

## Design Learning Challenge Planner

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Explore   Lesson Prior to UK Link	Activities
<p>Step 1) <b>Explore</b> Frame problem set worth solving</p> <p>Prepare participants for the challenge with a fun exercise to explore key concepts, important skills, and connections</p>	
<p><b>Engage in Fun Sensory Exercise</b></p> <p>1.1 Students kick-off the challenge by experiencing a fun and playful sensory-based exercise – one that invites learners to explore key concepts, vocabulary, and skills</p> <p><b>PRE-Assessment</b></p> <p>1.2 Learners take a scored but non-graded PRE-challenge assessment to capture student levels of understanding and depth of knowledge of key concepts</p>	<p><b>Activity 1</b></p> <p><b>Explore Part I – Introductory Exercise (two 45-min sessions)</b></p> <p>Refer to <a href="#">Sensory Exercise Sheet</a> (80 min)</p> <p>Conduct <a href="#">PRE-Assessment</a> (10 min)</p>
<p><b>Unpack Key Concepts and Skills</b></p> <p>1.3 Students discuss, unpack, and make sense of key concepts and skills – as well as connections to prior knowledge and previous experiences</p>	<p><b>Activity 2</b></p> <p><b>Explore Part II – Unpack Concepts and Skills (50 min)</b></p> <p>Students read "<a href="#">The Candidate Skills/Qualities Employers Want</a>" report and "<a href="#">The Real Reason New College Grads Can't Get Hired</a>" article (20 min) Note: articles can be read and discussed in any format.</p> <p>Vocab: students explore differences in hard and soft skills* (5 min)</p> <p>Video – <a href="#">The Future Will Not Be Multiple Choice</a> (12 min)</p> <p>Class Discussion - What are some of the problems you see based on this information? (10 min) Note: students take notes, teacher collects to serve as reference for next session</p>
<p><b>Identify the Problem</b></p> <p>1.4 Learners discover a real-world problem worth solving – one that is relevant, doable within the allotted time, offers accessible resources, and aimed at purposeful contribution(s)</p> <p><b>State the Problem</b></p> <p>1.5 Students articulate the problem in the form of a statement – one that is easily understood without explanation</p>	<p><b>Activity 3</b></p> <p><b>Explore Part III – Define the Problem (50 min)</b></p> <p>Teacher should quickly review class discussion from previous activity—what were some of the main points, conclusions you reached?</p> <p>Students think back to the previous class discussion about the articles and video. What are 2-3 things that you think are most important about the articles, video, discussion? Write them down.</p> <p>Students get into small groups (3-4) and discuss the 2-3 points you came up with. Do you have any similarities among your answers? As a group, decide on the 2-3 most important things/problems you see related to jobs in the future. Collectively, write one problem statement that is easily understood without explanation.</p>
<p>* <b>From Wikipedia:</b> Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills relate to a person's ability to interact effectively with coworkers and customers and are broadly applicable both in and outside the workplace.</p>	