

Job Search Skills

Day 12

Complete the Course

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|---|-------------------|---|
| Computer Skills: Review <ul style="list-style-type: none">▪ Sign in to their email account▪ Create and send a new email message▪ Send document as email attachments New <ul style="list-style-type: none">▪ Transfer documents to different (personal) USB Drives▪ Clean out USB Drives (delete files) Literacy Skills: <ul style="list-style-type: none">▪ Assess own skills and growth/improvement▪ Set goals for retaining and improving skills | <ul style="list-style-type: none">▪ Write paragraph reflecting on learning and new learning goals▪ Either: send documents to themselves as email attachments OR save documents on personal USB Drives▪ Delete documents from USB Drives | | <i>Course Completion Checklist</i> <i>How to Clear a USB</i> |

| Activity / Time | Description | Resources | Notes |
|--|---|-----------------------------|---|
| Individual Work: Self-Assessment 30 Minutes | Students read over a checklist of all of the literacy and computer skills that were featured in the course and answer how they feel they have mastered each one. They should be encouraged to take their time and look back over their work. | Course Completion Checklist | |
| Individual Work: Self-Reflection 20 Minutes | Students will reflect on their learning throughout the course in writing. Students should write a paragraph in Word describing what they've learned, what they would like to learn more about, and what they will do to apply and maintain their skills now that the class is finished. | | |
| Course Review / Student Demonstrations 20 Minutes | As a way of demonstrating their new skills, ask each student to come to the front and demonstrate 1 or 2 things he/she has learned in the class that he/she is especially proud of or excited to use. | Laptop and LCD Projector | |
| Demonstration 15 Minutes | Teacher will demonstrate how to save to the desktop, save to a new USB and delete from the desktop and original USB, Also how to attach documents and email them to oneself, and then delete the documents from the USB. | | This is so students can clear off the class USB disks and save their work for future reference, which they can either do by bringing in their own disk or emailing information to themselves. |
| Individual Work 20 Minutes | Following a checklist, and the information demonstrated, students preserve their work and clear off USB disks. | How to Clear USBs document | |
| Class Wrap-Up 15 min. | Pass out certificates, tell students their scores on the latest test, congratulate students on completion, etc. | | Explain to students the difference between attendance and course completion certificates. |

How to Clean Out a USB Drive

Other students may use the USB drives next quarter. Please remove all files from the drive.



To start, follow the step-by-step directions.

1. Go to the Start Menu.
2. **Click on MY COMPUTER.**
3. **Click on the USB drive.**
= **Removable Disk**

There are two ways to remove the documents.

A. Method one:

Click on a document.

Hold down the mouse button.

Drag the document to the recycle bin.

Drop the document by letting go of the button.

If the computer asks you “Are you sure you want to delete ___?” click on yes.



B. Method Two:

Right click on the document.

Click on delete.

If the computer asks you “Are you sure you want to delete ___?” click on yes.

Try both of the methods and remove all the files from your USB.

Ask the teacher to check your work. When you are complete, they will sign in the box below.

Computer and Literacy Skills Program

Created Winter 2009-2010 by Emma Sheppard & Susan Wetenkamp-Brandt

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Job Search Skills

Monday, Day 1, Week 1 of 3

Introduction to the Computer



| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|---|---|---|
| <p>Computer Skills: New/Review:</p> <ul style="list-style-type: none"> ▪ Properly identify the different physical parts of a computer ▪ Retrieve their computer, headphones, and mouse from their proper place and return them at the end of class ▪ Turn the laptop on and off. ▪ Check battery level and change the battery ▪ Identify the different items on their desktop ▪ Insert a USB Drive ▪ Open, close and save Microsoft Word ▪ Properly use a mouse (click, double click, drag, scroll) | <ul style="list-style-type: none"> ▪ “Computer Basics and Word Processing Pre-Test” ▪ Vocabulary Matching Activity ▪ “Getting Started with your Laptop Computer” | <p>Computer Laptop Mouse Keyboard Battery Desktop Start Menu USB Drive Save Microsoft</p> | <p><i>Laptop, Mouse, USB Disks</i></p> <p><i>Vocab. Flashcards or index cards ?</i></p> <p><i>“Understanding Your Computer” PowerPoint ?</i></p> <p><i>“Getting Started with your Laptop Computer”</i></p> <p><i>“Computer Basics and Word Processing Pre-Test” (Document missing, see coordinator)</i></p> <p><i>“Dictionary: Basic Computer and Window Terms” (Document missing, see coordinator)</i></p> |
| <p>Literacy Skills:</p> <ul style="list-style-type: none"> ▪ Read and follow instructions ▪ Assess own skills and areas for growth/improvement | | | |

| Activity / Time | Description | Resources | Notes |
|--|---|---|--|
| Introductions 10 Minutes | Introduction of teachers, fellow students, Basic ground rules and procedures. | “Getting Started With Your Laptop Computer” | <i>Teachers may want to make a “rules and expectations” poster either before or during class to hang for duration of course.</i> |
| Warm-Up Time Allotted 30 Minutes | “Computer Basics and Word Processing Pre-Test” | Students Complete and Teachers then go over “Computer Basics and Word Processing Pre-Test” | <i>Stress that it is not a test they can fail, merely a measure of where they are starting.</i> |
| Vocabulary 20 Minutes | Students read their dictionaries and complete Vocabulary Matching Activity. | “Dictionary: Basic Computer and Windows Terms” | <i>If students already have this dictionary from previous sessions they will not need a new copy. Students will match vocabulary listed above to items in classroom. Alternatively teacher could; a) print images of these items and students can match vocab to pictures. Labeled pictures can be posted in classroom. (Teacher should print images before class.) Or b) Print definitions and words (in binder) and have students cut up/match them.</i> |
| Introduction to the Computer 10 Minutes | Following “Getting Started” instructions, students get and turn on their computers, connect mouse and headset. | “Getting Started With Your Laptop Computer” | <i>This can be demonstrated before hand either by T or a student who has taken the class before. T should be able to sign off on Part 1 by the end</i> |
| Demonstration 30 Minutes | T should use the “Understanding Your Computer” PowerPoint and demonstrate: <ul style="list-style-type: none"> ▪ How to open, save and close a document ▪ Basic Mouse Skills | “Understanding Your Computer” PowerPoint; “Getting Started With Your Laptop Computer ” LCD Projector | <i>Ask for volunteers to come to the Laptop and help demonstrate as appropriate..</i> |

| | | | |
|---|---|------------------------------------|--|
| | <ul style="list-style-type: none"> ▪ The red “x” that closes the window ▪ Start menu and finding USB disk ▪ Task Bar | | |
| <p>Independent Practice 20 Minutes</p> | <p>Students Practice the same skills that were demonstrated in order to open a Mavis Beacon typing account and then close the program.</p> | <p>Mavis Beacon Teaches Typing</p> | <p><i>Encourage students to come in to practice typing skills outside of class time.</i></p> |

Getting Started with Your Laptop Computer



Work with a Partner.

