TEACHER'S NAME: Nina Sheppard

REEP LEVEL(s): 300/350

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE:

    300: 3. Access and interpret print and on-line job information and resources;
    350: 1. Identify job resources and interpret job advertisements.

TECHNOLOGY INTEGRATION (if any): computer lab, Internet

Technology: Objectives # 11-13 of REEP Technology Curriculum

- 11. Access the Internet by using a browser icon or the Start menu.
- 12. Given a web address, (URL) access the appropriate website using a web browser.
- 13. Navigate and find information on a particular website by scrolling, clicking on links, and using the browser navigation and drop down menus.

LANGUAGE SKILLS TARGETED IN THIS LESSON (**X** all that apply):

__X__ Speaking   __X__ Listening   _X___ Reading   __X__Writing

ESTIMATED TIME: 3 hours (40 minutes in classroom, 2 hours and 20 minutes in computer lab)

RESOURCES AND MATERIALS NEEDED:

- File: Simple Searching Rules and Searching Activity worksheet
- File: Group Reading Activity worksheet
- File: Monster.com search activity worksheet
- File: Popular websites for a job search worksheet
- Transparencies
- Computers connected to Internet

LESSON PLAN AND TEACHER'S NOTES

Pre-requisite: Basic computer vocabulary

In classroom …

Review/Warm-up:

Review the computer-related vocabulary by using the computer available in the classroom as a demonstration tool. See the "Technology Integration" page on Wiki for activity ideas".

Motivation/Background Building:

Help students make a conceptual connection between what they know about the Internet and how it can be used for personal searching purposes.

Activity: Explain to students that the Internet is an amazing system of computers that provides people with incredible amounts of information. In order to make sense of all of this information, search engines were created to help people find what they were looking for in a more efficient way. However, the very act of searching the Internet can be overwhelming. There are a myriad of search engines to choose from, which will return hundreds of pages of information for a very simple search.

Tap students' personal experience in looking for information online. How easy/difficult was it? What kind of information was it? How many pages did they have to look at before they found what they needed? What would they do if they needed a piece of information and the internet connection was down? Where would they go?

Ask students what search engines they know. Explain that there is a large number of them but the most popular ones are *yahoo.com*, *google.com* and *bing.com*. Ask the students how familiar they are with these search engines.

Tell students that they are going to look for a job opening online and that they will need to practice their navigating and searching skills.

In the computer lab …

Presentation:

Students learn about basic searching rules on the Internet. Tell students that they will be using the search engine called *google.com*. Ask students if they have used this search engine before. What did they use it to search for?

Go over the relevant vocabulary for navigating and searching the Internet. Hand out the "Simple Searching Rules and Searching Activity"; on the TV or computer screen, demonstrate how these rules work.

Before heading off to the computer lab, identify the comfort level of each student with computers. Pair students up based on their level of comfort. In the computer lab, let students complete the searching activity online individually (skilled students and those with a high level of comfort) or in pairs (students with low level navigation skills and those with a low level of comfort); ask them to share their experience with the class.

Practice 1:

Talk about job preferences and job advertisements. Ask students how they can ask somebody about their present job and their job preferences for the future. Write down their suggestions on the board. Show students different expressions for expressing preferences, such as "I'd like to be a …", "I want to find a job as a ….", "My dream is to be a …." Have students tell to the class about their present job and what job they'd like to have in the future in a circle (Example: Student A: Now I work as a waitress at a restaurant but I'd like to be a cook. How about you?).

Ask students to get in groups of three. Hand out the "Group Reading Activity". There are two different job advertisements. Explain to students where the information in the worksheets came from and what their task will be. Ask students to find answers together as a group by underlining, circling or highlighting them. When finished, they can swap the papers with another group and check each other's answers. Go over the answers together as a class.

Practice 2:

Now move from a group activity to an individual controlled activity. Hand out another copy of the questions from "Group Reading Activity".

Tell students that now they will search for one specific job online. Ask them to open *monster.com* website. With the help of the projector, demonstrate the outlay of the website and which boxes will be of the most importance to them. Together with students, type "nurse" in the job description box and "Washington, DC" in the location box. Choose one job advertisement.

Students find answers to the questions in the worksheet. When finished, go over the answers together.

Application:

Students will get an additional practice of what's been learned so far and make a personal connection with it. Ask students to think about a job or jobs that they'd like to have in the near future. With a volunteer student, write down one job and related searching phrases that a student might need to narrow down his or her search on the whiteboard. Let students work in a group at the table and check each other's searching phrases and give some possible alternatives.

