


## Lesson Plan for Using Uwannadu in College and Career Exploration

|    |  | <b>Teacher:</b> _____  |   |  |
|---|--|--|---|--|
|   |  | <b>School:</b> _____   |   |  |
| <b>Subject: Career/College Exploration</b><br><br>Date: _____<br><br>Block: _____<br><br>Semester: _____  |  | <b>Students will engage in:</b><br><br><input checked="" type="checkbox"/> Independent activities <input checked="" type="checkbox"/> Hands-on<br><input type="checkbox"/> Cooperative learning <input type="checkbox"/> A project<br><input checked="" type="checkbox"/> Whole Group Instruction <input checked="" type="checkbox"/> Lecture<br><input checked="" type="checkbox"/> Technology Integration <input type="checkbox"/> Other<br><input type="checkbox"/> Simulation <input type="checkbox"/> Peer Tutoring<br><input type="checkbox"/> Pairing <input checked="" type="checkbox"/> Visuals |   |  |
| <b>Standards / objective met:</b><br>Students will understand how they can find careers and colleges, which align with their interests and prepare them for their future via the Free Internet Service uwannadu.com. Total time: 45 minutes |  |  |   |  |
| Time  | Procedures Followed:   |  | Materials / Text References   |  |
| 3 Min   | <b>Class Starter:</b><br>Tell a story about the importance of looking forward while enjoying today   |  | Teacher example or use "Crossing the Field" (provided)                                    |  |
| 3 Min   | <b>Review of previously learned material / Lesson Connections:</b><br>Teacher review of any previously covered lessons on this topic   |  | Any previous materials  |  |
| 3 Min   | <b>Statement of Objectives:</b><br>1. Students will learn more how their interests relate to careers<br><br>2. Students will gain a deeper understanding of careers<br><br>3. Students will see required majors and colleges to help them prepare  |  | Use the online platform uwannadu to explore all three areas                               |  |
| 10 Min  | <b>New material:</b><br>Uwannadu Career Interest Quiz (based on Holland Codes)   | <b>Guided Practice:</b><br>Have student choose one of six pictures, do first three together  | <b>Independent Practice:</b><br>Student picks one picture of six, 12 more times           | 1. Register on Uwannadu.com<br>2. Click "Interest Quiz".<br>3. Meaning of Holland Codes              |
| 10 Min  | <b>New material:</b><br>Explore careers suggested by interest quiz   | <b>Guided Practice:</b><br>Walk student through example Career Profile: (Video, Infographic, Degree/Majors, Colleges, Interests, Knowledge, Skills)  | <b>Independent Practice:</b><br>Have students explore other suggested careers             | Careers suggested in the results of the Interests quiz for students.<br><br>Detailed Career Profiles |
| 10 Min  | <b>New material:</b><br>Explore academic majors and colleges for specific careers  | <b>Guided Practice:</b><br>Take students to "Education Section" on a Career profile  | <b>Independent Practice:</b><br>Explore Colleges on "Education" section of Career Profile | "Education" section of Career Profiles. Links to colleges by location                                |
| 3 Min   | <b>Lesson Review / Reteach:</b><br>1. Take students to "My Desktop" from the top menu. Show them how their research progress is saved for future review.<br><br>2. Show students there are three other ways to find careers "Explore Careers" (keyword and industry search) and "Watch Interviews" |  | Links on uwannadu: "My Desk" "Explore Careers" "Watch Interviews"                         |  |
| <b>Present closure</b>  |  |  |   |  |
| <b>Homework Given:</b><br>Explore more careers at home including watching videos of careers which may interest you. "Favorite" the careers and colleges you like. Explore relevant college web sites saved in your DESK.                    |  |  |   |  |

Step by Step guide for Using Uwannadu with High School Students

| Time                                    | Procedures Followed:  | Materials / Text References                            |
|---|---|--|
| 3 Min                                   | <p><b>Class Starter:</b><br/>Tell a story about the importance of looking forward while enjoying today</p>  | Teacher example or use “Crossing the Field” (provided) |
| <p><b>Helpful Tips for Teachers</b></p> | <p>This is a good place to tell a story or use an example, which emphasizes the importance of planning ahead while being mindful of today.</p> <p>Often students prefer the story to the lecture type introduction. If you need an example, the story “<u>Crossing the Field</u>” is provided below. Fell free to read it or to give it to the student to read himself or herself. Reading out loud however is generally more effective.</p> <p>You can also use these startling statistics:</p> <ul style="list-style-type: none"> <li>▪ 70% of US workers consider themselves “disengaged from their jobs and companies” (US DOL 2012)</li> <li>▪ More than 40% of US students drop out of college</li> <li>▪ US Students have more than \$1.3 trillion in student debt</li> <li>▪ 40% of US college graduates live with their parents</li> <li>▪ 52% of US college grads don't work in the field they majored in school</li> </ul> <p>All of these are partly due to people not knowing what they want to do and therefore not preparing to do it. That is what you are trying to prevent.</p> |  |
| 3 Min                                   | <p><b>Review of previously learned material / Lesson Connections:</b><br/>Teacher review of any previously covered lessons in this area</p>   | Any previous materials                                 |
| <p><b>Helpful Tips for Teachers</b></p> | <p>This may be the first time you have discussed this topic with students. If it is then we suggest you mention the importance of not just knowing what <u>you want to study</u> but also of knowing what <u>you want to do</u> with what you study. In fact the end goal should be the first thing they decide. Then figuring out what to study to achieve that goal becomes easier.</p> <p><i>“There is no perfectly clear career path, and many people can do many things within various careers. However, the more clearly you form your goals of what you want to do with your life, the better prepared you can be to achieve it. This leads to a successful career, and a fulfilling life. No one wants to live ONLY for the weekends, or your days off from work.”</i></p> <p>This may also be a good place to remind students that:<br/><i>“Many meaningful careers do not require a four-year degree and many people with four year degrees discover they don't like their careers.”</i></p>  |  |
| 3 Min                                   | <p><b>Statement of Objectives:</b><br/>1. Students will learn more how their interests relate to careers</p>  | Use the online platform uwannadu to explore all three  |

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| Time                             | Procedures Followed:   |   |   | Materials / Text References  |
|----------------------------------|--|---|---|--|
|                                  | 2. Students will gain a deeper understanding of careers<br>3. Students will see required majors and colleges to help them prepare  |   |   | areas  |
| <b>Helpful Tips for Teachers</b> | <p><i>“There are three goals for today:</i></p> <ol style="list-style-type: none"> <li><i>1. First, to help you learn more about your personal career interests via a fast and easy picture-based quiz which matches your interests to real careers.</i></li> <li><i>2. Second, you are going to be able to get a deeper understanding of those suggested careers.</i></li> <li><i>3. Third, you will find colleges and required major, which will help you get there.”</i></li> </ol> |   |   |  |
| 10 Min                           | <b>New material:</b><br>Uwannadu Career Interest Quiz (Holland Codes)  | <b>Guided Practice:</b><br>Have student choose the picture of the most appealing work scenario, do the first few together   | <b>Independent Practice:</b><br>Student picks one picture of six, (15 times in total)   | 1. Uwannadu.com<br>2. Click “Interest Quiz”.<br>3. Meaning of Holland Codes (RAISEC) |
| <b>Helpful Tips for Teachers</b> | Have the student go to uwannadu.com on their computer.<br><br>Have them:<br><i>“Click the ‘Get Started’ button and establish and account”</i><br><br>Explain that:<br><i>“An account is free and having one means you can save your work and progress. Using it as a “Guest” will NOT save their progress.”</i>  | Next have them go to the “Interest Quiz” link on the top left of the screen<br><br>Once there, explain:<br><i>“You will choose one of the six pictures which represents the work environment you like the best.”</i><br><br>Remind them:<br><i>“There is no right and wrong answer and you can take the quiz multiple times to make sure you picked the scene you really do like best. You can hit the BACK button on their browser to change an answer.”</i> | Ask them to:<br><i>“Finish the quiz by selecting the remaining pictures.”</i><br><br>Tell them to:<br><i>“Expect to see repeat pictures. The scenes will zoom in on specific roles as you go.”</i><br><br>This will take about 5 minutes to finish.<br><br>Now have them read the results of their quiz and understand what they mean. The legend is under the pie chart. |  |
| 10 Min                           | <b>New material:</b><br>Explore careers from resulting suggestions   | <b>Guided Practice:</b><br>Walk student through example Career Profile: (Video, Infographic, Degree/Majors,   | <b>Independent Practice:</b><br>Have students explore other careers from their Quiz results   | Suggested careers from the Interest Quiz results<br><br>Detailed Career Profiles     |