Explain each line below and show your partner how to do this on the computer.

There are 3 Rules:

- § No food or drink
- § Carry carefully
- § Don't touch the screen

-
1. Take computer out of cart (keep the cords organized!)
 2. Get mouse and headset from bin
 3. Connect mouse and headset
 4. Open and turn on
 5. Connect USB disk
 6. Check battery power
 7. Change battery
 8. Turn off the computer

When computer is off and you have done all of the steps have a teacher check your work. They will sign in this box.

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Job Search Skills

Tuesday, Day 2, Week 1 of 3

Introduction to the Job Search Process

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|---|---|--|
| <p>Computer Skills:</p> <p>Review:</p> <ul style="list-style-type: none"> ▪ Set up laptop computer & USB drive ▪ Open, close and save a Microsoft Word document <p>New:</p> <ul style="list-style-type: none"> ▪ Enter text into Microsoft Word ▪ Navigate a document using both mouse and keyboard. ▪ Use shift, caps lock, backspace and delete ▪ Highlight text ▪ Change the font and size of text | <ul style="list-style-type: none"> ▪ “How Much Do You Know About Your Laptop?” ▪ Microsoft Word Screen Quiz ▪ Microsoft Word Exercise 1 ▪ “5 Steps for an Effective Job Search” and comprehension questions | Document Highlight Bold Underline Italic Font Style Information Instructions <i>From reading:</i> Resume Cover letter Skills Career Job Self-assessment Job search Effective Qualifications First impression | <p><i>Laptop, Mouse, USB Disks, LCD Projector</i></p> <p><i>“How Much Do you Know About Your Laptop?”</i></p> <p><i>Microsoft Word Exercise 1</i></p> <p><i>Microsoft Word Screen Quiz</i></p> <p><i>“5 Steps for an Effective Job Search”</i></p> |
| <p>Literacy Skills:</p> <ul style="list-style-type: none"> ▪ Read appropriately leveled non-fiction text for understanding ▪ Discuss/describe the recommended steps of an effective job search ▪ Differentiate between <i>information</i> and <i>instructions</i> in an article about the job search process ▪ Write a brief paragraph describing their career and/or training goals | | | |

| Activity / Time | Activity | Resources | Notes |
|--|--|---|---|
| Warm-Up & Review 10 Minutes | Have students complete the “How Much Do You Know About Your Laptop?” Quiz, then go over as a class. | “How Much Do You Know About Your Laptop?” | <i>If there are any new students, they should be started on “Getting Started With Your Laptop Computer Part I”. Students that finish very quickly can be given the Microsoft Word Screen Quiz.</i> |
| Demonstration 25 min. | Pass Out “Microsoft Word Screen Quiz” and have students take a few minutes to try to fill out as much as possible before starting the demonstration (and should fill in the rest as T demonstrates): <ul style="list-style-type: none"> · The different parts of the Word Screen (as shown in quiz) · Use of the scroll bar · How to enter, highlight, erase text · How to move from line to line using mouse, enter and arrow keys · Tab key · How to change font and size using drop-down menus, style using 3 style keys. | “Microsoft Word Screen Quiz”; LCD and Laptop | <i>Have students come up and demonstrate skills, narrate along with you and also mimic what you are doing on their own computers to help with information retention. (Make sure the students are not just passively watching during this activity!)</i> |
| Individual Practice 25 Minutes | Have Students complete “Microsoft Word: Exercise 1” | Microsoft Word: Exercise 1 | <i>Students who finish quickly should be given Exercise 2.</i> |
| Pre-Reading 10 min. | Get students ready to read “5 Steps for an Effective Job Search” by introducing key vocabulary, discussing what students have done/are doing to look for jobs, and predicting what they think the “5 Steps” might be. | | <i>Pre-reading tasks are essential for effective reading comprehension!</i> |
| Introduction to Job Search: Reading 20 min. | Pass out “5 Steps for an Effective Job Search”. Students should read text at least twice, including possibly reading aloud and/or the teacher may read aloud. Students should have | “5 Steps for an Effective Job Search” | <i>Students who read quickly may be given additional tasks to complete, such as writing sentences using the key</i> |

| | | | |
|--|---|--|--|
| | <p>time to circle unfamiliar vocabulary and ask questions. Draw attention to the difference between instructions the reader should follow and background information and how to identify which is which (instructions will generally take the imperative form, as in “Do this...”).</p> <p>Go over comprehension questions together with class when students have finished.</p> | | <p><i>vocabulary or identifying all the imperative verbs in the text.</i></p> <p><i>The information/instructions distinction is important because job seekers must do this as they read job postings to determine what steps they need to take to apply.</i></p> |
| <p>Post-Reading 10 min</p> | <p>Discuss students’ reactions to article. Do they think these are good steps to follow? Do they think anything is missing? How well did they predict the content of the article?</p> | | <p><i>Use this time to make certain all students have understood the reading.</i></p> |
| <p>Focused Practice: Writing in Word 20 min</p> | <p>Students should open a new document in Word and write a brief paragraph describing their career and/or training goals. Students should save their work to their USB disks.</p> | | <p><i>Students should be encouraged to use new vocabulary from the reading text.</i></p> |

How Much Do You Know About Your Laptop?

1. What are the three rules to remember when using the laptops?

1. _____
2. _____
3. _____

2. Which of these sentences is NOT true?

- a. You should always change your battery at the beginning of class.
- b. When you take your computer out of the cart you should make sure the cord is neatly on the shelf, ready to be plugged back in.
- c. You should tell a teacher if you notice something strange with your laptop.