Tell students that now they will be searching for the job that interests them personally online. Hand out the "Monster.com Search Activity". When students are finished with the answers, ask them to swap the activity with a partner and check each others' work. They can do this by exchanging seats with a partner and comparing the info on the paper with the job ad online.

Students with low tech skills can be paired up with students with higher tech skills.

Reflection:

Access students learning and experience by engaging them in a whole class discussion. Ask them how easy or difficult it was to look for a job online. Ask volunteers to share with the class what job they looked for and what information about it they were able to find.

Extension Activities for the Classroom and Beyond:

Students can extend their search and navigation skills by going onto other job search websites. Hand out a list of different job websites that students can use to search for their preferred job. They can choose a couple of websites from the list and search for the job on them; they can compare their features and then report to the class on their pros and cons.

Simple Searching Rules

Spelling is important for a successful search! For example, if you are looking for an "administrative assistant" position online, be sure that you aren't searching for "administrative assistance" because that's a different thing.

Capitalization is usually *not* important. If you type **nurse**, Google will look for **Nurse** and **nurse**, but if you type **"Nurse"** and use quotation marks, it will only look for **Nurse** with a capital letter.

You will get many, many pages of results. So if you look for "nurse", Google will give you results for "nurse", "nurses" and "nursing". To limit the number of pages you get and find what you want more quickly, be more specific, for example: not simply "nurse" but "nurse practitioner in Arlington, Va".

Vocabulary

1. **to *surf* the net** = *to go to different places* on the Internet

2. Browser = a computer program to use the Internet

3. Address bar
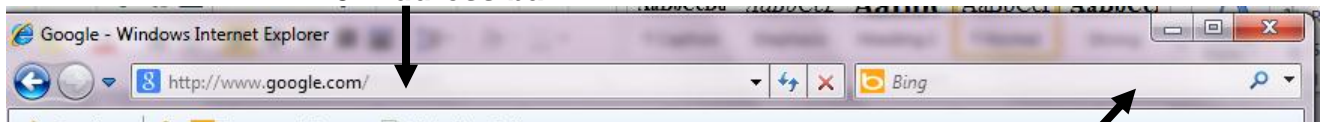
4. Search field

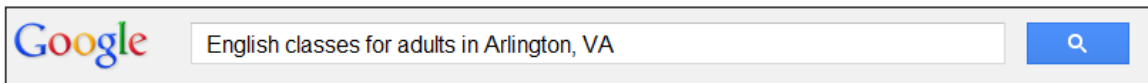**5. *To scroll down*** = to go down on the page   6.**Back button** = go back to the previous page

Name: _____   Date: _____

Now it's time for you to *surf the net*!
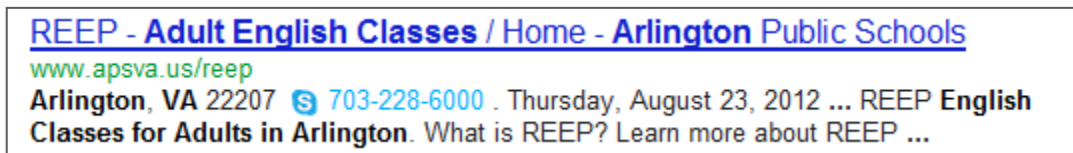
Instructions:

1. Go on the Internet using a **browser**. Double click on Internet Explorer.

2. Type "***www.google.com***" in the **address bar**.

3. In the Google **search field**, type "***English classes for adults in Arlington, VA***".

Click on "***Search***".

4. **Scroll down** and look for "***REEP – Adult English Classes***." This is the **search results**.
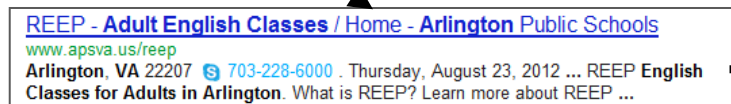

