

Teacher's Guide

Dream Catchers, Fourth Edition



Lesson Plan

Part 1: Dream Catchers, Fourth Edition

Lesson

Capture Your Dreams: The Choice Is Yours

Workbook Page Numbers

vi–33

Learning Objectives

- To introduce the new unit of study on developing career and educational awareness
- To introduce students to the concept of clustering or categorizing things by their similarities
- To introduce students to the concept of career clusters as one method of exploring careers that might interest them. Students are asked to apply their new knowledge
- To introduce students to the concept of “Data, People, and Things” as another method of clustering careers and exploring careers that might interest them
- To provide students with a concrete activity for applying the abstract concept of clustering by data
- To provide students with a concrete activity for applying the abstract concept of clustering by people and animals
- To provide students with a concrete activity for applying the abstract concept of clustering by things and machinery
- To introduce students to the concept of working conditions as another way to cluster and explore careers that might interest them
- To introduce students to the concept that some people in the workforce work for others (employees) and some people work for themselves (self-employed)
- To encourage students to think of careers in terms of skills, interests, and abilities rather than gender stereotypes
- To introduce students to the concept of volunteer work and its importance
- To introduce students to the concept that running a home is a job that involves many skills, a lot of time, and shared responsibility. It also develops an awareness that being a “homemaker” or “stay-at-home parent” is a job
- To begin building an individual Career Interests Portfolio to record all choices made in Part 1

Class Activity

Introducing the *Dream Catchers* Concept and the Workbook

Workbook Page Numbers

vi and vii

Lesson Objective

To introduce the new unit of study on developing career and educational awareness.

Activities

To introduce this unit, you might want to read workbook sections “About the Dream Catcher Legend” and “About Your *Dream Catchers* Book” to the class. The driving concept behind this book is that students will have many choices to make in the future, and the *Dream Catchers* materials will help them make the choices that are right for them. Stress that knowledge will give them the power to shape their futures and make their dreams come true.

Related Projects on Dream Catchers Activities

- #1 Write a Letter Home. This activity gives students step-by-step instructions on writing a letter home explaining Dream Catchers.
- #2 Make Your Own Dream Catcher. This activity gives instructions on how to make an actual dream catcher. The instructions cover making a dream catcher about 11 inches in circumference. However, dream catchers can be made in any size and other materials will work for the frame. Small dream catchers can be made using pipe cleaners for the frame.

Type: In-class

Academic skills used:

- Art
- Reading and Language Arts

Individual or Small-Group Activity

Understanding Clusters

Workbook Page Number
Page 2

Learning Objective

To introduce students to the concept of clustering or categorizing things by their similarities.

Activities

This activity is used as a warm-up to introduce the concept of career clusters. Students are asked to assign names to clusters of things. The clusters have been designed so that students might think of different names for the same cluster. For example, the cluster “dog, cat, hamster, goldfish, bird” might elicit differing cluster names such as “animals” or “pets.” Through class

discussion, guide students to realize that the more specific the cluster name, the better.

Understanding Clusters

A cluster is a group of things that are put together because they are alike in some way. Careers, for example, can be grouped in clusters. Before we explore career clusters, however, you need to understand what a cluster is. How does clustering work? Playing the following game will help you understand the process of clustering. See if you can name the clusters!

Directions
Give a name to each cluster group below. The first one is done for you.

Things in the Cluster					Cluster Name
1. Apple	Orange	Banana	Grape	Pear	Fruit
2. Dog	Cat	Hamster	Goldfish	Bird	
3. Nose	Eye	Ear	Lips	Chin	
4. Mom	Dad	Aunt	Brother	Cousin	
5. Shoes	Jean	Sweater	Hat	Gloves	
6. Bark	Trunk	Leaves	Branches	Roots	
7. Pronouns	Verbs	Adjectives	Adverbs	Nouns	
8. New York	Miami	Los Angeles	Chicago	Detroit	
9. Ice Cream	Pie	Cake	Cookies	Pudding	
10. Brush	Paints	Canvas	Easel	Paper	

Compare your cluster names with the ones other students wrote. Does anyone have names that are different from yours? Are the names they wrote also right? Which do you think is the best name for each cluster? Why do you think it is the best?

Discovering Career Clusters

There are more than 1,000 types of jobs in this country. Trying to learn about each one would be too hard. To make the task easier, careers are put in clusters, just as in the game you just played. Jobs are put into a specific career cluster.

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Related Projects on Dream Catchers Activities

- #3 Make Your Own Cluster Games. This activity provides more experiences with clustering through game formats.

Type: In-class or outside of class

Academic skills used:

- Art
- Reading and Language Arts

Individual or Small-Group Activity

Discovering Career Clusters Find the Right Career Cluster

Workbook Page Numbers
Pages 2–15

Learning Objective

To introduce students to the concept of career clusters as one method of exploring careers that might interest them. Students are asked to apply their new knowledge.

Activities

Although a variety of clustering taxonomies exist for jobs, the 11 used in “Discovering Career Clusters” (pages 2–13) were selected because they are concrete and, therefore, understandable for students this age. Students can read the descriptions themselves, or you can read them together as a class. At the end of each cluster description, students are asked whether they might like work in that cluster. They can respond that the work “really interests me,” “sort of interests me,” or “doesn’t interest me.” In later activities, students will use these responses to begin building their individual Career Interests Portfolios. The activity, “Find the Right Career Cluster” (page 14), asks students to select the cluster definition that matches the career pictured. Make sure to tell students they will probably need to refer to the definitions on pages 3–13 to do the matching.

“Checking” answers can be done in small-group comparison/corrections or through class discussion. Further activities might include discussing which clusters were rated “really interests me” and then defining other jobs in each cluster. *Note:* For a comparison between the *Dream Catchers* cluster system and the Department of Education clusters, see JIST’s *Career Cluster Crosswalk*.

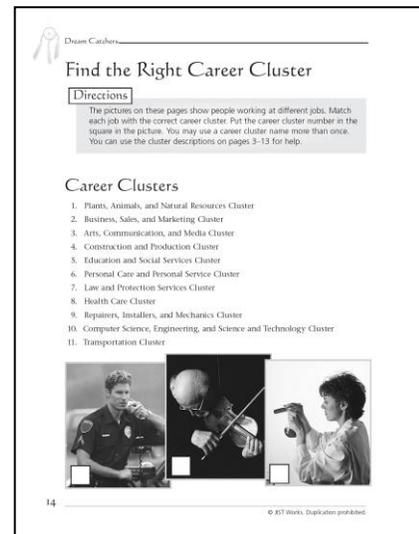
Related Projects on Dream Catchers Activities

- #4 Career Cluster Collages. Students can further explore the concept of career clusters by making career cluster collages.
- #5–15 Career Cluster Worksheets (one for each cluster). A sheet with cluster definitions is available for each cluster. These can be used for brainstorming occupations in a cluster, and they are also used with two other activities: *Career Cluster Collages* (Activity #4) and *Make a Career Cluster Handbook* (Activity #68).

Type: In-class or outside of class

Academic skills used:

- Art
- Reading and Language Arts



Individual or Class Activity

Discovering Data, People, and Things

Workbook Page Number

Page 16

Learning Objective

To introduce students to the concept of “Data, People, and Things” as another method of clustering careers and exploring careers that might interest them.

Activities

Students can simply read the definitions on this page individually and proceed to the next three activities. These activities ask them to apply their new knowledge of data, people, and things through writing about each. As a class activity, the definitions could be read aloud. Sample jobs are provided. Each definition and discussion could elicit more jobs that would fit in each category.

Jobs, of course, are rarely classified as involving only data, people, or things. That’s why the definition of this clustering says, “who or what people work with most of the time.” You can judge by the age level or sophistication of your class whether you want to introduce the concept of multiple classifications. You might want to introduce this concept after they have completed the activities asking them to apply their new knowledge. For example, teaching is primarily a people job, yet a teacher also has to work with data—that is, papers, grades, and so forth.

Academic skills used:

- Reading and Language Arts

Dream Catchers

Discovering Data, People, and Things

You just put the jobs in the pictures into clusters by the type of work people do. Looking at the type of work in a cluster is one way to find jobs you might like. Jobs can be put in other kinds of clusters, too. We can group jobs in clusters by looking at who or what the people in that cluster work with most of the time. These clusters are another way to identify your interests. To understand how these clusters work, read the following descriptions.

- 1. Data and Ideas**
In this group, people work every day mostly with information, knowledge, facts, and ideas. Data can include numbers, words, symbols, ideas, and concepts. When working with data, people 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. They may discover new knowledge or invent new things. In other words, they have ideas or concepts. For example, a writer, an artist, an inventor, and a designer all work with ideas. 
- 2. People and Animals**
In this group, workers spend most of their time working with other people or animals. They give advice or help people, exchange ideas or opinions with others, or teach others subjects. Working in this group might include entertaining people, persuading them, serving them, or supervising them. Work with animals can include training or caring for them. For example, a nurse, a teacher, an actor, a salesperson, a zoologist, and a veterinarian all have jobs working with people or animals. 
- 3. Things and Machinery**
In this group, people mostly work with things or machinery. They work with things that are not alive. They might work with materials such as plastic, machines, tools, or all different kinds of equipment. The work might include setting up machines, operating them, taking care of them, or driving machines. For example, a carpenter, a factory worker, an automobile repair person, a bus driver, a laboratory scientist, and a computer operator all have jobs working with things or machinery. 

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Individual or Small-Group Activity

Working with Data

Workbook Page Numbers

Page 17

Learning Objective

To provide students with a concrete activity for applying the abstract concept of clustering by data.

Activities

Students are asked to think about what kind of data would be gathered by a meteorologist. Data is certainly the most abstract concept of the “data, people, and things” classification and might be the most difficult for students to fully grasp, so this activity focuses on a specific job and the data involved with that job. Because our objective is simply to introduce students to the “data” concept, you can decide how thoroughly you want to explore this classification.

The definition does list a variety of jobs that are primarily classified as data jobs. You might want to have a class discussion as to what kind of data people working at those jobs would gather and what they would do with it.