3. How can you turn the sound off or on?

- a. Ctrl + End
- b. Press the mute button at the top of the keyboard
- c. Fn + End
- d. Unplug the headphones.

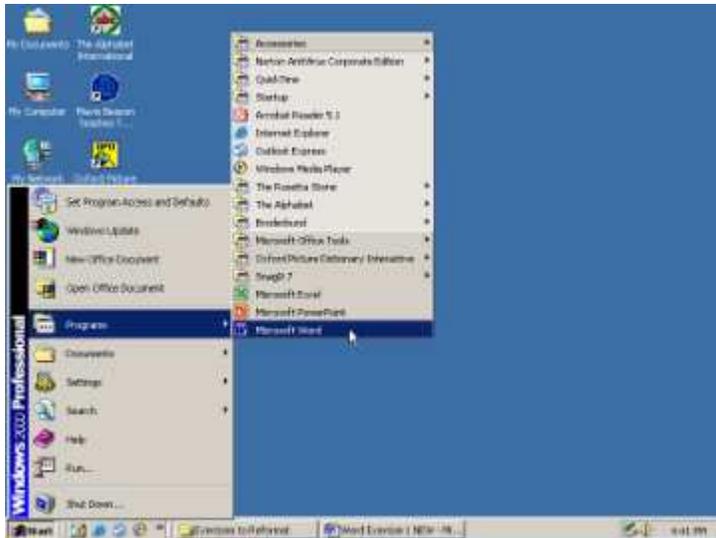
4. When you want to turn off the computer, the first thing you should do is...

- a. Close the laptop
- b. Click on Start and select Turn Off the Computer
- c. Press the power button
- d. Take out the battery

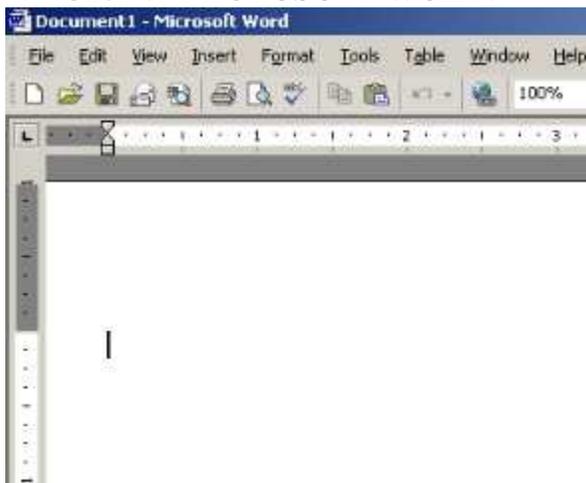
Microsoft Word: Exercise 1

In this exercise you will learn about:

- Using the toolbar
- Highlighting text
- Copy and Paste functions
- Font and Font size
- Common keyboard operations
- Bold, Italics, Underline



1. **Click** on the **START** menu.
2. **Click** on **PROGRAMS** or **ALL PROGRAMS**.
3. **Click** on **MICROSOFT OFFICE**
4. **Click** on **MICROSOFT WORD**.



5. Now the program, Microsoft Word, is open. **Look** at the screen. Are the words **Microsoft Word** at the top of the screen?

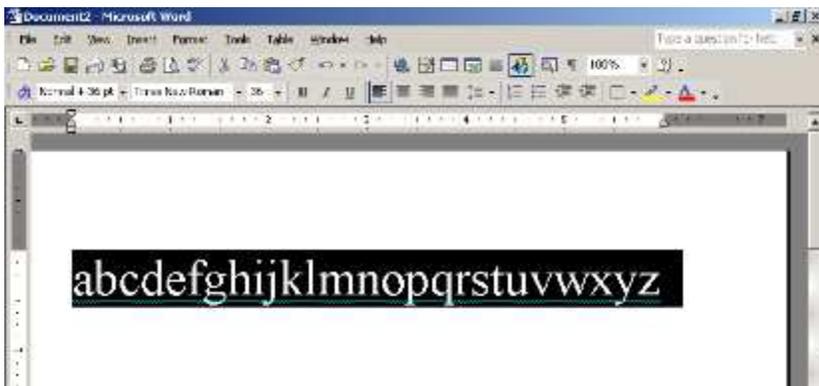
6. Slowly **Move the Cursor** across the Standard Toolbar. It looks like the picture below. **Don't Click.** When you point to a picture you will see the name for that picture or tool.



7. **Type** the alphabet in lower-case letters. No spaces.

Like this: abcdefghijklmnopqrstuvwxyz

8. **Click and Drag** from the “a” to the “z”. This is called Highlighting. When all the letters are highlighted, take your finger off the mouse. Practice this a few times.



9.



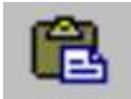
There is another way to highlight the letters. Use your left hand to **Hold Down** the **SHIFT** key. Use your right hand to **Press** the **Right Arrow Key** many times until all the letters are highlighted.



10. Now **Click** on the Copy button.

The computer will remember the text that is highlighted.

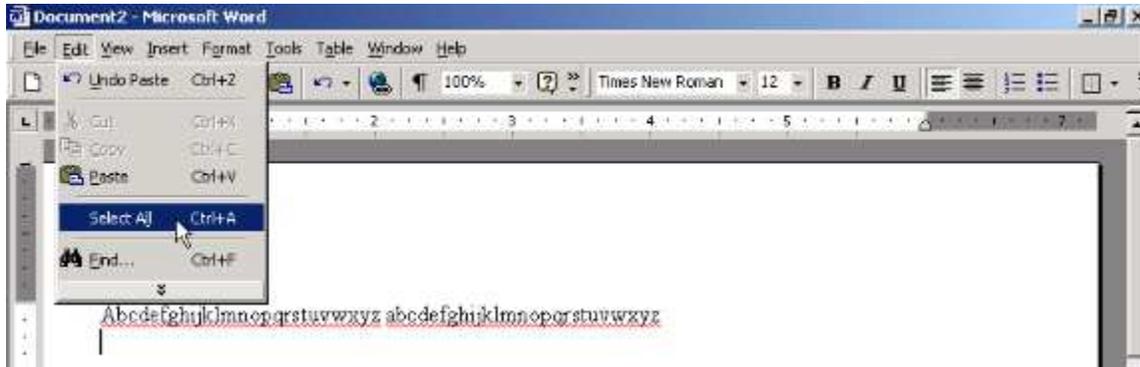
11. **Click** after the “z” to put the cursor there.