5. Read the search results and write the information:

   - website address (URL): _____*www.*_____

   - telephone number: _____

6. Turn to the classmate sitting on your right and check your answers.

7. Now click on the **<u>link</u>** to the REEP website.

8. Look for the following information on the REEP website:

   A. How many **locations** does REEP have? _____

   B. Watch the **video** for Sanad Almahal. Where is he from? _____

   C. Write <u>one event from this month</u> in the **Calendar of Events**: _____

   D. On the **Fees & Registration** page, find the next <u>Placement Exam Date</u> for your school location. _____

Group Reading Activity

Job Summary

Company
I RICCHI
RESTAURANT

Location
WASHINGTON, DC
20036

Industries
Restaurant/Food
Services

Job Type
- Full Time
- Employee

Years of Experience
1+ to 2 Years

Education Level
Some College
Coursework
Completed

Career Level
Entry Level

Salary
$45,000.00 - $80,000.
00 /year

Contact Information

- I RICCHI
  RESTAURANT
- Fax: 202822-6988

WAITERS / SERVERS

About the Job

Ristorante i Ricchi an up scale Italian restaurant has openings for servers & waiters. Some experience is necessary, however we can train you to be a successful server. Located near Dupont Circle (South) at 1220 19th St., N.W. in downtown DC. Service....Lunch: Mon thru Fri....Dinner: Mon thru Sat. (closed on Sundays). Come join our great staff...learn a valuable trade and make GOOD MONEY!! Apply in person only between 3PM and 5PM Mon thru Sat. See our web site at www.iricchi.net

Instructions: Get in groups of three and answer the following questions. If the information is not provided, write "Not listed" or "It doesn't say".

1. What is the job title? _____

2. What is the name of the company? _____

3. What is the location of the job? _____

4. What are the hours? _____

5. What is the salary? _____

6. What are the job duties? _____

7. What are the skills and qualities required? _____

   _____

8. What is the education required? _____

9. Who is the contact person? _____

10. How can you apply? _____

Looking for a job online

Instructions:

1. Open the **Internet Explorer** browser and type ***www.monster.com*** in the address bar.

2. Type in a job title and a location that interest you. (Example: nurse, secretary, bank teller etc.)

3. Click on the "**Search**" button. A list of many jobs will appear. Choose one and click on the blue job title to get the information to answer the questions below. If you want to choose a different job from the list, click the "**Back**" button on the browser to go back to the main list.

4. You may not find information to answer all the questions. If the information is not provided, write "Not listed" or "It doesn't say" in the space beside the question.
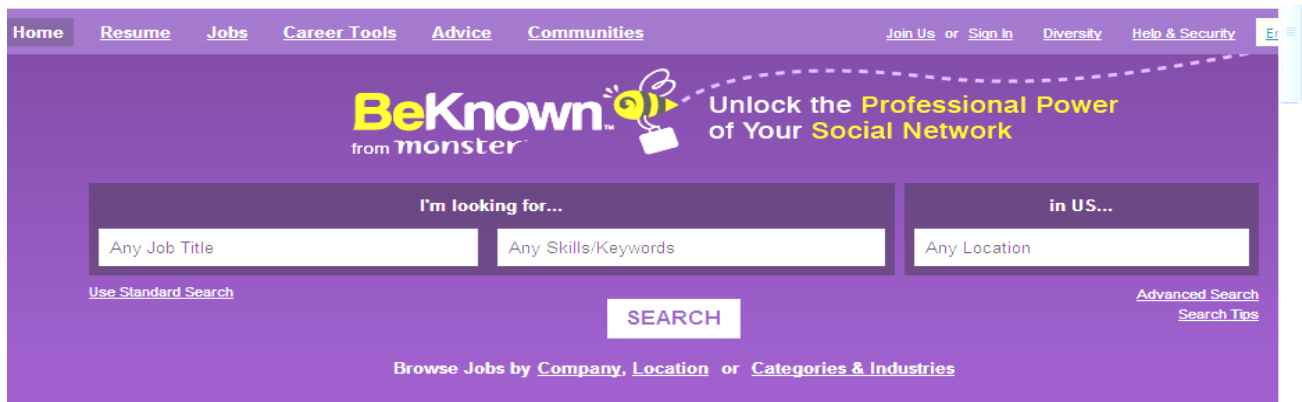
(screenshot taken from www.monster.com)

1. **Job title:** _____

2. **Name of company:** _____

3. **Location or address of job:** _____

4. **What are the hours?** _____

5. **What is the salary?** _____

6. **Job duties:** _____

7. **Skills and qualities required:** _____

8. **Education required:** _____

9. **Who is the contact person?** _____

10. **Email, fax or address to send resume:** _____

"Popular Websites for a Job Search"

1 | Yahoo! HotJobs
www.hotjobs.yahoo.com

5 | simplyhired
www.simplyhired.com

2 | careerbuilder
www.careerbuilder.com

6 | USAJobs
www.usajobs.gov

3 | monster
www.monster.com

7 | Job
www.job.com

4 | indeed
www.indeed.com

8 | theLadders
www.theladders.com