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REEP LEVEL(s): 400/450

LIFESKILLS UNIT: WORK AND TECHNOLOGY

LESSON OBJECTIVE: Students will practice and discussion Internet navigation and search on a variety of search engines, with the primary goal of finding job openings

Technology objectives: #10-13, 18 of the REEP Technology Curriculum

- Access the Internet by using a browser icon or the Start menu;
- Identify the parts of a web page (optional) and website addresses;
- Given a web address, (URL) access the appropriate web site using a web browser;
- Navigate and find information on a particular web site by scrolling, clicking on links, and
 - using the browser navigation and drop-down menus;
- Using a search engine, use key words to find information.

Language objective, differentiated by interest:

Job seekers will focus on 450 level Work Unit objective #2: Identify steps in finding a job and access job information & resources, including the Internet. Evaluate job info against qualifications/needs.

The students who are not seeking a job will focus on searching various topics that interest them.

TECHNOLOGY INTEGRATION: computers with Internet access

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

Speaking Listening Reading Writing

ESTIMATED TIME: 3 sessions: 2-3 one- hour lab sessions; 1.5 – 2 hours in the classroom; (optional) independent, at-home computer practice

RESOURCES AND MATERIALS NEEDED:

- computers with Internet access
- online resource handout

LESSON PLAN AND TEACHER'S NOTES

In the Classroom

Warm-up/Review/Motivation: 30 minutes

The teacher asks the students if they have jobs and if they do, if they would like to have better jobs (they should specify their dream job, if they are not happy with the current one). The students who do not have jobs should say whether they want to get a job or not. Some students would probably say that they are not seeking a job.

Differentiation by Interest:

- The teacher will write on the board the jobs that the job seekers are aspiring to and help them to list the job titles, if necessary. (List A: Dream Jobs).
- The students who are not seeking jobs will be asked to come up with a name or a topic they have heard about, but they do not know exactly what it is (the teacher might wish to encourage topics about US explorers, geography or us inventors or inventions); these student-generated lists of topics should also be written on the board (List B: Other Topics)

Optional Discussion: Those students who say they know about the topics under List B should be invited to tell the class about them. They will probably not be able to give specifics or comprehensive answers, so the students should be encouraged to find out more.

Next, the teacher asks job seekers how they can find out about whether their dream jobs (List A) are available close to home; the teacher will ask the other students how they can find out about the topics on List B. Chances are that the students, under the teacher's guidance if necessary, will come up with the answer, "the Internet."

The students should narrow down the search to two dream jobs or two favorite topics they want to research in the computer lab.

Optional goal setting: The students and the teacher could come up with a list of five things that would make a specific job attractive for specific students (from List A); and a list of five thing they want to know about the topics they have selected (from list B).

Background Building: 15-20 minutes

(As a pre-activity, teachers may find worksheets on website vocabulary development in the Modules for 200/250 and 300/350 levels.)

Discuss what one needs to access the Internet. Ask students if they know any web addresses, or which ones they visit nearly every day, and write them on the board.

Discuss the three parts of the address and how to say each part. Show how to write a web address -- lower/upper case sensitivity, no spaces, define endings (domains).

Write a list of domain name stems on the board and ask the students to guess what types of websites these usually* represent:

- .com (commercial, for profit, or blog);
- .edu (educational institution);
- .org (usually a non-profit organization, with bias)
- .gov (a government site)
- .net (private)
- .wikispaces / .pbworks / .wetpaint, etc. (private, collaborative wiki)

** Domain names .edu and .gov are sold only to proven education and government organizations.*

The class should discuss the fluidity of the web addresses and the students should be made aware about the appearance or disappearance of websites, which requires constant adjustment to new tools.

NOTE: Depending on class goals, the teacher may find it useful to address the question of credibility of information and legitimacy of a website and the criteria for evaluating online resources. (Additional resources for this type of activity can be found at www.readwritethink.org, <http://owl.english.purdue.edu/>, or doing a keyword search on this topic. This Module, however, gives students cursory experience comparing online resources for job ads, but does not go into detail on criteria for evaluating online resources.)

The students will be asked if they know what a search engine is, with examples. In a 450 class, most students will probably have already heard about and have used a search engine. Examples include: www.google.com ; www.yahoo.com ; and www.msn.com, among others. Ask students what websites they go to look for job ads. Examples may include: www.craigslist.org, www.washingtonpost.com, and www.monster.com, among others.

Explain that in the lab they will be conducting some research on job ads with different online resources and comparing them to see which are more helpful to them. Have them write 2 online resources to research and elicit that information so that all the resources they listed are covered by at least 1 student.

Sample discussion questions to have students prepare as they work, to be printed or can be dictated to the students to write in their notebooks: (see *online resource handout* for full size)

Online Resource: _____
Job Title: _____
What do you like about this job?

Discussion Questions:

- Is this online resource easy to navigate and to understand?
- What do you like about this resource?
- What is challenging about this resource?
- Would you use this resource again for a job search?
- What are you still curious about?