12. Now **Click** the Paste button.

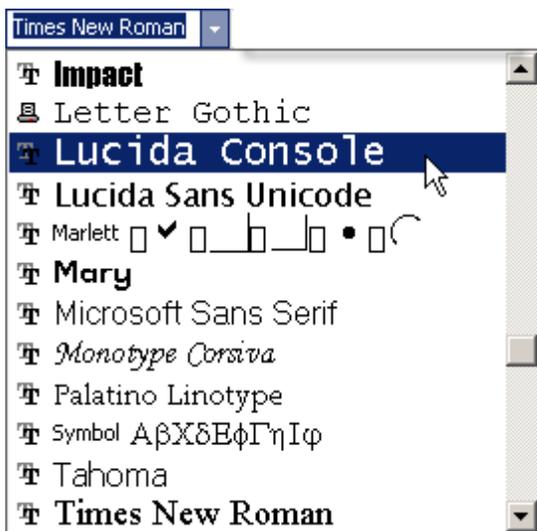
Look at what happened. You should now have two alphabets.

13. Click on the **EDIT** menu. You will see a drop down menu.



14. Click on **SELECT ALL**. This is another way to highlight all the words on the page.

15. Now, look at your Formatting Toolbar.



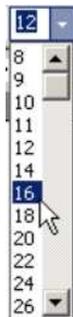
Click on the little arrow next to “Times New Roman”.

16. Click on another font name to change the way the letters look.

17. Change the font 3 times for practice.

18. Click on the arrow next to the number 12.

Click on a larger number.



This will change the size of the letters.

abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz



19. Click between the “n” and “o” in the first alphabet to place the cursor there.



20. On your keyboard, Press the **BACKSPACE** key several times to erase everything before “o.”

21. Click just after “d” in the second alphabet to place your cursor there.

opqrstuvwxyz
abcdefghijklmnopqrstuvwxyz

22. On your keyboard, Press the **Delete** key several times to erase everything between “d” and “o.”

23. **Highlight** all of the text. (**Click and drag** across the letters).

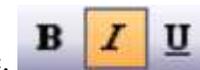


24. Click on the Center button from the Formatting Toolbar.

25. When the text is highlighted, Click on the **B** to make the text bold.



26. Click on the **I** button on the Formatting Toolbar to make the text italic.



27. Click on the Underline button to add a line under the words.

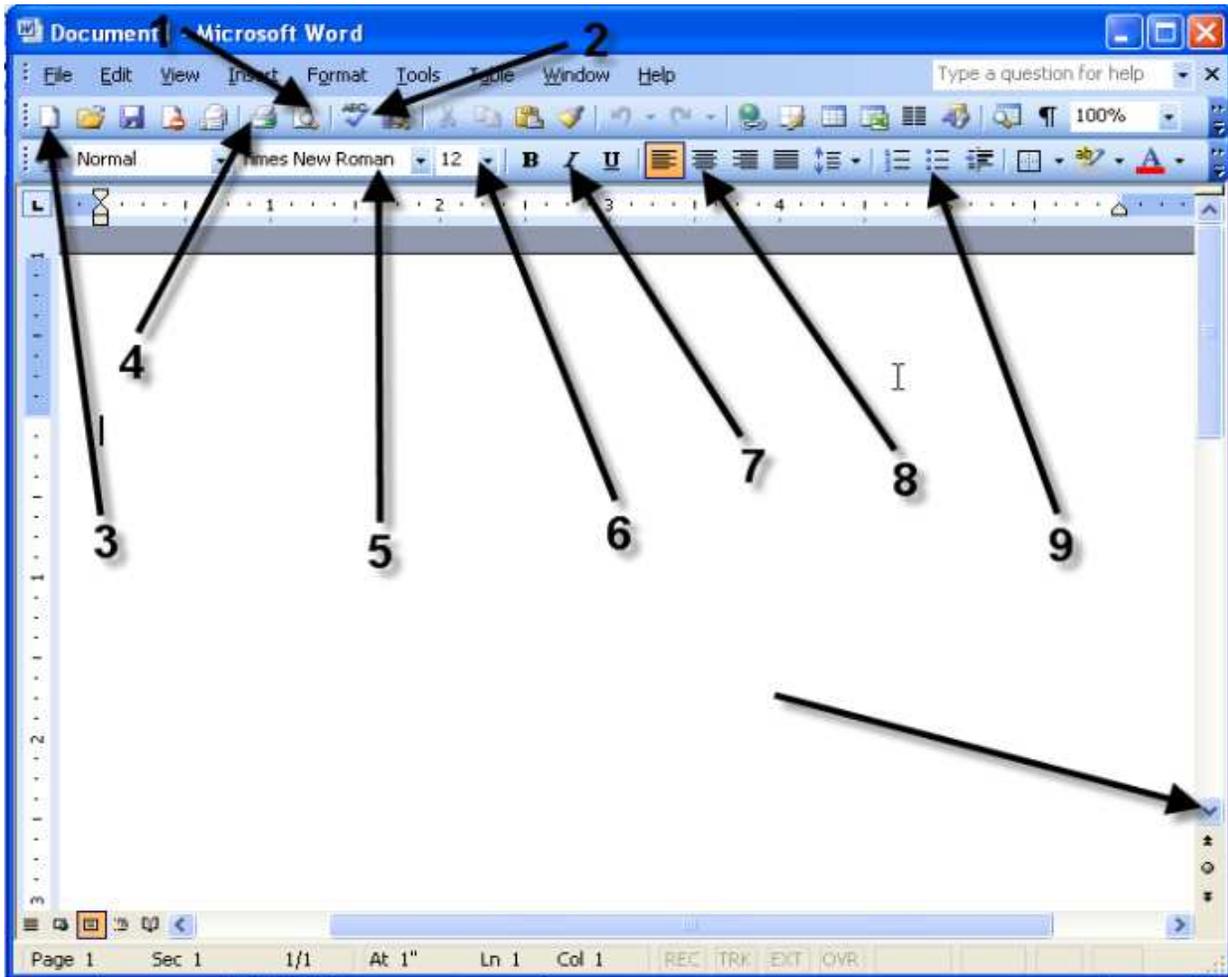


28. Now you are done. Ask a teacher to check your work. Your teacher will sign in this box.

29. Click on **FILE**. Then Click on **CLOSE**. Do not save.

Microsoft WORD Screen Quiz

Label each of the points by telling what it is called or what it does.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