Related Projects on Dream Catchers Activities

- #18 You Work with Data, Too! This activity is designed to make a connection between job classifications and student activities. Students are asked to write about their activities that involve using data to help them realize that what they do now will have some relevance when they choose a career. Also, it reinforces the abstract concept of data jobs with a concrete activity.
- Although “data” is the most abstract concept, students are involved in a lot of data activities; certainly schoolwork would fall under that category. Also, many hobbies (collecting baseball cards, recording sports statistics, collecting comic books, and so on) would also be data work. On the creative “ideas” part of data, artwork and dramatics would apply.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts

Part 1: Capture Your Dreams: The Choice Is Yours

The activities on the next few pages will help you to better understand these job groups.

Working with Data

Do you know what a meteorologist is? You've probably seen one on TV. A meteorologist is a person who predicts the weather. On TV, the weather person gives the weather forecast every day. Meteorologists have "data and ideas" jobs. They collect facts and information about the weather. Then, they organize and study the information to predict that weather. Some meteorologists study the weather in an area for a whole year. Then, they can say what the climate is in that area.

Directions

Pretend you are a meteorologist. You collect data about the weather where you live every day for a year. On the lines below, write different kinds of data you might collect. One example is done for you.

What Data Would You Collect?

How fast the wind blows every day

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Individual or Small-Group Activity

Working with People

Workbook Page Numbers

Page 18

Learning Objective

To provide students with a concrete activity for applying the abstract concept of clustering by people and animals.

Activities

Students are asked to think of all the people jobs in a hospital. Direct them to think about the words in the directions, “help, serve, care for, advise, or teach,” to come up with job titles or descriptions. They might not be able to think of a specific job title (like a radiologist) but they should be able to at least describe a particular activity (taking x-rays). The instructions only ask them to describe. Class discussion could involve comparing the different jobs or activities they listed.

Dream Catchers

Working with People

A hospital is a place where many of the workers have "people" jobs.

Directions
On the lines below, write sentences to describe the different ways hospital workers might help, serve, care for, advise, or teach other people. One example is done for you.

Descriptions of Hospital Jobs

Nurses give medicine to their patients.

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Related Projects on Dream Catchers Activities

- #16 You Work with People and Animals, Too! This activity is designed to make a connection between job classifications and the students' own activities. Students are asked to write about their activities that involve other people and animals. It can help them realize that what they do now will have some relevance when they choose a career. Also, it reinforces the abstract concept of people jobs with another concrete activity.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts

Individual or Small-Group Activity

Working with Things and Machinery

Workbook Page Number

Page 19

Learning Objective

To provide students with a concrete activity for applying the abstract concept of clustering by things and machinery.

Activities

Students are asked to think of all the things and machinery jobs that are necessary to turn a tree into a table. This activity is set up in columns for describing the job and giving it a name.

It might be more difficult to think of an actual job title with this category, but students should be able to at least describe a particular activity. Again, emphasize that they do not have to give a job title so that they won't limit themselves. Encourage them to really concentrate on all the steps necessary to produce a table from a tree. Class discussion could involve comparing the different jobs they listed.

At the end of this activity, students are asked to express their preferences—would they rather work with data and ideas, people and animals, or things and machinery most of the time? Their responses will be recorded in their individual Career Interests Portfolios in a later activity.

Related Projects on Dream Catchers Activities

- #17 You Work with Things and Machinery, Too! This activity is designed to make a connection between job classifications and the students' own activities. Students are asked to write about their activities that involve things and machinery. It can help them realize that what they do now will have some relevance when they choose a career. Also, it reinforces the abstract concept of things and machinery jobs with another concrete activity. Considering all the technological toys they play with and all household gadgets, they should be able to think of long lists for this activity.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts

Part 1: Capture Your Dreams: The Choice Is Yours

Working with Things and Machinery

You know that a table can be made of wood. You also know that wood comes from trees. But how does the wood from a tree end up as a table? Many people who work with tools and machinery are needed to change a tree into a table.

Directions

On the lines below, write sentences to describe the work done with tools or machines to turn a tree into a table. Give the job a name if you can. One example is done for you.

Work Done with Tools or Machines	Job Name
People cut down trees with saws.	Logger

What Would You Like to Work with Most of the Time?

Rank the groups below to show your first, second, and third choices.

Data and Ideas _____

People and Animals _____

Things and Machinery _____

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Individual Activity

Discovering Working Conditions What Working Conditions Would You Like?

Workbook Page Numbers
Page 20–23

Learning Objective

To introduce students to the concept of working conditions as another way to cluster and explore careers that might interest them.

Activities

Students first read definitions of the kinds of choices that constitute “working conditions.” They then read four job descriptions illustrating that different jobs have different working conditions. Next, students are asked to write responses to questions about the kind of working conditions they might like. These responses will be added to their individual Career Interests Portfolios in a later activity.

Class discussion might involve having students explain where their parents or guardians work and describe the working conditions of the jobs. A possible homework assignment previous to this discussion might be to have students interview any adult they know asking about the working conditions of that person’s job—and especially referring to those conditions described in the activity “Discovering Working Conditions.”

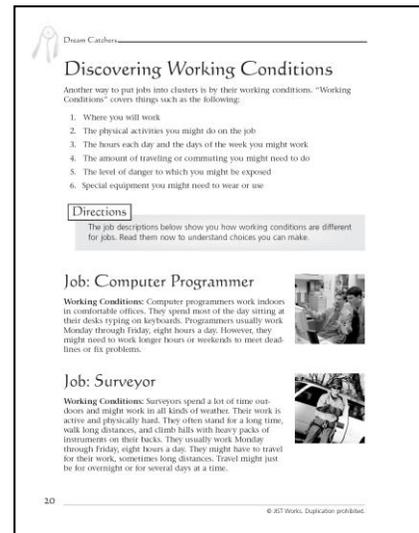
Related Projects on Dream Catchers Activities

- #19 Jobs and Working Conditions. If you want to introduce students to more working conditions, this activity sheet defines several conditions: Where, Physical Activity, Hours and Days, Travel, Danger Level, and Special Equipment. You can discuss the fact that one job can have multiple working condition classifications if you choose—that is, a window washer has an outside job with a certain level of danger and wears special equipment. The activity asks them to list jobs under each category. It is a good exercise for small-group competition.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts



Discovering Working Conditions

Another way to put jobs into clusters is by their working conditions. “Working Conditions” covers things such as the following:

1. Where you will work
2. The physical activities you might do on the job
3. The hours each day and the days of the week you might work
4. The amount of traveling or commuting you might need to do
5. The level of danger to which you might be exposed
6. Special equipment you might need to wear or use

Directions

The job descriptions below show you how working conditions are different for jobs. Read them now to understand choices you can make.

Job: Computer Programmer

Working Conditions: Computer programmers work indoors in comfortable offices. They spend most of the day sitting at their desks typing on keyboards. Programmers usually work Monday through Friday, eight hours a day. However, they might need to work longer hours or weekends to meet deadlines or fix problems.

Job: Surveyor

Working Conditions: Surveyors spend a lot of time outdoors and might work in all kinds of weather. Their work is active and physically hard. They often stand for a long time, walk long distances, and climb hills with heavy packs of instruments on their backs. They usually work Monday through Friday, eight hours a day. They might have to travel for their work, sometimes long distances. Travel might just be for overnight or for several days at a time.

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Individual Activity

For Whom Will You Work?

Workbook Page Numbers

Pages 24–25

Learning Objective

To introduce students to the concept that some people in the workforce work for others (employees) and some people work for themselves (self-employed).

Activities

Students are given the definitions of “employee” and “self-employed” and are asked to apply those definitions to job descriptions. Answers can be checked by comparing and correcting answers in small groups or through class discussion.

Related Projects on Dream Catchers Activities

- #20 Conduct a Workforce Survey. This activity further explores the idea of whom people work for by asking students to gather data on employees and self-employed people and analyze the results.
- #21 Learning About Self-Employment. This activity sheet explores self-employment by having the student interview a self-employed person. The interview information is then written as a report.

Type: In-class or outside of class

Academic skills used:

- Math
- Reading and Language Arts
- Social Studies

For Whom Will You Work?

Another career choice you can make is for whom you work. Many people work for others. However, you can also choose to work for yourself. The following descriptions explain this difference.

Employee: People who work for others are called employees. They apply for jobs and are hired by employers (people who own or run a workplace). Employees may work in businesses, stores, factories, or offices. Employees also work in places such as schools or hospitals. Many employees work for the United States government or state or city governments.

Self-employed: People who work for themselves are called self-employed. They own their own businesses. They find customers to whom they sell their products or services. They have to keep all their business records such as taxes. Some self-employed people work alone. Others hire people (employees) to help them. People are self-employed in all different career choice areas. Many self-employed people gained knowledge and experience working for others and then started their own businesses.

Directions

Read the following job descriptions. Decide whether the worker is an employee or self-employed. Write the correct answer on the line next to the description. The first one is done for you.

Job Description	Employee or Self-Employed?
1. Sung Lee writes children's books. He works at home on his computer. Then he tries to sell his books.	self-employed
2. Crystal owns a computer repair business. People bring their electronic equipment to her to fix.	
3. David works in a department store. He manages the men's clothing department.	
4. Robert is a nurse. He takes care of sick people at Memorial Hospital.	

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Individual or Small-Group Activity

The Freedom to Choose

Workbook Page Numbers

Pages 26–27

Learning Objective

To encourage students to think of careers in terms of skills, interests, and abilities rather than gender stereotypes.

Activities

Students are asked to read job descriptions for a Police Chief and a Registered Nurse. Then they are asked to consider if either a woman, a man, or both could perform these jobs. Of course, these two jobs are chosen because people do have gender stereotypes concerning them.

Class discussion on this topic could center on first defining what a stereotype is, and then why we stereotype certain jobs by gender. You might ask students to list jobs they think of as “men’s work” and “women’s work.” Then ask them to think of the skills, abilities, and interests necessary to perform those jobs. Next they can explore whether these jobs could be held by either a man or a woman.

Further discussion might involve jobs where gender stereotyping has been “broken,” for example, women in construction. You might even have them consider why women have moved into “men’s jobs” more readily than men have moved into “women’s jobs.” They might also consider whether there are any jobs that are mostly for “women only” or “men only.” (Professional sports usually come up here, so be ready for it!) These topics can elicit some pretty lively class discussions.

Academic skills used:

- Reading and Language Arts

 Dream Catchers _____

The Freedom to Choose

People used to think that some jobs were only for men and other jobs were only for women. But that idea has changed! Now, women and men are free to choose any career that matches their interests, skills, and abilities.

