions listed below. Then discuss your suggestions as a class. Establish workplace rules and policies. All businesses have them.

1. **Your desk**—Your desk is personal. Everyone will not organize his or her desk in the same way. Yet try to think of some general rules for keeping books and supplies easy to get to. Also consider how often and when desks should be cleaned.
2. **Old homework papers, worksheets, and tests**—These papers are good sources for study and test review, but most students throw them away or lose them. Develop a classroom filing system. Then everyone has a place to file and save papers. Keeping track of paperwork is extremely important in businesses.
3. **Desk arrangement**—How are your desks arranged? Is the arrangement good for getting work done? Can you think of different arrangements to make your classroom a more efficient place to work?
4. **Seat arrangements**—How are seats assigned? Do you constantly talk to the people sitting next to you? Can you sit near your friends and not talk to them? What might be the best way to assign seats?
5. **Quiet time**—Certain times during the day may be used as “quiet time” for study, homework, or reading. How should “quiet time” be announced? Should you have a sign or signal like ringing a bell? What rules should be followed during “quiet time”? For example, can you sharpen your pencil? What should happen to classmates who do not follow the “quiet time” rules? People who do not follow the rules often get fired at work. They disrupt the efficiency of other workers.
6. **Rules and Policies**—First, set up your workplace rules and policies. Then review them every few months to see whether they are working. If not, identify the problems and change your rules.

## Class Activity

---

### Developing a Job Chart

Every classroom has certain tasks that need to be done, such as cleaning the boards, watering plants, or feeding pets. Everyone in class should be responsible for doing tasks to keep the classroom orderly.

#### Directions

Develop a job chart for keeping order in your classroom. Simply follow the steps below.

1. In class discussion, make a list of all the tasks that need to be done each day and once a week.
2. Have one or two students volunteer to make a job chart for the classroom tasks. The job chart should contain
  - A “Supervisor” heading.
  - A daily task list.
  - A weekly task list.

Each task will have an index card with a student’s name on it placed next to it. Be sure to leave enough space between each task for the card to fit.

3. Have a few students volunteer to write all students’ names on index cards.
4. Hang your job chart on a bulletin board.
5. All students should take turns performing tasks in a rotating order. Follow the next set of steps to assign jobs.

## Activity 63 *Continued*

### Assigning Work

1. Put the index cards with the students' names on them in alphabetical order. Pin the first name onto the chart next to "Supervisor" and pin other names next to each task. Store the remaining cards in a safe place.
2. The supervisor is responsible for checking to see that jobs are done. She or he must also do the job of anyone who is absent.
3. At the end of the day on Friday, the supervisor takes down the name cards. She or he puts them on the bottom of the name card deck. He or she then assigns new workers for the next week, takes the cards from the top of the deck, and pins them on the job chart.
4. If the supervisor is absent on Friday, the person whose name is next on the job chart will assign the next week's tasks.

## Individual Activity

---

### Write a Letter Home—Part 3

You have now finished part 3 of *Dream Catchers*. Write a letter home explaining what you have learned. You can use your book for help.

#### Directions

Write a letter home. Use the suggestions given below. Your teacher will explain the correct letter form. You can also look up letter-writing rules in your language-arts book.

Your letter should include the following information:

- **Paragraph 1**—Explain that you have just finished all the activities in part 3 of your *Dream Catchers* book. Give part 3's title and tell what part 3 was about.
- **Paragraph 2**—Explain that you have been learning ways to improve your study skills. Tell how you wrote a work improvement plan to help you improve in a subject (name the subject).
- **Paragraph 3**—Explain about your time journal and what you discovered about how you use your time. Explain that your time journal helped you establish study rules and achievement goals for yourself. You might give a few examples of your rules or goals.
- **Paragraph 4**—Explain what you learned about how ability, effort, and achievement relate to each other.
- **Paragraph 5**—Tell which activity you liked best in part 3 and why.