5 Steps for an Effective Job Search



VOCABULARY

| | |
|---|--|
| <ul style="list-style-type: none">▪ Resume▪ Coverletter/application letter▪ Skills▪ Career▪ Job | <ul style="list-style-type: none">▪ Self-assessment▪ Job search▪ Effective▪ Qualifications▪ First impression |
|---|--|

How prepared are you for planning and conducting an effective job search? Successful job seekers must have both good information and well-developed job hunting skills. Three important factors for a successful job search are knowing your goals and skills, an understanding of the job market, and a well planned job search.

STEP 1. Begin with Self-Assessment

The job search process begins with thinking about your skills and work preferences. How can you seek a position if you don't know what you want from a job and what you have to offer possible employers? Self-assessment will save help you speak confidently about what you want and what you can do.

Interests

What activities do you enjoy the most? What activities have you enjoyed for many years? How do you spend most of your time? What activities do you dislike? What was your favorite job in the past? What was your least favorite job? Think about these questions. Write down your answers. Discuss your answers with someone else who knows you well, like a friend or family member

Skills

A skill refers to something you do well, including handling problems or tasks. The key to your successful job search is recognizing these skills and learning how to tell employers about your skills. Make a list of all of your skills so that you can practice describing them to employers.

Some of the best skills to show employers are those which are useful in a wide variety of work environments. These are known as transferable skills. For example, the ability to write

and speak well, and using word processing or computer software are valued skills in many different jobs.

STEP 2. Research and Explore Career Options

The next step in searching for a job is to look for jobs and careers that match your skills and interests. Many websites such as iseek.org have lots of information and videos about different careers. Workforce centers also have information about different companies and careers.

Another great way to learn about other careers is to talk to friends and relatives about their work experience or make an appointment with someone who has a job that you're interested in.

STEP 3. Prepare Job Search Materials and Develop Job Search Skills

Once you know your job goals you can make small changes to your resumes and application letters so that they fit the qualifications of the job. For example, you should change your application letter so that it shows the skills you have that the employer is most interested in.

Most job applicants know that they need well prepared resumes and cover letters, but many do not realize that they also need to spend time learning job search skills. Learning where to look for jobs, how to interview well, and how to make a great impression are skills worth going to class to learn.

STEP 4. Plan and Conduct Your Job Search

Next, establish a target date for getting a job and decide how much time you can spend looking for a job. The more people you talk to and interviews you have, the greater the number of job offers. Therefore, it makes sense to use more than one strategy when looking for a job. Many people look for job ads in the newspaper and online but that is not always the best way to find a job. Nearly 80% of jobs are never advertised so it is also a good idea to talk to many people about your job search.

Once you have a job or company in mind, you should meet people who have that job or work in that company. These people offer you an insider's view and can sometimes help you meet other people in the company or give you information about job openings. Your network can also consist of family members, friends, classmates, teachers, and other community members.

STEP 5. Accept a Job Offer and Continue Building Your Skills

Congratulations! Your job search has been successful. You have been offered a position you wish to accept. Send a note to all the people who helped you and tell them the good news. Don't forget to keep building your skills so that you'll be ready the next time you're looking for a new job.

Job Search Skills

Wednesday, Day 3, Week 1 of 3

Self-Assessment of Skills and Experience

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|--|---|---|
| <p>Computer Skills:</p> <p>Review:</p> <ul style="list-style-type: none"> ▪ Enter and manipulate text in Microsoft Word <p>New:</p> <ul style="list-style-type: none"> ▪ Open an Internet browser and navigate to a specific web address (URL) using the address bar ▪ Correctly type a web address (URL) ▪ Open an email account / Sign in to an existing email account ▪ Create and send a new email message <i>with assistance</i> ▪ Copy and paste text from Word into an email message <i>with assistance</i> | <ul style="list-style-type: none"> ▪ Job Search Exercise 1 ▪ “Starting an email account” | <p>Address (web address, Internet address)</p> <p>Email</p> <p>Message</p> <p>Copy</p> <p>Paste</p> <p><i>(Other from Job Ex 1 – each student will look up different vocab words)</i></p> | <p><i>Laptop, Mouse, USB Disks, LCD Projector</i></p> <p><i>Job Search Ex 1</i></p> <p><i>“Starting an email account”</i></p> |
| <p>Literacy Skills:</p> <ul style="list-style-type: none"> ▪ Assess their own jobs skills and experience ▪ Use an online dictionary to look up unfamiliar words ▪ Choose the appropriate dictionary definition for a word in context ▪ Write a brief paragraph describing their job skills and experience | | | |

NOTE: Access to printing varies at most sites. Ask your coordinator about whether printing is accessible to students at your site.

| Activity / Time | Description | Resources | Notes |
|---|--|---|--|
| Warm-Up & Review 10 Minutes | Ask students to tell you the 5 steps from the Day 2 reading. Step #1 is “Self-Assessment,” which is the focus of today’s lesson. Ask students to tell you what they remember about self-assessment. What is it? Why is it important? | | <i>This step helps students make connections with previous learning and also sets the context for today’s lesson.</i> |
| New Content Demonstration 10 Minutes | Go over instructions for Job Search Exercise 1 (steps 1 – 15). Ask students to tell you one or two words they would like to look up. Use those words to demonstrate how to use the online dictionary, and how to choose the appropriate meaning for the context. Make certain to demonstrate how to correctly type an Internet address (e.g. no spaces, periods not commas, etc.). Tell students to stop at step 15 so that you can review Microsoft Word skills before beginning to write. | Job Search Exercise 1 Laptop & LCD projector | |
| Individual Practice 20 Minutes | Students complete Job Search Exercise 1, steps 1 – 15. | Job Search Exercise 1 | <i>Students who work quickly can look up additional words or attempt to write sentences using their new vocabulary.</i> |
| Skill Review 10 Minutes | Review how to open a new Word document and work with text in Word, especially shift, backspace, delete, and changing fonts. | Microsoft Word Laptop & LCD projector | <i>You may wish to have students assist you with the demonstration.</i> |
| Focused Practice 20 Minutes | Students complete Job Search Exercise 1, steps 16-18 (writing a brief paragraph describing some of the skills that they marked in the self-assessment). | Job Search Exercise 1 | <i>Tell students not to close their Word documents when they have finished. They will copy and paste the text into an email message later.</i> |
| New Content Demonstration 20 Minutes | Before beginning, make sure all students are familiar with the concept of email, and how an email address is formatted (somebody@something.com) and how email | “Starting an Email Account” | <i>Some students will already have email accounts. These students can assist with the demonstration and/or assist</i> |