Directions

Read the job descriptions below. They explain what interests, skills, and abilities a person needs for a certain job. Answer the questions that come after each description.

Police Chief

A police chief directs all the activities in a police department.



- **Interests:** Do you like to make decisions? Do you like working on problems until they are solved? Would you like to supervise and work with people? Do you like to work with information?
- **Skills:** Can you evaluate lots of information and motivate people to work hard? Are you able to speak and write clearly? Can you make decisions without prejudice of any kind?
- **Abilities:** Can you work long hours? Do you see and hear well? Can you handle a lot of stress?

Could either a woman or man be a police chief? _____

Explain your answer.

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Individual Activity

Another Kind of Work Have You Ever Done Volunteer Work?

Workbook Page Numbers
Pages 28–30

Learning Objective

To introduce students to the concept of volunteer work and its importance.

Activities

Students are first asked to read short stories about volunteers (pages 28–29) and then answer questions to determine how volunteers are different from paid workers. Students further explore volunteerism by writing about volunteer work they have done.

Students of this age probably have little concept of how much work and the variety of work that is done by volunteers. A good discussion topic might be how much of the work in their school is done by volunteers, and what would happen if no one volunteered for those activities. You might want to discuss whether volunteer work is the “duty” of all good citizens.

Related Projects on Dream Catchers Activities

- #29 Volunteer Work in Your Community. This activity allows students to explore volunteerism through interviewing a volunteer worker.
- #30 Plan a Class Volunteer Project. This activity suggests that your class plan a volunteer fundraising activity of their own. As time permits, you may choose a simple or more involved project. See the Dream Catchers Activities for step-by-step instructions on planning a more complex project.
- #31 We Need You! Finding Volunteer Work for Young People. Students are asked to find one volunteer program in their community at which people their age could work. After gathering information about the volunteer program, students write a “want ad” describing the opportunity.

Another Kind of Work

You have learned a lot about different careers so far. Now you are going to look at another kind of work. The following short stories are all about a special type of worker.

Directions
Read the stories. Then see whether you can guess how these workers are alike.

Meet Rhonda
Rhonda is in sixth grade. She works as a teacher's helper at her school. Three times a week, she helps students in Mrs. Williams's kindergarten class. Rhonda does many different things. She reviews the alphabet and numbers with students. She reads stories to them and helps supervise games and art work. Rhonda also helps Mrs. Williams grade papers, prepare class materials, and decorate bulletin boards. Rhonda really likes to spend her time helping Mrs. Williams. She enjoys working with little children.

Meet Jamal
Jamal lives next door to Mrs. Martin. She is an older lady who has trouble walking. Mrs. Martin has a dog named Teddy. Jamal takes Teddy for a walk every day. Mrs. Martin wants to pay Jamal for walking Teddy. When she tries to give Jamal money, he says, "No, thank you." He likes to walk the dog. He thinks of Mrs. Martin and Teddy as friends he can help.

Meet Mr. Keller
One day, Mr. Keller got a phone call from the American Cancer Society. The lady on the phone asked Mr. Keller if he could help fight cancer. She asked him if he would collect money from people on his block for cancer research. He said, "Yes, and I'll give my time for free." Mr. Keller knocked on the doors of all his neighbors. He asked them for money to help find a cure for cancer. Then Mr. Keller took all the money to the American Cancer Society.

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Type: In-class or outside of class

Academic skills used:

- Art
- Math
- Reading and Language Arts
- Social Studies

Individual Activity

Capture Your Dreams: My Career Interests Portfolio

Workbook Page Numbers
Pages 32–33

Learning Objective

To begin building an individual Career Interests Portfolio to record all choices made in Part 1.

Activities

Pages 32–33 represent the culminating activity for Part 1. Students are asked to review what they have learned and what interests them. They are referred to specific pages in the book to accomplish that review. They then record their interests in a Career Interests Portfolio. Students will continue to build their portfolios as culminating activities for parts 2 and 3. The portfolio can become a part of their permanent student record and help them to make choices about high school classes and beyond.

Related Projects on Dream Catchers Activities

- #32 Write a Letter Home—Part I. This activity gives students step-by-step instructions for writing a letter home to explain what they have learned in Part 1.

Type: In-class

Academic skills used:

- Reading and Language Arts



Dream Catchers

Capture Your Dreams: My Career Interests Portfolio

In part 1, you learned about many choices involved in picking careers you might like. That's important information you want to keep. A "portfolio" is a collection of important papers and documents. As you finish each part of your *Dream Catchers* book, you will record what you have done. That record will become your portfolio, a way of "catching" your dreams. You can use your portfolio to make choices about the future. Read the following directions to start building a portfolio now.

Directions

Record the choices you made in part 1 for each of the following topics. The page numbers where you made choices are given for you.

Career Cluster Interests

Record the name(s) of the career cluster(s) that you marked "really interest me" on the following lines. Look at pages 3-13.

Data and Ideas, People, and Things Interests

Record your choices on the following lines. Look at page 19.

First choice: _____

Second choice: _____

Third choice: _____

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Lesson Plan

Part 2: Dream Catchers, Fourth Edition

Lesson

The Stuff Dreams Are Made Of: Building Your Skills

Workbook Page Numbers

36–55

Learning Objectives

- To define the term “skill” and introduce students to the three primary skills important for success at school and at work. Also, to make students aware that they have already learned a tremendous number of skills
- To help students understand that their academic skills build upon one another—what they learned previously helps them learn more
- To help students understand that learning a new skill is often based on a sequence of learning and mastering other skills. To help students understand that a “weak link” in a skill can affect one’s overall ability to perform
- To help students understand that they will need their academic skills for any career they choose
- To help make students aware of the importance of good self-management skills
- To help students focus on the self-management capabilities they have
- To make students aware that self-management skills are also very important in the world of work
- To introduce students to the concept that all jobs require specific skills that must be learned for the worker to do the job
- To introduce students to the variety of education and training options that exist to learn job-related skills
- To introduce students to the variety of education and training options that exist to learn job-related skills
- To review all concepts introduced in Part 2 of the Dream Catchers book and record students’ interests and goals

Individual Activity

What Are Skills?

Workbook Page Numbers
Page 36

Lesson Objective

To define the term “skill” and introduce students to the three primary skills important for success at school and at work. Also, to make students aware that they have already learned a tremendous number of skills.

Activities

Students are asked to make a list of all the skills they used to get to school today. Although this is a simple activity, it can be used to set a positive tone for this section on skills. If they made a comprehensive list of all the skills they used to get to school, it would list hundreds and hundreds of items. Class discussion on this topic can cover a variety of skills, and it is worth the time to compare student responses and emphasize how much they have learned. The skills they have listed are, of course, self-management skills. You might want to point that out.

This can be an especially important subject for special-needs students and students who have low self-esteem. A valuable point to underscore is that just because a task can be performed by almost everyone (for example, crossing a street), it does not lessen the value of mastering the skill. The goal is to encourage students to think of all the things they have learned and can do, so that they will feel that they can improve skills in areas that pose difficulties for them.

Academic skills used:

- Reading and Language Arts
- Study Skills

Dream Catchers

What Are Skills?

A skill is the ability to do something well. There are many kinds of skills. The skills that are most important both at school and at work include the following:

- **Academic skills** are the skills you learn mostly in school. They are the school subjects you take, such as math, science, history, and reading. Academic skills are so important that our laws say children must be taught them.
- **Self-management skills** are skills that help you control your behavior. For example, following directions, being friendly, being honest, and respecting authority are all self-management skills.
- **Job-related skills** are skills that are needed for doing a certain job. Arranging flowers, driving a truck, using a computer, and performing surgery are all job-related skills.

Have you ever thought about how many skills you have? You have thousands already. You will keep learning skills all through your life. You probably take most of your skills for granted. To see if that's true, do the following activity.

Directions

Think about all the skills you used just coming to school today. List them on the following lines. Be specific! Compare your list to your classmates' lists.

Academic Skills Are Building Blocks

How many skills did you list on the preceding activity? Were you surprised by how many skills you have? Skills work like building blocks. When you learn a new skill, it helps you learn more skills. You start with one block and end up with a tower!

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Individual Activity

Academic Skills Are Building Blocks

Workbook Page Numbers
Pages 36–37

Lesson Objective

To help students understand that their academic skills build upon one another—what they learned previously helps them learn more.

Activities

Students are asked to analyze two of their skills by breaking those skills down into smaller skills. The first skill is cursive writing; the second is what they are currently working on in math. You might assign that skill for them, for example, “fractions.”

Depending on your class, students might have difficulty thinking of all the skills they have learned, or they might be too general and lump several skills into one. Again, this exercise can build self-esteem and encourage students. It might be worth the time to discuss students’ responses and help them make their lists longer, so that they can more fully realize what they have achieved already. This might make a good math lesson, especially for students who tend to say, “I don’t get it.” This activity might help them see that they have understood a great deal already in math, and if they “got” that, they can “get” more.

Related Projects on Dream Catchers Activities

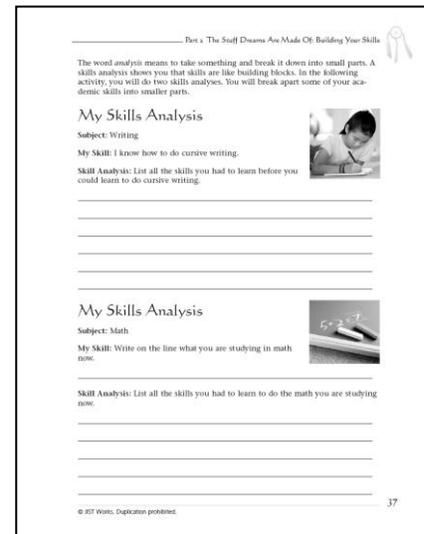
- #33 Make a Skills Chain.
- #34 Make a Skills Bank.
- #35 Share Your Skills.

These activities are all designed to reinforce the idea that students do have skills and are constantly learning new skills. “Make a Skills Chain” is another method to analyze skills. “Make a Skills Bank” is a continuing activity that positively reinforces the idea that students are always learning and gives students a concrete method to keep track of what they’ve learned. “Share Your Skills” builds a sense of worth because everyone has a skill they can “teach” or demonstrate to others.

Type: In-class or outside of class

Academic skills used:

- Art
- Math
- Reading and Language Arts



Individual Activity

Analyzing a Skills Tower

How Strong Is the Tower?