#### Extra Activity: Letter Exchange

Exchange letters with a classmate. Proofread one another's letters. Make sure they are written in the correct form. Check for punctuation and spelling errors. Write a final, corrected copy of your letter.

## Activities

---

### Part 4: Dream Catchers, Fourth Edition

#### Lesson

#### Follow That Dream: Researching Careers



Activity 65

## Individual Activity

---

### Career Research Journal

My name: \_\_\_\_\_

Date: \_\_\_\_\_

Source(s) of information: \_\_\_\_\_

Job title: \_\_\_\_\_

\_\_\_\_\_

In what career cluster does this job belong?

\_\_\_\_\_

Is the work mostly with data and ideas, people and animals, or things and machinery?

\_\_\_\_\_

What are the working conditions? Describe the workplace.

\_\_\_\_\_

\_\_\_\_\_

If you did this work, would you probably be an employee or self-employed?

\_\_\_\_\_

Describe the kind of work done on this job.

\_\_\_\_\_

\_\_\_\_\_

Describe the skills needed for this job.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where can the skills for this job be learned from?

\_\_\_\_\_

\_\_\_\_\_

Can either a man or woman do this job? (Yes or No.) Explain why.

\_\_\_\_\_

\_\_\_\_\_

## Individual Activity

---

### Write a Letter to Ask for Career Information

Many places offer free brochures that give information on specific jobs. Write a letter of inquiry (inquiry means asking for information) on a career that you like. Your teacher can help you find the addresses of places to write to. Follow the instructions below.

#### Directions

A letter of inquiry has six parts: heading, inside address, greeting, body, closing, and signature. Write your letter following the steps below.

1. **Heading**—Write your address and the date on the top-right side of your paper. Skip two lines.
2. **Inside Address**—Write “Career Information Director” and the address you are writing to against the left margin. Skip a line.
3. **Greeting**—Write “Dear Career Information Director:”
4. **Body**
  - **Introduction**—Give your name, grade, and school. Tell the person you are writing to that you are studying about careers in your class.
  - **Body**—Write a paragraph asking for any free brochures or information on the career you’ve selected. Make sure to clearly state the career’s name. Tell the person why you want the information.
  - **Closing**—Write a paragraph thanking the person for sending you the information. Tell her or him you are looking forward to getting it.
5. **Closing**—Write “Sincerely yours,”
6. **Signature**—Write your first and last name.
7. **Envelope**—Write your full name and address (including the ZIP code) in the top-left corner. Address the envelope to “Career Information Director” and use the full address. Check your language arts book for examples if needed.

## Individual Activity

---

### Careers of Famous People

A *biography* or *autobiography* is the story of a person's life. Sometimes people are famous because of their careers. Read a biography or autobiography that describes someone's life and work. Your librarian can help you find a book.

#### Directions

Read your selected biography or autobiography. Write a book report answering the questions below. Skip any questions that your book doesn't answer.

1. What is the book title; who is the author; and how many pages does the book contain?
2. What kind of work did this person do that made her or him famous? Describe some of this person's accomplishments.
3. How did the person get interested in this kind of work?
4. Did the person have any special training or education to learn the work? How did she or he learn the skills needed for the job?
5. Did the person have to try very hard to accomplish his or her goals? What did she or he do? How long did it take?
6. Did this person have any failures before she or he succeeded? What happened?
7. What part of this book did you like the most? Why?
8. Would you like to do this kind of work? Explain why or why not.

## Activity 68

### Class Activity

---

#### Make a Career Cluster Handbook

When the class finishes its career research using the “Career Research Journal,” make a handbook using all the journal entries. Keep this book in your classroom library for studying.

#### Directions

Follow the steps below to assemble and bind your class handbook on careers.