| | | | |
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| | <p>addresses are different from internet addresses (e.g. “www” is only for internet addresses, @ sign is only used in email addresses).</p> <p>Emphasize the importance of remembering their username & password, and of signing out when they are finished.</p> <p>Using the “<i>Starting an Email Account</i>” handout, demonstrate how to open an email account, how to create an email message, how to enter an address & subject line, how to copy and paste from their Word document into the message, and how to send the message.</p> | | <p><i>classmates as they open their accounts.</i></p> |
| <p>Independent Practice 30 Minutes</p> | <p>Teachers should float around the classroom to assist students as they open email accounts, create a new message, address it to the teacher, copy and paste their paragraphs into the message, and send it.</p> <p>Make sure all students write down their email address, username & password for reference. Record this info in a chart for future reference.</p> | <p>“<i>Starting an Email Account</i>” <i>Chart for recording students’ email account info.</i></p> | <p><i>Some students will already have email accounts. These students should log in to their existing email accounts and then complete the rest of the task. Students who finish early may assist classmates OR practice sending email messages to the teacher.</i></p> <p><i>NOTE: Please do not give students your personal email address! A teacher email address has been set up for this purpose.</i></p> |

Job Search Exercise 1

Job Skills Self-Assessment

The first step in any job search process is to think about the skills you have and the kind of job you want. Thinking about the skills you have is called a skills self-assessment.

Follow the numbered instructions. Don't skip any steps. When you're finished, look at the check list on the last page. Ask a teacher to check your exercise.

1. Look at the list of skills below. Circle 5 words that you don't know.

JOB SKILLS

I have experience in _____.

- Accounting
- Auditing
- Brake Alignments
- Building Maintenance
- Carpet Laying
- Cleaning
- Cooking
- Counseling
- Customer Service
- Detailing
- Drill Press Operation
- Driving
- Editing
- Electronic Repair
- Filing
- Hammering
- Keyboarding
- Management

- Metal Fabrication
- Payroll Accounting
- Public Speaking
- Soldering
- Teaching
- Welding
- Writing

SELF-MANAGEMENT SKILLS

I am _____.

- Assertive
- Creative
- Dependable
- Detail-Oriented
- Enthusiastic
- Flexible
- Honest
- Intelligent
- Kind
- Mature
- Open-Minded
- Outgoing
- Patient
- Physically Strong
- Punctual
- Responsible
- Self-Motivated
- Willing to Learn New Things

I _____.

- Follow Instructions
- Get Along Well with Others
- Assume Responsibility
- Complete Assignments
- Get Things Done

Learn Quickly

I have _____.

Integrity

A Sense of Humor

2. Copy the 5 words you circled onto the lines below. **Later** you will write the definitions.

EXAMPLE

__Integrity being strong and honest about what you believe is right.

A. _____

B. _____

C. _____

D. _____

E. _____

3. Double-click on **Internet Explorer**.
4. Click on the website address. Press the **Backspace** key.



5. Type this website address: www.LDOCEonline.com
6. Press **Enter**.
7. Click on the online dictionary icon.
8. Click in the search box.



9. Type one of the words you circled before.

10. Click on **OK**.
11. Read the definitions.
12. Decide which definition is the best for describing a person or skill.
13. Write the definition in the box on your paper.
14. Use the computer to find the definitions of all 5 words on your paper. Write the definitions on your paper.
15. Look at the list of skills on the first page. Put a checkmark next to all the skills that **YOU** have.
16. Using Microsoft Word, write a short paragraph describing a few of your skills in full sentences.
17. Save and print your paragraph.
18. Have you completed all the steps? Ask a teacher to check your work. Your teacher will sign in each box below.

5 skill words circled

5 definitions written (that make sense)

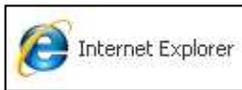
At least 8 skill words checked

Skill paragraph saved and printed

Paragraph makes sense and has only minor errors

Sign Up for an Email Account

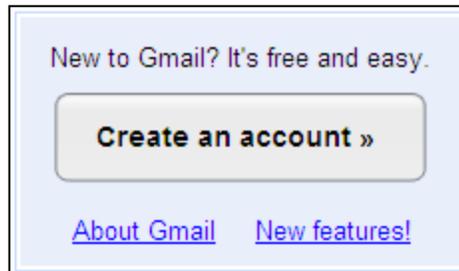
1. Open Internet Explorer.



2. Click on the **address bar** to highlight the Internet address. Press **delete** or **backspace** to clear the address. Type: **mail.google.com** and press **Enter**.



3. Click **Create an account**.



4. Complete the registration form. Your **Login Name** will become the first part of your **email address**. Choose something that you like and will remember. Click **check availability** to find out if your login name is available. If it is not, you will need to choose something different.

Choose a **password** that is easy for you to remember, such as your mother's name or your phone number. Click to **uncheck** the box that says "Stay signed in."

Get started with Gmail

Important!

Write down your **Login Name** and **Password** so you do not forget them!

Smith@gmail.com

Choose a password: _____ [Password strength:](#) _____
Minimum of 8 characters in length.

Re-enter password: _____

Stay signed in

Creating a Google Account will enable Web History. Web History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Web History.

5. Complete the rest of the form.

You must choose a **Security Question** so that you can get a new password if you forget it.