Workbook Page Numbers

Pages 38–40

Lesson Objective

To help students understand that learning a new skill is often based on a sequence of learning and mastering other skills. To help students understand that a “weak link” in a skill can affect one’s overall ability to perform.

Activities

Students perform a skills analysis of the ability to read. They must logically sequence the steps so that the attainment of one skill allows the mastery of the next. They then answer questions about that activity, directing them to understand how a weakness in one or two skills can affect the ability to read. This activity introduces the concept that to improve in a subject area, students need to identify weaknesses and concentrate on improving them. (Methods for identifying specific weaknesses are covered in Part 3.) At this point, establishing the concept of the interrelatedness of skills is what’s important.

A class discussion of their responses to question 4 “Why is it important to learn the new skills you are taught in school?” and question 6 “What have you learned about skills with this activity?” might help them understand the concept that each learned skill is important in building new skills.

Related Projects on Dream Catchers Activities

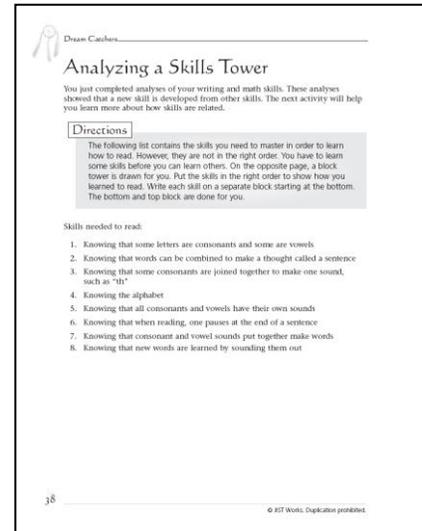
- #36 You Can Be an Apprentice.
- #37 Practice Makes Perfect.

These activities encourage students to learn new skills and to observe and write about the process of building new skills. Both exercises help students to more fully comprehend the learning process. Activity #40 can be used here, or it can also be used later in Part 2 with the job-related skills section.

Type: Outside of class

Academic skills used:

- Reading and Language Arts
- Study Skills



Individual or Class Activity

Do Workers Need Academic Skills?

Workbook Page Numbers

Workbook Page Numbers

Pages 41–43

Lesson Objective

To help students understand that they will need their academic skills for any career they choose.

Activities

Students are asked to read short stories about different workers and identify the academic skills needed for those jobs. This activity can help students see that the work they are doing in school now is important for their future career choices. Its purpose is to demonstrate the connection between schoolwork and the world of work. If you have your students do Dream Catchers Activity #38, class discussion or the small group project listed under “Extra Activity” can help reinforce how many academic skills are used on the job.

Related Projects on Dream Catchers Activities

- #38 What Academic Skills Are Needed for Jobs?
- #39 Using Your Academic Skills Outside of School.

Both these activities are designed to help students understand that their academic studies are a preparation for life, not just isolated tasks relevant only to the school setting.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts

Part 2: The Stuff Dreams Are Made Of: Building Your Skills

Do Workers Need Academic Skills?

You learn your academic skills during your school years. But what happens after you are done with school? Will you use your academic skills on the job? The answer is "Yes!" All workers need academic skills. They are used every day at work just like you use them every day in school.

Directions
Read the following stories. They tell you about five workers and their jobs. A list of academic subjects follows each story. Circle the academic skills the workers use to do their jobs.

Surveying the Land

Kevin is a land surveyor. He studies the earth's surface to plan how to use it. Kevin is helping build a highway in Oregon. He studies the geography to decide the best place to put the highway. He reads lots of books and reports about building highways. He carefully measures distances, elevations, and land shapes. Kevin keeps careful notes and records. He sketches his measurements. He writes reports for engineers and architects. These people will help plan and build the new road.

Circle the academic skills Kevin uses for his job:

<input type="checkbox"/> Reading	<input type="checkbox"/> Social Studies (geography, history, and government)
<input type="checkbox"/> Language (written and verbal)	<input type="checkbox"/> Science
<input type="checkbox"/> Math	<input type="checkbox"/> Foreign Language

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Individual Activity

What Are Self-Management Skills?

Workbook Page Numbers
Pages 44–45

Lesson Objective

To help make students aware of the importance of good self-management skills.

Activities

Students are asked to “grade” themselves on self-management skills. A copy of a report card is reproduced for students to use, and it represents the “other things” on a report card besides grades. Most students pay little attention to these marks, yet we know that self-management skills play a large part in the grades students get.

A good discussion here might stem from giving students a copy of the report cards used in your school. Have them discuss the areas on which they are evaluated and see what they think those areas mean. What does it mean, for example, to “practice self-control”? Why is self-control important? What does it mean to “make good use of time”? Why is regular attendance important? (You might relate practicing good attendance to building skills, too.) After discussion, you might read out loud together the definitions of self-management skills on page 45.

Related Projects on Dream Catchers Activities

- #40 Using Your Self-Management Skills. This activity asks students to write about a time when they used good self-management skills. It’s a way to demonstrate to students that they can be in control if they choose.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts

What Are Self-Management Skills?

All students get report cards. These report cards show the grades students earn in academic subjects such as math and reading. But report cards tell more than grades. Look at the report card on this page. It shows other skills report cards measure.

Directions
Use the following "Marking System." Give yourself a mark in each category under "Study Skills" and "General Development."

Pupil Progress Report

122 Mrs. Clark 2006
Room Teacher Year

MARKING SYSTEM
O = Outstanding—Student uses these skills all the time.
S = Satisfactory—Student uses these skills most of the time.
I = Improvement—Student needs to improve these skills.
X = Unsatisfactory—Student needs to learn these skills.

Study Skills	General Development
Listens	Practices self-control
Pays attention	Relates well to other children
Follows directions	Respects authority
Completes assignments	Respects property
Prepares work neatly	Obeys school rules
Works independently	Is responsible for supplies
Makes good use of time	

Attendance Report

Days present	
Days absent	
Times tardy	

Comments:

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Individual Activity

My Good Self-Management Skills

Workbook Page Numbers

Page 46

Lesson Objective

To help students focus on the self-management capabilities they have.

Activities

This activity asks students to list their good self-management skills. Although the exercise suggests for them to begin by looking at the “grades” they gave themselves on the report card, it’s important to stress that they are not limited to just the school setting. Maybe the student who has difficulties in school is never late for a basketball practice, or always walks the dog, or keeps her or his room clean. The emphasis here is for students to feel positive about some of their self-management accomplishments.

Related Projects on Dream Catchers Activities

- #41 Improving Your Self-Management Skills. This activity asks students to think about areas where they need improvement and helps them set goals to improve weak skills.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts
- Study Skills

Dream Catchers _____

My Good Self-Management Skills

Directions

Turn back to page 44. Look at the marks you gave yourself under “General Development.” List your best skills—the ones you marked with an O or an S. Add any other good work habits, attitudes, or interpersonal skills you have. Try to list at least ten good skills.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



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Individual or Small-Group Activity

Do Employees Get Report Cards?

Workbook Page Numbers
Page 47

Lesson Objective

To make students aware that self-management skills are also very important in the world of work.

Activities

Students are given a copy of an employee evaluation form and are asked to identify the type of skill on which the employee is being evaluated— academic or self-management. This can be an important concept for students because most of them are probably unaware that workers get evaluated, too. In class discussion, you might explain how teachers are evaluated, especially before tenure, and how teachers are expected to continue their education on a regular basis. You might want to tell them about test taking and licenses that are necessary before people can work at certain occupations. Emphasize how important good self-management skills are to employers.

Related Projects on Dream Catchers Activities

- #42 Using Time Efficiently in the Workplace.
- #43 Make a School Time Card. This activity sheet is a class project where timecards are used to keep attendance and track tardiness.
- #44 The Case of the “Bad Worker”

Activities #42 and #43 further demonstrate to students the importance of good self-management skills in the workplace.

Type: In-class or outside of class

Academic skills used:

- Math
- Reading and Language Arts

Part 3 The Stuff Dreams Are Made Of: Building Your Skills

Do Employees Get Report Cards?

Yes, employees do get report cards! Most businesses judge how well employees do their work. The workers get "report cards" just like you do in school. They are called "evaluations" or "reviews." Their evaluations are based on the same academic and self-management skills that you need in school. Below is an example of a form that might be used to evaluate a worker.

Directions
Read the following examples. Write an "S" if the worker is being judged on a self-management skill. Write an "A" if the worker is being judged on an academic skill. Put your answers on the lines in front of the numbers.

The Franklin Company
ANNUAL EMPLOYEE EVALUATION REPORT

Employee: Charles Richards
Date: January 10, 20XX
Evaluation given by: Kate Kinsey

1. Shows concern for getting work done
2. Shows pride in the quality of work done
3. Is responsible; finishes assigned tasks
4. Is dependable—has few absences, gets to work on time, is willing to work extra hours to finish tasks
5. Works well independently
6. Displays positive attitudes toward the company and other employees
7. Is able to write and speak effectively
8. Is able to read, understand, and apply printed material
9. Follows instructions
10. Shows ambition and motivation; works hard to get work done

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Individual or Small-Group Activity

What Are Job-Related Skills?

Workbook Page Numbers
Pages 48–49

Lesson Objective

To introduce students to the concept that all jobs require specific skills that must be learned for the worker to do the job.

Activities

Students are asked to look at pictures of workers and write the job-related skill that the worker had to learn to do the work pictured. Answers can be “checked” through small group comparisons or class discussion.

You might want to introduce the idea that some jobs require more skills than others. Ask students to look at the pictures and decide which jobs probably take a longer time to learn or which jobs require more skills than others. As a warm-up for the next activity, you might ask your students where they think the people pictured learned their job skills from and how long it took to learn them.

Related Projects on Dream Catchers Activities

- #45 What Job-Related Skills Do You Need?
- #46 Create a Job-Related Skills Bulletin Board.

Both these activities provide further channels to explore the idea of job-related skills.

Type: In-class or outside of class

Academic skills used:

- Art
- Reading and Language Arts

The worksheet is titled "What Are Job-Related Skills?" and includes an introductory paragraph, a directions box, and four images of workers. The images are: 1. A person reading a document, with the caption "Learn to type" below it. 2. A person working at a computer. 3. A person in a suit sitting in a car. 4. A person working at a desk. The page number "48" is in the bottom left corner, and "© JIST Works. Duplication prohibited." is in the bottom right corner.

Individual or Small-Group Activity

Where Can You Learn Job-Related Skills?

Skills for the Future

Workbook Page Numbers

Pages 50–53

Lesson Objective

To introduce students to the variety of education and training options that exist to learn job-related skills.

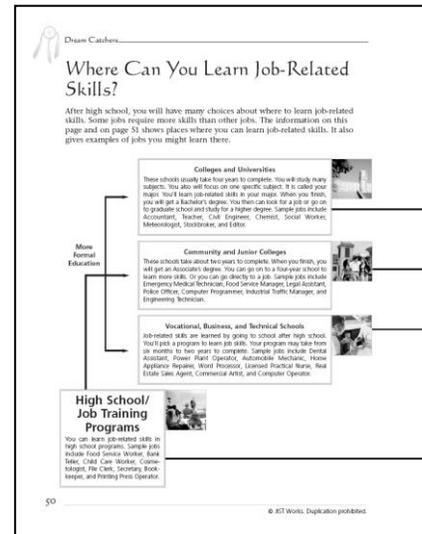
Activities

Students read about a variety of education and training options for learning job-related skills. The text also contains examples of jobs that could be learned there. They are then asked questions about education and training in relation to jobs that are answered by reading the text. Tell students they will have to read the text carefully and probably refer back to it frequently to answer the questions. Answers can be checked in small groups or through class discussion.

People can get training in different ways for the same job, of course. A photographer, for example, could learn through on-the-job-training or in school. You might want to mention the variety of training options available, but it probably does not need to be emphasized too much. The point of this exercise is simply to develop awareness that many options for education and training will exist in the students' futures.

Academic skills used:

- Reading and Language Arts



Individual Activity

The Stuff Dreams Are Made Of: My Career Interests Portfolio

Workbook Page Numbers
Pages 54–55

Lesson Objective

To review all concepts introduced in Part 2 of the Dream Catchers book and record students' interests and goals.

Activities

Pages 54–55 represent the culminating activity for Part 2. Students are asked to review what they have learned and record their interests and goals. They are referred to specific pages in the book to review what has been covered. Their responses are entered in their Career Interests Portfolios. This same activity is also used as the conclusion for parts 1 and 3.

Related Projects on Dream Catchers Activities

- #48 Write a Letter Home—Part 2. This activity gives students step-by-step instructions for writing a letter home to explain what they have learned in Part 2.

Type: In-class

Academic skills used:

- Reading and Language Arts

Dream Catchers _____

The Stuff Dreams Are Made Of: My Career Interests Portfolio

In part 2, you learned about different kinds of skills that are needed for both school and work. You also learned about special skills needed for specific jobs. This information will help you plan for careers you might like in the future. Read the directions to continue building your portfolio.

Directions
Record what you've learned in part 2 on the lines below. If page numbers are needed, they are provided for you.

Skills for School and Work

1. What kinds of skills do you need for both school and work? Name and describe them. Look at page 41.

2. What academic subjects do you like?

3. Would you like a job where you use the academic skills you've learned in those subjects? Can you name some jobs where those skills might be used?

4. Describe the three types of self-management skills. See page 45.
Work Habits: _____
Work Attitudes: _____
Interpersonal Skills: _____

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Lesson Plan

Part 3: Dream Catchers, Fourth Edition

Lesson

Make Dreams Come True: Ability, Effort, and Achievement

Workbook Page Numbers

58–75

Learning Objectives

- To introduce the roles that ability, effort, and achievement play in success in school and at work
- To allow students to examine their work habits and how they use their abilities in a non-threatening, nonjudgmental manner
- To begin to set goals for improving achievement by first identifying strengths and weaknesses
- To help students become more specific in their analyses of why a subject might be a weakness
- To have students devise a work-improvement plan for one of their academic subjects
- To help students discover how they use their time
- To help students evaluate how they use their time based on the findings from their time journals and construct plans for improving their time-management if necessary
- To help students realize that where they study can affect their efficiency
- To show students how to make a plan for an efficient study area at home
- To have students set achievement goals using what they've learned from the chapter's activities
- To discuss the value of students' portfolios and to encourage them to keep adding to them

Individual or Class Activity

A Modern Fable of the Three Little Pigs

Workbook Page Numbers

Pages 58–60

Lesson Objective

To introduce the roles that ability, effort, and achievement play in success in school and at work.

Activities

Discussing the significance of ability, effort, and achievement with students can get a little “heavy” and sound like sermonizing. “A Modern Fable of the Three Little Pigs” tries to get at these concepts through fun with an old nursery story. Although students can read this individually, it’s a good story to read out loud to add “dramatic” effects.

Class discussion could center on the moral of the story students are asked to write on their own. You might explain that many fables and popular children’s stories were meant to teach lessons to young readers. Ask them if they can think of any stories that were read to them when they were younger that taught lessons (The Little Engine That Could, for example).

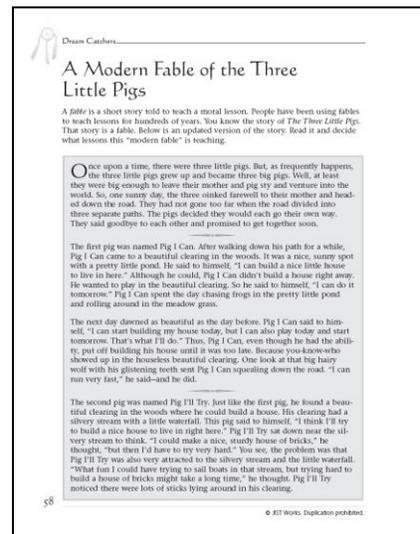
Related Projects on Dream Catchers Activities

- #49 Produce a Three Little Pigs Play. This activity sheet gives students instructions on how to turn “A Modern Fable of the Three Little Pigs” into a play. Extra activities include using their stories from “Which Little Pig Are You?” as the basis for plays, too. Students can present a “Pig Theatre” for another class.

Type: In-class

Academic skills used:

- Art
- Reading and Language Arts



Individual Activity

Ability, Effort, and Achievement

Workbook Page Numbers
Page 61

Lesson Objective

To allow students to examine their work habits and how they use their abilities in a non-threatening, nonjudgmental manner.

Activities

Students are asked to pick a pig character from the fable and write a story about a time when they behaved like the pig they selected. Each of us at one time or another has been a “Pig I Can,” a “Pig I’ll Try,” or a “Pig I Did It.” That’s probably a good point to make with your class. This activity can allow them to laugh at some of their shortcomings and, hopefully, in that way avoid defensive attitudes. Emphasize with students that they do not have to select “Pig I Did It,” and encourage them to add drama to their stories. These may be good stories to read aloud.

A positive note to end on would be to reiterate the introduction to this activity: Your students have all been promoted to the current grade they’re in, which means that they have the ability to do the work. You might also want to discuss the parallels between promotions in school and at work.

Academic skills used:

- Reading and Language Arts
- Study Skills

Part 3 Make Dreams Come True: Ability, Effort, and Achievement

Ability, Effort, and Achievement

What grade are you in now? To get there, you had to be promoted. A promotion means you successfully completed the work in a lower grade. Your teacher felt you had the ability to do the work in the next grade and promoted you. Everyone in your class has the ability to do the work for your grade. However, just like the three little pigs, ability by itself is not always enough.

People at work get promotions, too. They get promotions because they've done a good job. Often a promotion means higher pay. It also means taking on new job responsibilities. The work gets harder and more complex, just like in school. But at school and on the job, "Pigs I Can" and "Pigs I'll Try" don't get promoted. It's what you do with your ability that counts.

Which Little Pig Are You?

Directions
Choose one of the following three pigs. On a separate sheet of notebook paper, write a modern fable about being that pig. Make sure to give lots of details. Tell what happened to you in the end. What was your Big Bad Wolf? Did you defeat it, or did it defeat you?

Once upon a time, I was a **Pig I Can**. I had the ability but didn't use it.



Once upon a time, I was a **Pig I'll Try**. I tried, but not very hard.



Once upon a time, I was a **Pig I Did It**. I tried hard and succeeded.



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Individual Activity

Analyzing Your Strengths and Weaknesses

Workbook Page Numbers
Pages 62–63

Lesson Objective

To begin to set goals for improving achievement by first identifying strengths and weaknesses.

Activities

Students have two pages of activities for identifying subjects as strengths and weaknesses. They are also asked to identify why each subject is a strength or weakness. Several activities in this part build on improving study skills and academic achievement; therefore, if students are rather general in their responses at this point, it's OK.

The instructions do ask them to pick the subjects they enjoy the least or do not do well in. Students who generally get good grades can concentrate on subjects they don't like. You might need to make this point in class before they start their analyses.

Academic skills used:

- Reading and Language Arts
- Study Skills

Dream Catchers

Analyzing Your Strengths...

When you use an ability and get better at it, it becomes a strength. Your skills are your strengths. But what about things that are hard for you, such as when you are learning something new? Can you make that a strength? Of course you can—if you make the effort. How can you improve your skills? The next several pages show you ways to improve your academic skills and your self-management skills. The first step is to know what you are good at. These are your strengths.

Identifying Strengths

Directions
List up to three school subjects that you like a lot or do really well in. Try to explain why you like or do well in these subjects. Use the lines given.

Subject	Reasons Why This Subject Is a Strength
1.	
2.	
3.	

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Individual or Small-Group Activity

Turning a Weakness into a Strength

Workbook Page Numbers

Page 64

Lesson Objective

To help students become more specific in their analyses of why a subject might be a weakness.

Activities

Students read a story about Ramon, who is having difficulty in math.

They are then asked to identify the causes of his problems and offer specific suggestions for improvement. A story format is used first to help students make suggestions more objectively. It's always easier to offer advice to others than to follow it yourself!

The story gives several hints as to why Ramon is having difficulty, so students need to read it carefully. Their “causes” and “suggestions for improvement” might be good topics for class discussion. Try to guide students to see that specific solutions will be more helpful. Just saying “study more” does not give Ramon a concrete goal to measure against.

Academic skills used:

- Reading and Language Arts
- Study Skills

Dream Catchers

Turning a Weakness into a Strength

Directions
Ramon's weakness is math. Read his story and try to help him.

Ramon had always been good at math. But this year was different. Now math was hard to understand. When the teacher explained a problem, Ramon was often confused. He didn't like asking the teacher to go over things again. He thought he'd look "dumb." He was also afraid the teacher would think he wasn't listening. He did daydream more during math now. That was because he didn't understand what the teacher was saying.



Ramon started getting a lot of problems wrong on his homework. This made him mad and upset. He usually crumpled up his homework and threw it away. Sometimes he wouldn't even turn in his homework. He just didn't understand it. Ramon also didn't know how to study for tests. He just looked over the chapter the night before the test. Ramon was really afraid he was going to fail math.

Directions
Write the causes of Ramon's problem in the left column. Check the story to make sure you list all the causes. Then fill in the right column. Give specific solutions to help Ramon improve in math.

Causes of Ramon's Problem	How Can Ramon Improve?

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Individual Activity

You Can Improve, Too!

Workbook Page Numbers
Page 65

Lesson Objective

To have students devise a work-improvement plan for one of their academic subjects.

Activities

This activity asks students to create work improvement plans for themselves just as they did for Ramon. As before, encourage students to be specific with the methods they select for improving their ability to achieve. You probably should emphasize that their goal is to improve—and that might mean going from a “B” to an “A” or a “C” to a “B.” This activity is not just for students who are experiencing serious difficulties.

You might want them to read each other’s plans in small groups and compare their solutions. You could put them in groups by the subject area they select. If you think this activity can really help students who are having serious difficulty, you might want to discuss their plans with them.

Related Projects on Dream Catchers Activities

- #50 You Can Improve, Too! This activity sheet is a reproduction of the activity in the Dream Catchers workbook. It is available here because you might like students to take home a copy to their parents or guardians. You might also want them to devise a plan for more than one subject.

Type: In-class or outside of class

Academic skills used:

- Study Skills

Part 3 Make Dreams Come True: Ability, Effort, and Achievement

You Can Improve, Too!

Directions
Pick one subject you identified as a weakness on page 63. Then fill in the chart. Be specific. For example, a cause is, "I forget my books." The way to improve could be, "Write down the books I'll need."

My Work Improvement Plan

Name: _____

I need to improve in (name subject) _____

Causes of My Problem	How Can I Improve?

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Individual Activity

Managing Your Study Time

Workbook Page Numbers
Pages 66–67

Lesson Objective

To help students discover how they use their time.

Activities

This activity asks students to keep a journal on how they use their time for one week. Page 67 in *Dream Catchers* provides a sample journal page. At the end of the week, students are asked to categorize their weekly activities and indicate the time spent on each activity. Page 67 provides a sample “Time Spent on My Weekly Activities” chart. Analyzing how they use their time is an important and often revealing exercise for students. Even at a young age, a student’s time is frequently heavily scheduled. This exercise develops awareness of the need to manage time, especially to improve academically.

You can help students categorize their activities for the “Time Spent on My Weekly Activities” chart when the week is up (another “clustering” activity) by suggesting broader categories, such as “play.” Make sure they keep “watching TV” (including movies) and “playing video games” as separate categories.

At the end of the week, a good discussion topic is to compare categories to see how much time students are spending on activities. Totals can be revealing (for example, total hours per week the class watches TV compared to studying). Students will use this information later to establish achievement goals.

Step 1 tells students to use notebook paper for journal pages. A journal page is available in *Dream Catchers* Activities. You can duplicate pages. Step 3 suggests creating a chart to record weekly activities.

Related Projects on Dream Catchers Activities

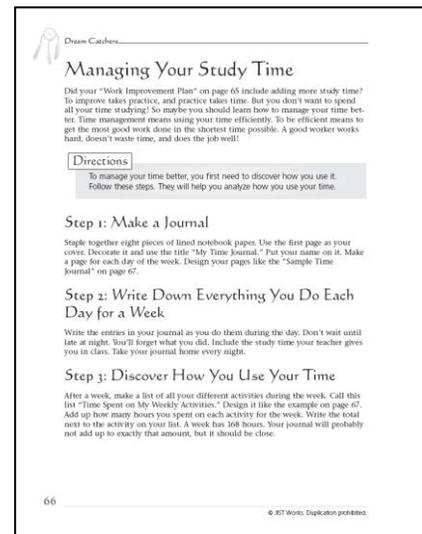
- #51 My Time Journal. Used instead of notebook paper for time journals.
- #52 Time Spent on My Weekly Activities. Two-columned chart to categorize and tabulate weekly activities.
- #53 How You Use Your Time. Bar charts offers a visual for time students spend on various activities. Bar charts have more of an impact than just raw numbers.

Type: In-class or outside of class

Academic skills used:

- Art
- Math
- Reading and Language Arts
- Study Skills

Dream Catchers: Developing Career and Educational Awareness
Fourth Edition, Part 3 Make Dreams Come True



Teacher’s Guide
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Individual Activity

Analyzing Your Time Management

My Time-Management Plan

Workbook Page Numbers

Pages 68–70

Lesson Objective

To help students evaluate how they use their time based on the findings from their time journals and construct plans for improving their time-management if necessary.

Activities

Students are asked to analyze how they use their study time by responding to a series of “Yes” or “No” questions. Their answers are based on the findings from their time journals. Then they are asked to “check” their answers using “Study Rules” suggested by experts. Students respond “Yes” or “No” to indicate if they followed the rule or not. They are next asked to write a plan that will allow them to follow each rule they answer “No” to.

The class is certain to balk at many of the “rules,” like studying even when they don’t have assigned homework and limiting TV and video games to no more than 10 hours per week. A class discussion on the “rules” will probably result in a lively debate! Students will use these rules to help set achievement goals later in Part 3.

Academic skills used:

- Reading and Language Arts
- Study Skills

Dream Catchers

Analyzing Your Time Management

Directions
Use the information in your time journal to answer the following questions.

1. On weekdays, did you do your homework around the same time each day? Yes No
2. Did you start studying before 7:00 p.m. most nights? Yes No
3. Did you study each night during the week? Yes No
4. How many hours did you spend studying during the week? _____
5. How many hours did you spend studying on the weekend? _____
6. What is the total number of hours you spent studying in a week? Add #s 4 and 5. _____
7. Did you go to bed about the same time each weeknight? Yes No
8. How much sleep did you usually get each weeknight? _____
9. How many hours during the week did you spend on recreation—such as watching TV and movies, playing video games, surfing the Internet, playing outside, or talking on the phone/texting? _____
10. How many hours did you spend on recreation (such as the activities in #9) on the weekend? _____
11. What is the total number of hours you spent on recreation in a week? Add #s 9 and 10. _____
12. Compare your answers in #6 and #11. Did you spend more time in a week on studying or on recreation? How much more? _____

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Individual Activity

Analyzing Your Workplace at Home

Workbook Page Numbers

Page 71

Lesson Objective

To help students realize that where they study can affect their efficiency.

Activities

Students are asked to take a “My Workplace Quiz” on their workplace at home. The intent of the quiz is to help them identify study habits that waste time and decrease their efficiency. The key simply says that more than four “Yes” answers means they need to improve. The next activity helps them plan an effective workplace.

Academic skills used:

- Reading and Language Arts
- Study Skills

Part 3 Make Dreams Come True: Ability, Effort, and Achievement

Analyzing Your Workplace at Home

Directions
Where you study at home can affect your work. A poorly organized workplace can cause you to waste time. A noisy or busy location can make it difficult to concentrate. To judge how good your workplace is, take this quiz. Draw a circle around your answer. Be honest!

My Workplace Quiz	Circle	
1. I usually sit on an easy chair or on the couch in the living room or family room to do my homework.	Yes	No
2. I often study in front of the TV.	Yes	No
3. I do my homework in different rooms such as sometimes in the kitchen, living room, or my room.	Yes	No
4. I get up and get snacks when I'm studying.	Yes	No
5. I often listen to music when I do my homework.	Yes	No
6. I usually have to search for paper, pencils, and other supplies to do my homework.	Yes	No
7. If I'm using the computer for homework, I spend time doing other things on it, such as playing games.	Yes	No
8. I leave my cell phone on when I am studying.	Yes	No
9. Other people in the house interrupt me a lot when I'm studying.	Yes	No
10. I frequently forget to bring home the books I need from school.	Yes	No

Review your answers: Did you answer "yes" to four or more questions? If you did, you need to improve your workplace. See pages 72 and 73 for help!

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Individual Activity

My Workplace Plan

Workbook Page Numbers
Pages 72–73

Lesson Objective

To show students how to make a plan for an efficient study area at home.

Activities

Students are asked to devise a plan for a workplace at home. The plan also includes setting up some study rules. The plan calls for students to select someplace where they can keep supplies. If your students are not likely to have a desk at home, you might want to make decorating a shoebox or some other box for supplies an in-class activity. Then they can take it home and enlist the help of an adult to get supplies for it and find a safe storage place.

The workplace plan is reproduced in Dream Catchers Activities. Students can take it home to have an adult help them establish a good place to work.

Related Projects on Dream Catchers Activities

- #60 My Workplace Plan. This activity is a reproduction of the “My Workplace Plan” activity from the student workbook.
- #61 Organizing an Efficient Workplace. This activity shows how an efficient workplace is important on the job.
- #62 Improving Your School Workplace. This activity helps students plan an improved workplace in school, both for personal space (their desks) and the classroom.
- #63 Developing a Job Chart. Activities #62 and #63 encourage students to think of the classroom as their workplace. These activities offer suggestions on how to organize it, make it more efficient, and have students assume more responsibility for it.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts
- Study Skills

Dream Catchers
My Workplace Plan

Directions
Fill in the blanks below to design your study workplace. Your teacher might let you work in small groups to do this activity. By sharing ideas, you might come up with a really good plan.

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

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

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

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Individual Activity

Make Dreams Come True: My Career Interests Portfolio

Workbook Page Numbers
Page 74

Lesson Objective

To have students set achievement goals using what they've learned from the chapter's activities.

Activities

Students set achievement goals based on work-improvement plans, time-management plans, and workplace plans. (The goal sheet is also available in Dream Catchers Activities, #54.) Students add this to their Career Interests Portfolios.

You might want to add a class project to kick off their new goal plans. Perhaps the whole class could take a vow to give up TV for a week and use that time for reading instead. You can make a big deal of this activity by having them each sign a pledge and take it home. Their parents or guardians can verify that they didn't watch TV. Rewards could be given to students who keep the pledge.

You might want students to keep a journal in which they indicate whether they have followed their own rules, or devise a method for periodically "checking" themselves. Dream Catchers Activities contains several other worksheets to help students improve study skills. You can use them at any time during the year.

Related Projects on Dream Catchers Activities

- #54 Setting Achievement Goals. Reproduction of "My Achievement Goals."
- #55 Make a Schoolwork Planner. Weekly planner for students to use all year.
- #56 Managing Your School Study Time. This activity applies at-home study skills to using study time in school wisely.
- #57 Using School Study Time Better. This activity again applies at-home study skills to using study time in school wisely.
- #58 A Test Is Coming! Activity that can be used all year to study and review for tests.
- #59 Learn from Your Mistakes. Improves student test-taking skills by reviewing what they've done wrong before.
- #64 Write a Letter Home—Part 3. This activity gives students step-by-step instructions on writing a letter home to explain what they have learned in Part 3.

Type: In-class or outside of class

Academic skills used:

- Study Skills

Dream Catchers: Developing Career and Educational Awareness
Fourth Edition, Part 3 Make Dreams Come True

Dream Catchers

Make Dreams Come True: My Career Interests Portfolio

In this part, you learned a lot about how you can make the most of your abilities. Striving to do your best now in school will make a big difference in the future. You will be prepared to work in careers that interest you. Follow these directions to continue building your portfolio.

Directions

In this part, you completed three plans: "My Work Improvement Plan" (page 65), "My Time-Management Plan" (pages 69-70), and "My Workplace Plan" (pages 72-73). Use these plans to establish achievement goals for yourself.

My Achievement Goals

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 Internet, 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.

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Teacher's Guide
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Class Activity

About Your Career Interests Portfolio

Workbook Page Numbers

Page 75

Lesson Objective

To discuss the value of students' portfolios and to encourage them to keep adding to them.

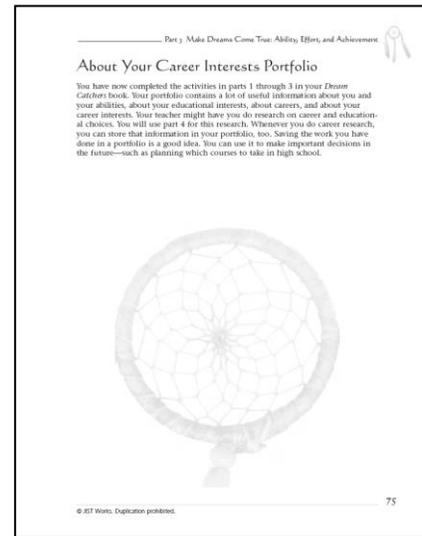
Activities

Read this brief page together as a class. You might discuss things they can add to their portfolios as the year progresses. Another good discussion topic is how the information in their portfolios can help them plan high school classes and beyond.

Type: In-class

Academic skills used:

- Reading and Language Arts



Lesson Plan

Part 4: Dream Catchers, Fourth Edition

Lesson

Follow That Dream: Researching Careers

Workbook Page Numbers

78–84

Learning Objectives

- To have students learn just what it is those around them do in their careers through interviewing them directly
- To introduce students to the possibility of corresponding directly with businesses and organizations to discover career options available
- To guide students in effectively navigating the World Wide Web to find the best and most pertinent career information available in their fields of interest
- To show students how to use a software program to find career information
- To give students the chance to delve in-depth into the career field of their choice by reading full-length books dedicated to their career interests
- To provide students with the information and tools for researching specific careers that match their interests as recorded in their Career Interests Portfolios

Individual Activity

Finding Career Information

Talk to People

Workbook Page Numbers

Page 78

Lesson Objective

To have students learn just what it is those around them do in their careers through interviewing them directly.

Activities

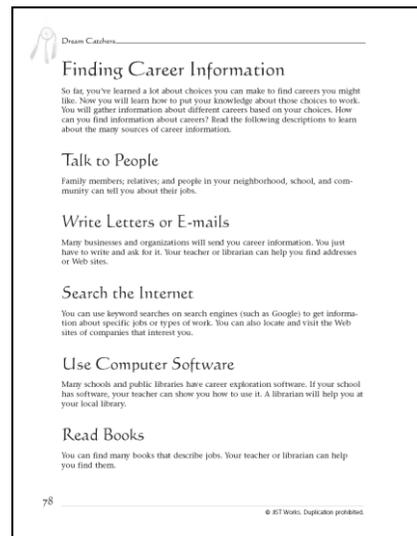
Students should be encouraged to interview not just their parents but extended family members, people in their neighborhoods, faculty and staff at school, and available members of the community regarding their careers.

Assist students in thinking up exactly whom they could talk to and what questions could be asked. Questions about where the work is done, physical activity required, hours and days worked, travel required, danger level present, and special equipment used are all excellent.

Type: Outside of class

Academic skills used:

Reading and Language Arts



Individual Activity

Write Letters or E-mails

Workbook Page Numbers
Page 78

Lesson Objective

To introduce students to the possibility of corresponding directly with businesses and organizations to discover career options available.

Activities

Have students find local businesses operating in their chosen career fields that can provide them with information. You can have the students go through the Yellow Pages by category or do a Google search for contact information.

This is also an opportunity to review language arts skills. Go over the proper way to structure a business letter and review how writing to a business for information differs from writing to a parent/guardian, friend, or relative.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts

Individual Activity

Search the Internet

Workbook Page Numbers

Page 78

Lesson Objective

To guide students in effectively navigating the World Wide Web to find the best and most pertinent career information available in their fields of interest.

Activities

This is an excellent opportunity to use the computer lab. Students can search generally for quality resources detailing major interests and happenings in their chosen career fields, or they can visit company Web sites of organizations operating in their fields.

The Internet can be a very disorganized and amateurish resource. You might have to help students in distinguishing accurate career information resources from inaccurate ones and correctly navigating company Web sites to find the information most related to their interests.

Type: In-class or outside of class

Academic skills used:

- Study Skills

Individual Activity

Use Computer Software

Workbook Page Numbers

Page 78

Lesson Objective

To show students how to use a software program to find career information.

Activities

Have your students visit your school library, and introduce them to available career research software. Coordinate with the librarian to give a useful demonstration on how to use the software effectively. If you don't have this type of software available at your school, visit or contact your local public library to learn more about the software available there. Encourage students to visit the library and find out more. If possible, review the available software yourself and answer the basic questions students might have about it.

Type: In-class or outside of class

Academic skills used:

- Study Skills

Individual Activity

Read Books

Workbook Page Numbers

Page 78

Lesson Objective

To give students the chance to delve in-depth into the career field of their choice by reading full-length books dedicated to their career interests.

Activities

Review with students the resources available for finding books on their chosen careers. They can visit the school or public library, a local bookstore, or one of the major online book retailers. Remind students that books about their careers don't have to just be literally focused on their career fields. If a student is interested in working in the music industry, she or he might pick up the biography of a famous record producer. Similarly, a student could review books that are the product of his or her chosen career such as photography books if that student is interested in becoming a photographer or nonfiction books about recent world events if the student is interested in becoming a journalist.

Type: Outside of class

Academic skills used:

- Reading and Language Arts
- Study Skills

Individual Activity

Career Research Journal

Some Careers to Research

Workbook Page Numbers

Pages 79–84

Lesson Objective

To provide students with the information and tools for researching specific careers that match their interests as recorded in their Career Interests Portfolios.

Activities

“Finding Career Information” on page 78 introduces students to the various sources available to learn about specific careers: interviews, books, letters, software, and the Internet. If you want your students to write letters requesting career information, the best source of current addresses is the Occupational Outlook Handbook. You can order the printed Handbook from JIST (call 800-648-JIST or visit www.jist.com) or find the online version at www.bls.gov/oco.

A good method to begin researching careers is allowing the students to interview you and fill out “Career Research Journal” pages. The journal page is also available in Dream Catchers Activities, so if you want your students to do more research, you can print more copies for them to use. Interviewing is a good technique for this age group, and it also gets their parents and guardians involved with students’ work.

If you want students to use books, software, or the Internet to research careers, the list of jobs found on pages 81–84 might be a good place to start. The jobs listed there represent the jobs at which most people in the United States currently work (more than 80 percent). They are also organized by the career clusters students studied in Part 1. Students should check their Career Interests Portfolios to select a job or jobs to research that matches their career cluster interests.

Related Projects on Dream Catchers Activities

The age and type of students with whom you work and time limits will be, no doubt, the deciding factors for how extensively you pursue career exploration and research. Many of the activities in Dream Catchers Activities relate to career exploration, so you have a variety of activities from which to choose. Thus, you can select those most appropriate for your time frame and students.

- #65—Career Research Journal
- #66—Write a Letter to Ask for Career Information
- #67—Careers of Famous People
- #68—Make a Career Cluster Handbook
- #69—Plan a Career Day

- #70—Write a Wild Work Story!
- #22—Pick Your “Dream” Career
- #23—What’s My Line?
- #24—Work in Early America
- #25—Inventions Create Jobs!
- #26—Jobs of the Future
- #27—Job Genealogy
- #28—Workplaces in Your Community

Note: Dream Catchers Activities contains a Part 5 covering “Work and the Needs and Functions of Society,” a topic that is not covered per se in the Dream Catchers student workbook. If you choose to teach a unit on this topic, you might want to use activities #24, #25, #26, and #28 at that time rather than now.

Type: In-class or outside of class

Academic skills used:

- Art
- Reading and Language Arts
- Social Studies

Lesson Plan

Part 5: Dream Catchers, Fourth Edition

Lesson

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

Workbook Page Numbers

This part does not have corresponding pages in the *Dream Catchers* workbook. If you'd like to include this topic in your career awareness unit, you can use the activities on the following pages.

In addition, the activity sheets listed below can be integrated here rather than in Part 1. Many of these activities ask students to use their social studies book to complete them, so you have the option of integrating this topic into your social studies curriculum, too.

- #24—Work in Early America
- #25—Inventions Create Jobs!
- #26—Jobs of the Future
- #28—Workplaces in Your Community

Individual or Class Activity

Why Do People Work?

This activity asks students to do a survey on the reasons people work at the jobs they have chosen. They are instructed to first interview you about the satisfaction you derive from your job and then ask five other adults. As a class, students will compare the results of their surveys and see all the different reasons people work at their jobs.

Class discussion might include the importance of job satisfaction when choosing a career and any ideas the students have now on the subject. Discuss what kind of activities they think will be rewarding.

Type: In-class and outside of class

Academic skills used:

- Reading and Language Arts
- Social Studies

Related Projects on Dream Catchers Activities

- #71—Why Do People Work?

Individual Activity

Job Satisfaction—What Do You Want?

In Activity #71, “Why Do People Work?” your class made a list of all the reasons people work. You might have been surprised at the many different reasons given. Besides the need for money, people choose their careers because they like the work. We call that “job satisfaction.” What you do at work can make you feel good or satisfied.

In this activity, students are asked to write a report about what kind of job satisfaction they want from a career. They are given four steps to follow.

As an alternate activity, students can choose one of the careers they researched and explain why the work would give them job satisfaction.

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts

Related Projects on Dream Catchers Activities

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

Individual or Class Activity

Why Do You Work?

Students are asked to think about the various reasons why they work in school and prioritize them. What satisfaction do they get from schoolwork? They might compare their answers to the answers they received in the adult survey and discuss similarities and differences.

Class discussion might center on such topics as why we have laws that say all children have to go to school. (Even if children are home-schooled, they still have to follow state regulations.) Why is having an educated citizenry so important to society that even their parents do not have the right to keep them out of school? Whose needs are being served by sending all children to school?

Type: In-class or outside of class

Academic skills used:

- Reading and Language Arts
- Social Studies

Related Projects on Dream Catchers Activities

- #73—Why Do You Work?

Individual or Small-Group Activity

Work and Society

This activity helps students understand how all the work done by different people in society is interrelated. Students are asked to think of all the people and jobs involved in the product cycle of a cotton T-shirt. This activity demonstrates how all workers in the cycle are important for getting the product made. Students make pie charts of all the activities and jobs involved from the beginning of the product until it is purchased by someone.

This activity works well in small groups. Groups can compare their pie charts and see who thought of the most jobs. Class discussion might examine what would happen if any of the workers in the “pie” decided not to do their work.

Type: In-class

Academic skills used:

- Art
- Science
- Social Studies

Related Projects on Dream Catchers Activities

- #74—Work and Society

Individual or Small-Group Activity

Changes in Society and Work

This activity focuses on the interrelatedness of the changing needs of society and the workforce. Changes in society always have an impact on the world of work. Although this is a complex topic, students can understand the relationship by focusing on specific changes. Thus, students are asked to respond to a list of six recent changes in society and say how these changes have affected the world of work.

As an extra activity, students are asked to think of other recent changes in society and predict changes that will occur in the future.

Type: In-class

Academic skills used:

- Reading and Language Arts
- Science
- Social Studies

Related Projects on Dream Catchers Activities

- #75—Changes in Society and Work

Individual Activity

The Changing Workforce: Jobs for Robots

In this activity, students are asked to think about personal robots that could do all their chores. Students are asked to research the kinds of work robots do. When they finish, they will write a report about “working robots.”

Type: In-class

Academic skills used:

- Reading and Language Arts
- Social Studies

Related Projects on Dream Catchers Activities

- #76—The Changing Workforce: Jobs for Robots

Individual or Small-Group Activity

What Would Happen If . . . ?

This activity demonstrates how society functions—if people do their work. Students are first asked to list all the different workers in their school. Then they write what the consequences would be if those people did not do their work. Students are asked to decide whether the school could function without the workers present and make decisions about which jobs are most vital.

Type: In-class and outside of class

Academic skills used:

- Social Studies

Related Projects on Dream Catchers Activities

- #77—What Would Happen If . . . ?

Individual or Small-Group Activity

On Strike!

This activity explains what a strike is and further explains that in some occupations, it is against the law to strike. Students are asked to think of occupations where if the workers went on strike, the consequences to society would be immediate and extremely serious. They are also asked to guess which occupations are controlled by anti-strike laws.

Type: In-class and outside of class

Academic skills used:

- Social Studies

Related Projects on Dream Catchers Activities

- #78—On Strike!

Individual or Small-Group Activity

What Are Goods and Services?

This activity introduces students to the concept of goods and services. They are asked to go through the Yellow Pages of the telephone book and divide the businesses into those that produce goods and those that offer services. The “Extra Activity” section suggests that they can also use the want-ad pages in newspapers or on the Internet to identify jobs in the goods sector and jobs in the services sector.

Depending on how much you want to explore this subject, you can compare percentages of goods and service jobs they find and discuss the fact that service jobs are increasing rapidly in our economy.

Type: In-class and outside of class

Academic skills used:

- Social Studies

Related Projects on Dream Catchers Activities

- #79—What Are Goods and Services?

Individual or Small-Group Activity

Services for Your Home

This activity further develops the idea of providing services as an occupational choice. Students are asked to think of all the things in their houses that might require servicing, or all the jobs they might hire someone to do. They are encouraged to identify the service and the job title of the person who would perform the service.

This would make a good small-group competition activity to see which group can come up with the longest list of services and job titles.

Type: In-class and outside of class

Academic skills used:

- Social Studies

Related Projects on Dream Catchers Activities

- #80—Services for Your Home

Individual or Small-Group Activity

Where Do Goods Come From?

This activity develops the concept of the interrelatedness of states in producing goods. Students are asked to use their social studies book or an encyclopedia to discover which products and raw materials are produced in certain states. You can assign the state you'd like them to research or have them research several different states by working individually or in small groups.

If students compare research findings, they might be able to make connections between raw materials produced in one state that are used by another state to produce a good. Or you might discuss the products that their families use that come from other states.

Type: In-class and outside of class

Academic skills used:

- Art
- Reading and Language Arts
- Social Studies

Related Projects on Dream Catchers Activities

- #81—Where Do Goods Come From?

Individual or Class Activity

The Global Economy

This activity introduces students to the concept of a global economy. It demonstrates that in addition to an interrelatedness of states, we are now entering an era of increased interrelatedness of countries. Students are asked to look at different goods in their homes and bring to school a list of 10 goods and the countries where they were produced.

Students then make flags with straight pins and pin their flags, representing each good they've listed, to a world map. The concrete, visual effect of this activity will help students understand the concept of a global economy. Depending on your students' sophistication, you can discuss what impact a global economy might have on the kinds of jobs that will be available to them in the future.

Type: In-class and outside of class

Academic skills used:

- Art
- Reading and Language Arts
- Social Studies

Related Projects on Dream Catchers Activities

- #82—The Global Economy

Individual or Small-Group Activity

Goods from Around the World

This activity is similar to the activity students performed in discovering the interrelatedness of states. Instead of states, however, they are asked to use their social studies book or other reference materials to research countries and discover which raw materials and goods those countries produce. Students are further asked to find out whether the country they are researching produces goods that we buy in the United States and which other countries buy the goods.

Again, you can assign a particular country or have students work in small groups and research several countries.

Type: In-class and outside of class

Academic skills used:

- Art
- Reading and Language Arts
- Social Studies

Related Projects on Dream Catchers Activities

- #83—Goods from Around the World

Answer Key

Appendix: Dream Catchers, Fourth Edition

Answers to Activities in the Student Workbook

You will not have any difficulty grading the activities in the student workbook. However, the answers to several of the worksheets are provided here to make your job easier. Use them as a reference when reviewing or discussing students' responses.

Understanding Clusters

Workbook Page Numbers

Page 2

Following in bold is one possible answer for each of the clusters. You and your students can think of others.

1. Apple, Orange, Banana, Grape, Pear (This one is already filled in for the students.)	Fruit
2. Dog, Cat, Hamster, Goldfish, Bird	Pets
3. Nose, Eye, Ear, Lips, Chin	Parts of the face
4. Mom, Dad, Aunt, Brother, Cousin	Family members
5. Shoes, Jeans, Sweater, Hat, Gloves	Clothes you wear in the fall
6. Bark, Trunk, Leaves, Branches, Roots	Parts of a tree
7. Pronouns, Verbs, Adjectives, Adverbs, Nouns	Parts of speech
8. New York, Miami, Los Angeles, Chicago, Detroit	Cities
9. Ice Cream, Pie, Cake, Cookies, Pudding	Foods you eat after dinner for dessert
10. Brush, Paints, Canvas, Easel, Paper	Things an artist uses

Find the Right Career Cluster

Workbook Page Numbers

Pages 14–15

Students are to look at nine pictures of workers and nine career clusters. They are to write the number of the correct career cluster for each picture.



For Whom Will You Work?

Workbook Page Numbers

Page 24

Students are given the names of 10 people and descriptions of what each person does. They are to decide which of the people are employees and which are self-employed. The correct responses are shown in bold below.

1. Sung Lee	Self-employed
2. Crystal	Self-employed
3. Tavier	Employee
4. Robert	Employee
5. Jana	Employee
6. Duane	Employee
7. Nadine	Self-employed
8. Maria	Employee
9. Dylan	Employee
10. Nicole	Self-employed

Do Workers Need Academic Skills?

Workbook Page Numbers

Pages 41–43

Students are asked to read the job descriptions of five individuals. They are directed to identify the academic skills each person uses in her or his job. Correct answers are shown in bold below.

- Page 41 “Surveying the Land”; worker’s name is Kevin. He needs these academic skills: **Reading, Math, Science, Language (written and verbal), Social Studies (geography, history, and government).**
- Page 42 “Protecting the Lake”; worker’s name is Lindsay. She needs these academic skills: **Reading, Math, Science, Language (written and verbal), Social Studies (geography, history, and government).**
- Page 42 “Helping Immigrants”; worker’s name is Andrew. He needs these academic skills: **Reading, Math, Language (written and verbal), Social Studies (geography, history, and government), Foreign Language.**
- Page 43 “Designing Flowers”; worker’s name is Tanya. She needs these academic skills: **Reading, Math, Language (written and verbal).**
- Page 43 “Troubleshooting Computer Systems”; worker’s name is Melissa. She needs these academic skills: **Reading, Language (written and verbal), Math.**

Turning a Weakness into a Strength

Workbook Page Numbers

Page 64

Students are asked to read the story of Ramon, a student having trouble in math. They are then directed to list all the causes for Ramon’s problems that can be found in the story and list ways to cope with those problems.

Possible causes of Ramon’s problem are

- Inability to comprehend instruction.
- Fear of asking for further explanation or guidance.
- Fear of looking “dumb” in front of peers.
- Daydreaming during class.
- Frustration with inability to complete homework correctly.
- Incomplete assignments.
- Lack of study skills.