In the computer lab

Presentation/ Practice / and Application Activities: 60-90 minutes (follow up debrief activities can happen in the classroom)

Student in the “job seeker” group will search for and print two “dream jobs” and take note on what makes that job ad a good choice for them, as well as how results differ depending on the online resource. Students self-organized or teacher assigned online resources prior to coming in the lab. Just make sure they follow through on the correct resources.

Management: Model how to navigate to a particular website, search a particular job title, and answer the worksheet questions. If students have generally low technology or language ability, have them practice for the same job ad and report back their answers. Then have them move on to their personal selections.

Model Example: Resource 1: www.craigslist.org (a public website with search capabilities)

Demonstrate how to navigate to www.craigslist.org and to look for their specific dream jobs. Use an example job to search and discuss the results. Remind students that they need to find two real possibilities for job ads, print them, take notes on what they like about this job - close to home, better salary, good benefits, good schedule, etc. - and complete the discussion questions.

Again, sample discussion questions to have students prepare as they work, to be printed or can be dictated to the students to write in their notebooks, using their handout.

NOTE: They can save these printed job ads if you plan to cover the Module on resume and cover letter.

Have students research two online resources of their choosing from the list. Once most students have completed this activity, get their attention away from their monitors. Have them discuss their findings with a partner first for about 5 minutes so that they have mixed skills practice. Then discuss the various resources as a group.

Meanwhile, students who are not job seekers will decide how to pair off to work together on one computer (the teacher should encourage pairs of students with different levels of computer proficiency). Have them first open www.google.com and “do a keyword search” (type in the keywords of the topic they wish to research) for List B.

NOTE: The teacher should emphasize the importance of proper spelling and proper use of capital/lower-case letters and symbols, spaces, etc. for Internet searches.

NOTE: Avoid names or topics which will give excessively large numbers of entries, like for example George Washington. Rather, demonstrate how students can narrow their searches by:

- Using more keywords
- Using a specialized part of the search engine, for example: Google Images or Google Scholar.
- Using Boolean logic, such as “ “ (quotation marks) around words or phrases that must appear exactly so in the search hits
- Exploring Google Inside Search for many more tips:
<http://www.google.com/insidesearch>

As partners, students try to find the five agreed-upon pieces of information about the specific topic and write them down.

Pairs will do the same activity for a second resource, such as www.yahoo.com. They can use similar brief, evaluative discussion questions as the handout for their search engines.

Optional: The students who are fast and better-versed in using the Internet should be encouraged to try other search engines, for the same topic; also they could help those with lower computer-navigation skills troubleshoot or get to the site they want to access.

MANAGEMENT NOTES: The following optional activities can address the difference in language and computer skills in a multilevel class (the lower level students can learn from the higher-level students, and the teacher can then check their understanding and skill):

- In 2 groups (job seekers and the non-job-seekers) the students should be asked to compare the search engines and decide which one is best for that particular function or topic: easiest to use, clearest information, etc. Involve the students in brainstorming a list of criteria but also include information you gather beforehand;
- The students can give a report on their findings to the class and compare and discuss the various answers;
- Extra practice (In the lab, at the library or at home);
 1. Students can be asked to research another item of information from the class-generated list (see "Warm-up" item 2); they should use their favorite search engine;
 2. Students can prepare a report on the findings: where they found the information, if the information was clear and easy to find, if it matched his partner's information on the same topic, other comments, if applicable.

In the computer lab

Evaluation Activity: 40 - 50 minutes - Lab

The teacher provides a topic and asks the students to find the answers, by using whichever search engine they like. He/She should also provide specific information students must look for, such as dates, location, etc. The students will write the information they find (in three to five complete sentences) and hand in their answers to the teacher, who will check for accuracy. The activity is timed.

The students who are unable to provide satisfactory answers within a reasonable period of time will be provided additional lab time and assistance, while the other students are using the lab time to practice other skills, or to guide their less proficient classmates.

Reflection Activity: 10 minutes

Ask the students to think about the following:

- What new things they have learned about the Internet during the "navigation and research" lab session?;
- Would they would like to find out about one new thing every day/every week by using their favorite search engine?;
- Can they tell the class and the teacher about new websites they will have discovered?;
- Optional: Create a class-generated list of useful, practical Internet information for the benefit of all the classmates.

Extension Activities for the Classroom and Beyond:

Ask the students to tell you what they can find out about various topics, (possibly related to the life skills which the class will be working on) and report to the class in a future session;

Encourage the students to use the school computer lab and/or the library for extra help and practice using search and navigation skills. Ask them to keep a log of what they will have learned.

Each student should be asked to research the information which he or she has initially wished to research (see "Warm-up" item 1); they should use their favorite search engine;

Online Resource Handout

Section A: Find a job opening online.

Instructions: Explore 1 website with job openings. Find an ad that interests you and complete the information.

Website name: _____

Website URL: _____

Job Title: _____

What do you like about this job?

Section B: Evaluate the job website.

Instructions: Discuss the following questions with a partner

- Is this website easy to navigate and to understand?
- What do you like about using this website?
- What is difficult about using this website?
- Would you use this website again for a job search? Why?
- What other questions do you have about looking for a job online?