If you already have a different email address, you can enter it in the **Recovery email** box. Otherwise, put nothing here.

Enter your **birth date** in numbers: month, day, and year.

The **Word Verification** box proves that you are a real person. Enter the letters that you see in the picture. If you make a mistake, you will need to try again.

| | |
|--------------------|--|
| Default Homepage | <input checked="" type="checkbox"/> Set Google as my default homepage. Your default homepage in your browser is the first page that appears when you open your browser. |
| Security Question: | What was your first teacher's name If you forget your password we will ask for the answer to your security question. Learn More |
| Answer: | Sandy |
| Recovery email: | This address is used to authenticate your account should you ever encounter problems or forget your password. If you do not have another email address, you may leave this field blank. Learn More |
| Location: | United States |
| Birthday: | 10/30/1974 MM/DD/YYYY (e.g. "2/15/2010") |
| Word Verification: | Type the characters you see in the picture below.  quatiewism & Letters are not case-sensitive |

6. Click **"I accept. Create my account,"** to accept the terms (rules) of service and open your account.

Please check the Google Account information you've entered above (feel free to change anything you like), and review the Terms of Service below.

With Gmail, you won't see blinking banner ads. Instead, we display ads you might find useful that are relevant to the content of your messages. [Learn more](#)

[Printable Version](#)

Google Terms of Service

Welcome to Google!

1. Your relationship with Google

By clicking on 'I accept' below you are agreeing to the [Terms of Service](#) above and both the [Program Policy](#) and the [Privacy Policy](#).

7. Finally, click here:



and here:



to get to your email.

Job Search Skills
Thursday, Day 4, Week 1 of 3
Job Search Documents

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|---|---|--|
| <p>Computer Skills: Review:</p> <ul style="list-style-type: none"> ▪ Open an Internet browser and navigate to a specific web address (URL) using the address bar ▪ Correctly type a web address (URL) ▪ Type and manipulate text in Microsoft Word <i>independently</i> ▪ Sign in to their email account ▪ Create and send a new email message ▪ Copy & Paste text from Word into an email message <i>with increasing independence</i> | <ul style="list-style-type: none"> ▪ “A Complete Job Application” ▪ “Sending an Email Message” ▪ Job Search Exercise 2 | <p>Document Application Résumé Cover Letter</p> | <p><i>Laptop, Mouse, USB Disks, LCD Projector</i></p> <p><i>“A Complete Job Application”</i> <i>(Document missing, see coordinator)</i></p> <p><i>“Sending an Email Message”</i></p> <p><i>“Job Search Exercise 2”</i></p> <p><i>Sample resumes</i></p> |
| <p>Literacy Skills:</p> <ul style="list-style-type: none"> ▪ Read appropriately leveled non-fiction text for understanding ▪ Write a brief paragraph which: <ul style="list-style-type: none"> ○ Identifies 5 documents needed in the job search process ○ Explains when to send them to a potential employer ▪ Discuss/describe the essential elements of a resume ▪ Scan a document (in this case, a resume) for specific information | | | |

| Activity / Time | Description | Resources | Notes |
|---|---|---|---|
| Warm-Up / Pre-Reading 10 Minutes | Get students ready to read “ <i>A Complete Job Application</i> ” by introducing key vocabulary, asking students to describe what documents are necessary to apply for jobs (may refer back to reading from Day 2), and predicting what information the article will contain based on the title. | | <i>Pre-reading tasks are essential for effective reading comprehension!</i> |
| Individual Practice: Reading 20 Minutes | Pass out “ <i>A Complete Job Application.</i> ” Students should read text at least twice, including possibly reading aloud and/or the teacher may read aloud. Students should have time to circle unfamiliar vocabulary and ask questions. Go over comprehension questions together with class. | “ <i>A Complete Job Application</i> ” | |
| Post-Reading 5 Minutes | Discuss students’ reactions to article. Did anything surprise them? How well did they predict the content of the article? | | <i>Use this time to check that all students have understood the reading.</i> |
| Focused Practice: Writing in Word 20 Minutes | Students should work in Microsoft Word to write a brief paragraph that <ul style="list-style-type: none"> o Identifies 5 documents needed in the job search process o Explains when to send them to a potential employer | | <i>Students can refer back to the reading as they work, but should not simply copy. Encourage students to write / summarize in their own words.</i> |
| Skill Review 10 Minutes | Demonstrate/review how to open Internet Explorer, log in to email, open a message, and copy/paste text from Word into email. | “ <i>Sending an Email Message</i> ” Laptop & LCD Projector | <i>NOTE: Please do not give students your personal email address! A teacher email address has been set up for this purpose. (SEE DETAILS AT END OF DAY 3)</i> |
| Independent Practice 15 Minutes | Students log in to their email accounts, create a new email message, address it to the teacher, copy/paste their paragraphs from Word, and send the message. | “ <i>Sending an Email Message</i> ” | |

| | | | |
|---|---|---|--|
| <p>New Content Introduction: Resumes 15 Minutes</p> | <p>Using the sample resume, discuss the essential elements of a resume: Skills, work experience/history, education, and references. Make sure students know what all these elements are and why each is important.</p> <p>Also, introduce and demonstrate the concept of scanning for specific information. Emphasize that it is not necessary to read or understand the entire resume. Instead students should read the questions carefully and look to find just the information they need.</p> | <p>Sample resume</p> | <p><i>Emphasize for students that scanning is a reading skill that is necessary both on the job and in education (especially for test taking).</i></p> |
| <p>Independent Practice: Reading Resumes 25 Minutes</p> | <p>Students complete Job Search Exercise 2. In this exercise they must open a document called “Reading a Resume” from the website, then type their answers to the questions based on the “Adrian Torres” resume on page 2 of Exercise 2.</p> | <p>Job Search Exercise 2 (Reading a Resume)</p> | |