1. Divide the journal entries into career cluster groups. Each separate cluster will be a chapter in your book.
2. Divide the class into small groups. Assign each group one cluster to work with.
3. From your teacher, get another “Career Cluster Worksheet” that matches your cluster.
4. Alphabetize the “Career Research Journal” entries in your cluster by job title.
5. List the job titles in your cluster on the matching “Career Cluster Worksheet” in alphabetical order. This activity sheet will be the Table of Contents for your cluster.
6. Proofread to correct any errors in your “Career Research Journal” entries. (You may need to copy some of the entries again.) **Optional:** You may want to draw illustrations for the jobs in your cluster or bring in pictures from magazines or the Internet. If you use magazine or Internet pictures, paste them on a piece of notebook paper.
7. Organize your chapter. Put the “Career Cluster Worksheet” first, and then the “Career Research Journal” entries in alphabetical order.
8. Select someone or a group to draw a cover for the handbook on an 8½ x 11-inch sheet of paper. Insert or paste the cover on a three-ring-binder notebook.
9. Three-hole punch all the pages and put them in the notebook in alphabetical order.
10. Select someone to make a Table of Contents for the whole handbook that lists all the clusters in alphabetical order.

#### Extra Activity: Career Cluster Research

If you have clusters with no jobs or only a few jobs in them, have class members volunteer to do more career research in that cluster. If you learn about more careers during the year, add them to the class handbook. You can donate your handbook to the library when the school year is over.

## Activity 69

### Individual or Class Activity

---

#### Plan a Career Day

A “*career day*” is when different workers gather together to explain their job to an audience. You’ve already researched jobs using your “Career Research Journal” entries. Now you can explain this work to an audience.

#### Directions

Plan a Career Day. Each student in class will tell about a job. Follow the planning steps below.

1. Select a career you want to present from your “Career Research Journal.”
2. Use the worksheet to decide what you will tell the audience. (It’s good to know the information so well that you can present it from memory.)
3. Select a day for your job fair. (Your teacher will help.)
4. On the day you present your job, bring to class any special tools your job choice might require.
5. Dress the part! Wear the clothes a person would normally wear for that job.
6. Ask for questions from the audience when you have finished your presentation.

#### Extra Activity: Share Your Information

Your class might like to invite another class to attend your job fair.

## Individual or Small-Group Activity

---

### Write a Wild Work Story!

Did you know that in the United States, there are more than 12,000 different job titles? That's a lot of jobs! This activity involves jobs that you probably have never heard about.

#### Directions

Some job titles and descriptions are listed below. Write a story using these jobs. Try to include as many of the jobs as possible in your story. The more the better! Let your imagination run wild!

1. **Custom Bow Maker**—selects, laminates, shapes, and finishes wood, plastic, and metal to make archery bows.
2. **Makeup Artist**—applies makeup to performers to change their appearances to fit the parts they are playing.
3. **Seismologist**—studies and interprets information to find earthquakes and earthquake faults.
4. **Silviculturist**—plants new trees and takes care of forests to make sure the trees grow well.
5. **Horse Exerciser**—rides racehorses to exercise and condition them for horse racing.
6. **Airline Security Representative**—checks passengers for weapons, explosives, or other forbidden items. Prevents people from taking such items into the airport terminals or on an airplane.
7. **Rocket Engine Component Mechanic**—puts together and tests the mechanical parts of rocket engines.
8. **Chef de Froid**—designs and prepares decorated foods. Artistically arranges foods for buffets in fancy restaurants.
9. **Laser-Beam Machine Operator**—operates a laser-beam machine, which produces heat from a light beam to weld metal parts together.
10. **Telecommunicator**—operates communication equipment. Sends people and equipment to the scene of an emergency.
11. **Cryptographic Machine Operator**—operates cryptographic machines to code, send, and decode secret messages for the military, police departments, or businesses.

## Activities

---

### Part 5: Dream Catchers, Fourth Edition

#### Lesson

#### Putting Your Dreams to Work: Work and the Needs and Functions of Society

## Individual or Class Activity

---

### Why Do People Work?

You might think the answer to that question is “for money.” It’s true that people do need money for food, shelter, and clothing. But if people only worked for money, everyone would try to get jobs that pay a lot. And all people don’t do that. People also work because they like their jobs. Because people are different, what they like is different, too. Follow the steps below to learn more about why people work.