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| Time   | Procedures Followed:   |  |   | Materials / Text References  |
|--|--|--|---|--|
| <p><b>Helpful Tips for Teachers</b></p>  | <p>Once the student has completed the Interest Quiz and reviewed the meaning of the RIASEC codes you should ask them to:</p> <p><i>“Click on a career (blue button) they want to know more about”</i></p> <p>Have them view Skills, Tasks and Knowledge section which details what people actually do in these careers. Click the title bar to expand/shrink each section</p>    | <p>Colleges, Interests, Knowledge, Skills)</p> <p>Explain to the students the various information on the Career Profile.</p> <p>From top to bottom take the students through the Infographic for each career. The infographic shows education required, salary ranges, growth of the industry and number of workers.</p> | <p>Have the students go from the Skills, Tasks and Knowledge sections to careers, which share those features.</p>   |  |
| <p>10 Min</p>  | <p><b>New material:</b><br/>Explore academic majors and colleges for specific careers</p>  | <p><b>Guided Practice:</b><br/>Take students to “Education Section” on a Career Profile</p>  | <p><b>Independent Practice:</b><br/>Explore Colleges on “Education” section of Career Profile</p>   | <p>“Education” section of Career Profiles. Links to colleges by location</p> |
| <p><b>Helpful Tips for Teachers</b></p>  | <p>Now have the students go to the section called “Education” on any career profile. This section suggests the academic degrees or major, which support that career.</p>   | <p>Show the students where the majors are listed and then the colleges.</p> <p>Show them how they can put in their zip code or a city and state to find colleges where they could study this field.</p>  | <p>Have the students click on a college link to see one of the collages.</p> <p>(If you see a college logo on the Career Profile then that school also has a College Profile and can be viewed by clicking their logo.)</p> |  |
| <p>3 Min</p>   | <p><b>Lesson Review / Re-teach:</b></p> <ol style="list-style-type: none"> <li>1. Take students to “My Desktop” on the top menu of uwannadu. Show them how their progress is saved so they can return to it later.</li> <li>2. Show students other ways to find careers “Explore Careers” (keyword and industry search) and “Watch Interviews” (browse by thumbnails)</li> </ol> |  |   | <p>Links on uwannadu: “My Desk” “Explore Careers” “Watch Interviews”</p>     |
| <p><b>Present closure</b></p>  |  |  |   |  |
| <p><b>Homework Given:</b><br/>Explore more careers at home including watching more videos of careers, which may interest you. “Favorite” the careers and colleges you like.</p>                                    |  |  |   |  |
| <p>As homework ask the students to go home and watch a few videos of various career interviews and make notes about what they found interesting, what they liked and what they did not like about that career.</p> |  |  |   |  |
| <p>Have them “favorite” a few careers, which they find most interesting.</p>   |  |  |   |  |

## Sample Story for Opening Lesson

### ***“Crossing the Field”***

(Approximate read time 3 minutes)

One cold day in mid-winter, a young man and his grandfather were walking across a snow covered field when the young man said. “Grandpa, I bet I can walk a straighter line that you can”.

The grandfather replied “Why would you want to do that?”

The boy said “Well, a straight line is the shortest distance between two points, and I want to get home fast for dinner”.

“Ok, well now that we are talking about dinner I am motivated. How about whoever walks the straightest line get the biggest piece of pie after dinner?”

Now the young boy was really motivated. “Sure! So the straightest line from here to the backyard fence wins the pie!”

The two men, one young and sure of himself, and one a bit older and less steady, headed off through the snow.

The young boy carefully lined up each foot, one after the other, making absolutely sure he was heading in the right direction. Step by step he placed heel to toe and became completely absorbed in the task. Quietly he hummed a tune from his favorite movie.

Everything was going fine, then the boy heard his grandfather shout “Boy what's taking you so long?”

The boy pressed on despite the mild taunt from his grandfather. After what seemed like a very long time the young man glimpsed the fence in his peripheral vision. He looked up and saw his grandfather, leaning against a fence post.

The older man said “Looks like I get the biggest piece!”

The boy felt his grandfather had to be wrong. He had taken great care to make sure each step was in the right place. He has taken much longer than he would normally have taken to cross the field and he knew he was much steadier on his feet than the older man. Yet when he looked back, he saw that the line he walked was crooked and wavered left and right, ending up farther from the house than his grandfather had. The worst part was that his grandfather’s tracks through the snow were straight as an arrow. The boy was crushed.

“Grandpa I don’t get it, how did you walk such a straight line and do it faster than I did?”

The old man slipped off the post and said to the boy “Well, maybe I just wanted it more than you did?”

The boy replied “No way! I am *really* hungry. So what is your secret?”.

“Well, rather than worry about every step I took, I looked off at the end of the field and focused on this post right here, and walked straight to it.”

“But what did you do when you came to big rocks and downed trees, didn’t you fall?” the boy inquired.

“I did come to obstacles, of course, but I just stepped over whatever got in my way. And I never let my eyes come totally off the post at the end of the field. Sometimes it is better to just to know where you are going rather than to worry about every little step along the way.”

#### **Moral of the story:**

It is important to know where you are going, as well as how to take the day-to-day steps to get there.... if you want the pie that is.