Checking and Sending Email

1. Open Internet Explorer.



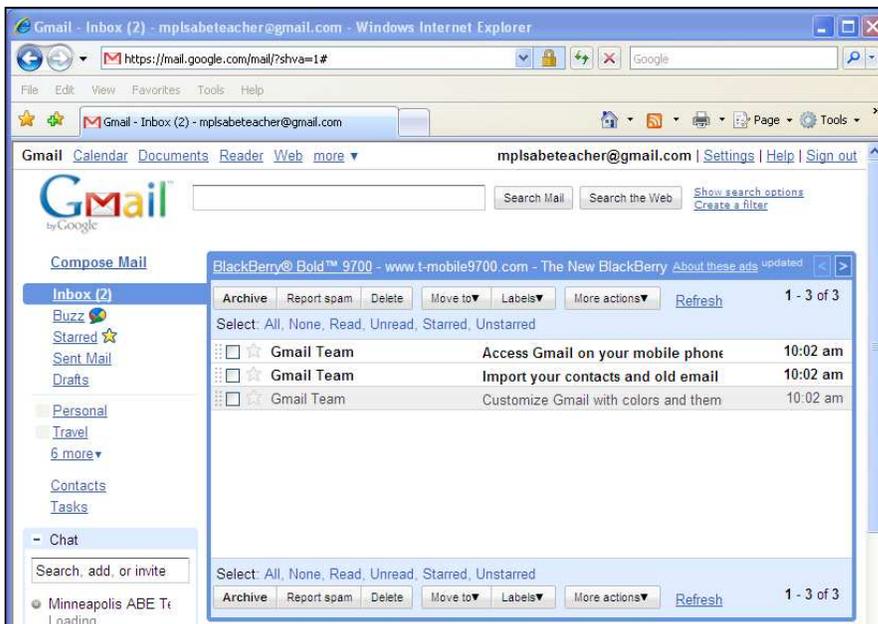
2. **Click** on the **address bar** to highlight the Internet address. Press **delete** or **backspace** to clear the address. Type: **mail.google.com** and press **Enter**.



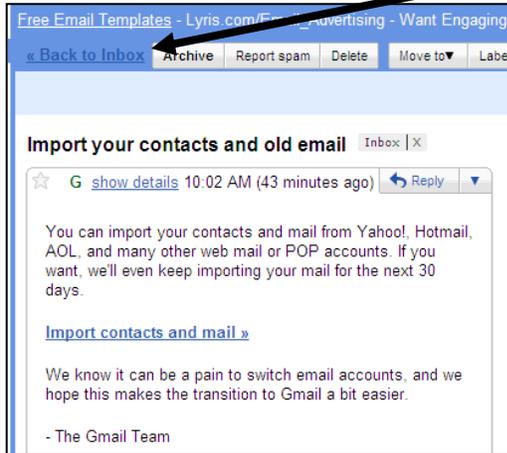
3. Enter *your* **login name** and **password**. Click **Sign in**.



4. This is your email inbox. It shows all email messages you have received. New messages are listed in **bold**. Click a message to read it.



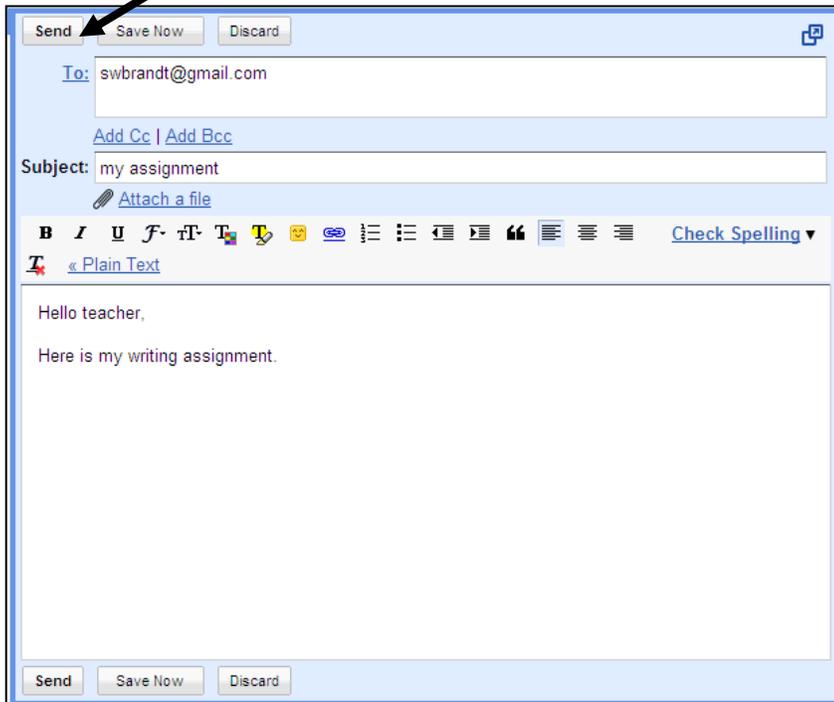
5. After you read a message, click **Back to Inbox** to see your other messages.



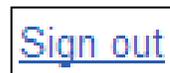
6. To write a new message, click **Compose Mail**.



7. Enter an **email address** in the **To** box. In the **Subject** box, type a few words to tell what your message is about. Type your message in the large box below it. When you are finished typing, click **Send**.



8. When you are finished reading and writing email, click **Sign Out**.



Job Search: Exercise 2

Reading a Resume

1. **Double-click** on **INTERNET EXPLORER**.
2. **Click** on the website address. **Press** the **DELETE** key.
3. **Type** this website address: **www.teacherweb.com/MN/MLC/ACES**
4. **Click** on **JOB SEARCH**. **Click** on **READING A RESUME**.
5. **Click** on **OPEN**.
6. Some of your buttons are missing at the top of the screen. For example, you cannot see the print button
Click on **VIEW → TOOLBARS → STANDARD**.
7. Now you should see the print button at the top of the screen. 
The buttons for bold, italic, and underline are also missing. **Click** on **VIEW → TOOLBARS → FORMATTING**.
8. Now you should see this button and many others. 
9. Now you are ready to complete the exercise. **Read** the instructions on the screen. **Look** at the resume on the next page to answer the questions.
10. **Type** your answers on the computer. **Save** and **Print** your work after you type the answers.

Are you finished? Ask a teacher to check your work. Your teacher will initial in each of the boxes below.

- _____ A document named "Reading a Resume" is saved on your disk.
_____ You have typed and printed your answers to the questions.
_____ A teacher has checked your answers to the questions.

Adrian Torres

4300 University Ave., # 25, