RETA Training Module
WebQuests

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Work Doesn't Have to be a FOUR-LETTER word:  
A Guided Path to Career Planning

Introduction

Perfect job? Fulfilling career? What do you want for yourself? There are jobs that may be better suited to you than others. Finding a career that matches your interests and skills will make work more enjoyable. This WebQuest is designed to guide you through discovering your interests, skills, creativity and concerns so that you can find careers that match your interests. There is a wealth of career information available to you on the Internet, and this WebQuest will show you how to find it.

Upon completion of this WebQuest, you will have a better understanding of yourself and the directions to take to have a satisfying career. Once you have compiled your portfolio, you may want to add more resources and information as you continue on your quest for the perfect job.

Outcomes

Upon successful completion of this unit, the learner will have a portfolio containing the following:
• An interest survey
• A career questionnaire
• Results of the Career Key
• Research on the top three careers of his/her choice
• Interviews from persons from each career selected
• Resume
• Cover letter
• Educational plan for three careers

Content Standards

National Educational Technology Standards
2) Social, ethical, and human issues
5) Technology research tools
6) Technology problem-solving and decision-making tools
New Mexico's Standards and Benchmarks

Career Readiness
1) Students will identify their career interests and aptitudes to develop an educational plan which supports personal career goals.

Language Arts
9) Students will use language and literature to gain insight into their own and others' lives, and to build understanding of the moral and aesthetic dimensions of human experience.
10) Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.

Social Studies
4) Students will know and understand the ways in which human beings view themselves and others over time.

Technology

- Access to a computer that provides Internet access.
- Knowledge of browsing, searching, cut and paste, and saving web documents.
- A printer.

Tips
Some websites will provide students with nearly all the information needed to complete the assignments, but they should be encouraged to look at several websites to get an idea of what is available online. They will also develop/improve Internet skills by exploring more than one site.

Resources


Tips on planning for the future: [http://www.myfuture.com](http://www.myfuture.com)
Career tips for younger students: [http://www.bcit.tec.nj.us/G2k.htm](http://www.bcit.tec.nj.us/G2k.htm)


National Lifework simulation page: [http://realgame.ca/](http://realgame.ca/)

How to locate your ideal "fun" job: [http://jobsinparadise.com/](http://jobsinparadise.com/)

The Career Interest Game: [http://www.missouri.edu/~cppcwww/holland.shtml](http://www.missouri.edu/~cppcwww/holland.shtml)

Keys to government careers: [http://www.careercity.com/content/govcareer/fedpay.asp](http://www.careercity.com/content/govcareer/fedpay.asp)


Sandia National Laboratories employment page:

Los Alamos National Laboratory jobsource: http://www.hr.lanl.gov/html/jobs/

Yahoo classified ads:
http://dir.yahoo.com/Business_and_Economy/Companies/Corporate_Services/Human_Resources/Recruiting_and_Placement/Career_Fields/

**Process**

**Preparation**

Students will need an introductory lesson on career planning, possibly using a video or other support materials, and the Career Key should be demonstrated for them. They also need an introduction to Internet researching, including site evaluation standards, so that they can complete the items required for their portfolios.

**Task**

The following list of items are required to complete the Career Portfolio. These items can be downloaded from their respective sites before the workshop or class. If completing these forms online, they can be found through the links in the Resource section:

- An interest survey;
- A career questionnaire;
- Results of the Career Key (http://www.ncsu.edu/careerkey/index.html);
- Research on the top three careers of their choice;
- Interviews with individuals from each career selected, see examples. (http://www.pbs.org/jobs);
- Example of a cover letter;
- Educational plan for each of the three careers chosen.

**Presentation**

Papers within the portfolio should be neatly written and/or printed out and arranged in a logical order. The outside of the portfolio should be attractive and may contain pictures related to the types of careers researched. A portfolio sharing session is optional.
Questing Through the Internet
Session Evaluation

Place a check next to the number that best expresses your opinion about the areas below. Remember that 1=LOW and 5=HIGH.

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. I learned something new and/or useful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>2. The presenter was knowledgeable about the WebQuest.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. The presenter was helpful/supportive.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4. The directions were clear and easy to follow.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5. The activities made sense.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>6. I think I can use these activities with my students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>7. I think I can modify these activities to meet my needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>8. Overall, I feel that this workshop was...</td>
<td>1</td>
<td>2</td>
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Comments:
Planetary Explorations WebQuest

Introduction
Because human beings are steadily destroying the atmosphere of Earth, we will soon need another planet to inhabit. Your mission is the exploration of the solar system. You will be working with a team of other space pioneers to discover information about the planets of our home solar system and whether any of them are suitable for human beings to live on.

Outcomes
Upon completion of this project, students will be able to:
• Employ research skills specific to the WWW;
• Separate useful, reliable web sites from poor ones;
• Link information and ideas from a variety of sources;
• Differentiate between reliable and unreliable web sites;
• Locate and list sites on the WWW which contain relevant information;
• Take notes, using sites found on the net and other sources, and be able to narrow, focus, organize, and record information.

Content Standards
National Educational Technology Standards
1) Basic operations and concepts
2) Social, ethical, and human issues
3) Technology productivity tools
4) Technology communications tool
5) Technology research tools
6) Technology problem-solving and decision-making tools

New Mexico's Standards and Benchmarks Science
Science
1) Students will understand science concepts of order and organization;
2) Students will use evidence, models, and explanations to explore the physical world;
4) Students will acquire the abilities to do scientific inquiry:
6) Students will understand the process of scientific inquiry;
8) Students will know and understand the properties of fields, forces, and motion;
11) Students will know and understand the synergy among organisms and the environments of organisms;
12) Students will know and understand properties of Earth Science;
13) Students will know and understand basic concepts of cosmology;
16) Students will know and understand the relationship between natural hazards and environmental risks for organisms.
Social Studies
12) Students will know and understand physical environments and their relationships to ecosystems and human activities.

Language Arts
5) Students will speak clearly and write effectively for a variety of audiences and purposes;
10) Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.

Mathematics
9) Students will understand and use measurement;
10) Students will understand and use statistics.

Technology Use
- Web-ready computers are a necessity for this lesson;
- Simple database software to be used for information gathering;
- Word processing software with which to create presentations and reports.

Resources
Your team may use the web sites that are provided below, find new web sites, use library resources, encyclopedias, textbooks, or other sources of information to research your chosen planet. Each of the web sites below includes information about the planets and exploration of the planets:

Star Child: A Guide for Young Astronomers:

Planets: A Multimedia Tour:
http://seds.lpl.arizona.edu/nineplanets/nineplanets/nineplanets.html

Planetary Sciences at the NSSDC:
http://nssdc.gsfc.nasa.gov/planetary/planetary_home.html

Process
- Your team will need to decide the role that each team member will play. One person will be the mission specialist, one will be the planetary expert, and the other will be the colonization engineer;
- Your team will need to sign up on the sheet according to the planet studied and the roles of the team members;
- If someone finds something that would be helpful to another person's research, please be sure to share the information;
• Record information found and then write the report, which should be at least one page long;
• Your team must decide on what type of presentation you will make; the presentation must include a model of the planet, space exploration equipment, and a model of a colony on the planet.

**Evaluation**
Each team will be evaluated on individual performance and teamwork.

Your team presentation will count for half of the overall grade. The models, posters, and other visuals will strongly influence your team's overall score.

The individual reports will count for the other half of the grade.