#### Directions

You and your classmates are going to do a survey about why people work. Follow the steps below.

1. Ask your teacher this question: “What do you like about your work?” List three things in priority order. (The most important is #1.)
2. Each class member should ask five other people that question and bring the answers to class. (Remember that being a stay-at-home parent is also a job.) Make sure to list the most important reason first. You might ask another teacher to see whether her or his answer is different from your own teacher’s.
3. When your survey is done, make one big list of all the answers. Mark how many times each answer was given as a first, second, or third choice.
4. Bring your list to class. Combine all the answers into one big list. The list will show all the different reasons people work. Hang the list on the bulletin board.



## Activity 72

### Individual Activity

---

#### Job Satisfaction—What Do You Want?

In Activity 69—“Why Do People Work?”—your class made a list of all the reasons people work. You may have been surprised at the many different reasons given. Besides the need for money, people choose certain careers because they like the work. We call that “job satisfaction.” What you do at work can make you feel good or satisfied.

#### Directions

Write a report about the kinds of job satisfaction you want from a career. Follow the steps below for help.

1. Read the list your class made of reasons people work.
2. Select the three reasons that would be most important to you. (You certainly may add any others that are not on the list.)
3. Write a few sentences about each one of your choices explaining why it is important to you.
4. Turn to the list of careers in your *Dream Catchers* book on pages 81–84. Select some careers you think might give the kind of job satisfaction you want. List the careers at the end of your report. Explain that these are jobs which might satisfy you.

#### Extra Activity

#### Job Satisfaction

You may have done career research about one or more careers. You can pick one of those careers and explain why the work would give you job satisfaction. Make sure to explain what work activities a person would do on the job.

## Activity 73

### Individual or Class Activity

---

#### Why Do You Work?

Your “job” right now is to be a student and do your schoolwork. Do students have different reasons for doing their work just like adults on the job do? Find out by surveying your class.

#### Directions

You and your classmates are going to do a survey about why students do their schoolwork. Follow the steps below.

1. On a sheet of paper, list in priority order (the most important first) all the reasons why you do your work in school. Write down as many reasons as you can. Do not put your name on the paper.
2. Collect everyone’s lists. Make one big class list of why students do their schoolwork. Mark how many times each answer was given as a first, second, or third choice.
3. Compare the students’ reasons and the adults’ reasons (from the survey in activity 60) for doing work. Are some of the reasons the same? Which ones are different? Discuss your findings.

## Individual or Small-Group Activity

---

### Work and Society

Although people have different jobs and different reasons for working, every-one's job is important. People in society depend on the work other people do. For example, if a farmer didn't plant crops, we wouldn't have food to eat. Or if the refuse workers didn't collect the garbage, our environment would be messy and unhealthy. To show how people in society depend on one another to do their work, follow the instructions below.

#### Directions

You can do this activity alone or in small groups. You will select a product. Then you'll think of all the workers who helped get the product to you. Because nearly everyone wears cotton T-shirts, let's use that as our product.

1. Pretend that you just bought a cotton T-shirt with a design on the front. Make a list of all the workers you can think of who had a part in getting that product to you, and their jobs. Brainstorm and write down as many jobs as you can.
2. Look at your list. Put the work in chronological order. (*Chronological* means organized by time—what was done first, second, third, and so on.)
3. Get a big sheet of paper. Draw a big circle on it. You are going to make a pie chart to show the cycle of your product: what was done first, second, and so on. Count the number of workers and jobs you have on your list. Divide your pie (the circle) into pieces. You should have a piece for each job on your list.
4. Working clockwise, write a worker and job in each pie piece. You can add illustrations if you have room.
5. Compare your pie chart to other students' pie charts. See who thought of the most jobs and workers.

#### Extra Activity

### Product Cycle Pie Chart

Have each group select another product. Do a pie chart to show a product cycle from its beginning to when someone buys it. You might want to do some library or Internet research to help you list all the jobs involved.

## Activity 75

### Individual or Small-Group Activity

---

#### Changes in Society and Work

One thing we can always count on is change. Our society today is very different from what it was like 100 years ago. We all know that. We sometimes don't realize, however, how quickly society changes. Ten years ago, hardly anyone had cell phones! Changes in society always affect the world of work. These changes may create the need for new jobs, more workers in a particular job, new products, or new businesses. The needs of society are always reflected in the workforce.

#### Directions

Below is a list of six recent changes in society. For each item below, write about how that change in society caused changes in the world of work. For example, the change in #1 has caused a need for more "assisted living" apartments. This change, in turn, has caused a need for more nurses and nurses' aides. It has also caused a need for more in-home health care workers and day centers for elderly people. A day center for seniors is a new business and needs workers to run it.

1. People are living longer and are more active in their older years.
2. More women work outside the home.
3. Many more jobs require education after high school.
4. Many people own personal computers and cell phones.
5. People don't have time to cook.
6. People are much more conscious about their health and keeping fit.

#### Extra Activity

#### Changes

Think of more recent changes in society or predict changes that will occur in the future. Write about how those changes affect the world of work.

## Individual Activity

---

### The Changing Workforce: Jobs for Robots

Wouldn't you love to have a personal robot that could do all your chores for you—like clean your room, take out the garbage, or do the dishes? Robots are such a popular idea that many movies and TV shows about the future have them as characters. Using robots to do work, however, is not just science fiction. Many businesses today use robots to do many different kinds of jobs. The science of developing robots is called *robotics*.

#### Directions

You are going to do research about the kinds of work robots do. Your teacher or librarian can make suggestions about sources of information. When you have finished your research, you'll write a report about "working robots." The list below has suggestions for the kind of information you should put in your report. You can also include other information you find interesting. You will need to answer some questions using research. You can answer others by giving your own opinion.

1. List the kinds of work robots do.
2. Is this work something a human worker used to do or could do?
3. Why do companies want robots to do this work instead of humans?
4. Is it better that humans no longer have to do this work?
5. Robots have caused people to lose jobs. However, has the invention of "worker robots" created new jobs for humans? What are some of those jobs?

#### Extra Activity

#### Robot Hunting

Businesses in your community might already be using robots as workers. Call the Chamber of Commerce in your town or city. It can probably give you information about some local businesses that use robots. You could visit one of these businesses or interview someone there to get your report information. Maybe your class could even take a field trip to see robots at work!

Activity 77

## Individual or Small-Group Activity

---

### What Would Happen If...?

Here is another way to understand how people in society depend on other people to do their jobs. Think about what would happen if people *didn't* do their jobs. Follow the instructions below to find out.

#### Directions

In the left column below, list all the different kinds of jobs people work at in your school. In the right column, write what would happen if those workers did not do their jobs.

Workers in Mt School

What Would Happen If . . .

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Activity 78

### Individual or Small-Group Activity

---

#### On Strike!

Sometimes workers in our society go on *strike*. This means that they stop doing their work because they are unhappy with their working conditions. Some workers have jobs that are so important to society that it's against the law for them to go on strike. Follow the instructions below to discover what kinds of jobs are vital to our society.

#### Directions

In the left column below, list workers who you think shouldn't go on strike (because the strike would have a very serious effect on everyone). In the middle column, write what would happen if those workers did strike. Also check the right column if you think it's against the law for these workers to strike.

Workers in Society	What Would Happen If These Workers Went on Strike?	Against the Law?
--------------------	--	---------------------

---

---

---

---

---

---

## Activity 79

### Individual or Small-Group Activity

---

#### What Are Goods and Services?

Some people have jobs where they make things like a car, a loaf of bread, a pair of shoes, or a TV. These things are called *goods*. Other people have jobs where they don't make things. They help people by doing something for them—for example, repairing a car, cleaning clothes, cutting someone's hair, or selling a pair of shoes. These activities provide *services*. Follow the instructions below to learn more about goods and services.

#### Directions

You can do this activity by yourself or in a small group. You will need a telephone book for research purposes.

1. Look at the part of the telephone book where businesses advertise. This is usually the Yellow Pages. You can also find the Yellow Pages on the Internet.
2. Use two pieces of your own paper. Write "Goods" at the top of one sheet of paper and "Services" at the top of the other sheet.
3. Read the Yellow Pages of the phone book. Make one list of the goods produced by businesses. Make another list of the services offered. If you do this in small groups, divide the Yellow Pages between the groups. Have one group do sections A through H, one group do I through P, and the last group Q through Z.
4. Compare your lists with other groups' lists. Did you all agree on what types of things were goods and what were services? Discuss any differences.

#### Extra Activity: Want Ad Research

Instead of using the phone book, use the want ad section of the newspaper.



Activity 80

## Individual or Small-Group Activity

---

### Services for Your Home

Your home is a place that needs a lot of servicing. For example, some things might break and need to be fixed. Other services, such as carpet cleaning, might be required. Follow the instructions below to discover all the service jobs needed to keep a home running.

#### Directions

People hire a lot of other people to perform services for their homes. In the left column, list all the service work you can think of that a house might need. If you can think of a job title for the person who would do that work, write it in the right column. An example is done for you.

Service Needed for a House	Job Title
The shower is leaking.	Plumber
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Activity 81

### Individual or Small-Group Activity

---

#### Where Do Goods Come From?

People in our society depend on workers all across the United States. Many goods that you buy are made in different states. Sometimes the raw materials needed to make a product come from one state, but the product is made in another. Every state has certain goods or raw materials that they produce. Do the following activity to discover what they are.

#### Directions

Select one or more states. If you work in groups, you might want to take a few. Your teacher can help you decide which states to choose. Use your social studies book and/or an encyclopedia to research your state(s).

1. Research your state(s) to discover what products or raw materials it produces.
2. Get a large piece of paper. Draw a map of your chosen state. On your map, write the goods and raw materials that your state produces. You might draw illustrations on the map, too.
3. Share the results of your research with your class. You might make a bulletin board with all the maps.

## Individual or Class Activity

---

### The Global Economy

Our world and the work we do are changing. We now live in a time when goods are produced in a *global economy*. What does that mean? It means that goods and raw materials come from countries all over the world. This activity will help you learn more about the global economy. It might also improve your geography skills!

#### Directions

Follow the steps below to learn about the global economy.

Materials Needed	
Straight pins	1. At home, look at different goods. Read the tags and labels to find out where these goods came from. You can look at clothes, appliances, furniture, or anything that tells where it was made.
Small pieces of paper	
World map on a bulletin board	
Tape	

2. Make a list of 10 items and where they were made. Try to find items that were made in different places. You do not have to find 10 completely different items. You may have, for example, several articles of clothing. But try to use as many different

things as you can. Bring your list to school.

3. Using straight pins, paper, and tape, make small flags. Write the name of a product and the place it came from on each flag, for example, "Shoes/South Korea." Each student should make 10 flags.

4. Take turns putting flags on the map. Put each product flag on the country where the product was made.

5. Have someone read the names of all the products made in different countries. Discuss what you discover. What have you learned about the global economy?

## Individual or Small-Group Activity

---

### Goods from Around the World

People in our country now depend on workers all around the world. Many of the goods that you buy are made in different countries. Sometimes the raw materials needed to make a product come from one country but the product is made in another country. Different countries produce certain goods or raw materials. Do the following activity to discover what they are.

#### Directions

Select one country to research. Your teacher can help you decide which country to choose. Use your social studies book or an encyclopedia to research your country. This activity can also be done in a small group.

1. Research your country. Discover what products or raw materials it is known for producing. Find out whether people in the United States buy goods made there. What countries does your country sell its goods to?
2. Get a large piece of paper. Draw a map of your country. Write on your map the goods and raw materials it produces. You might want to draw illustrations on the map, too.
3. Write a short report to attach to your map. Describe the countries that your country sells goods to.
4. Display your map in the classroom.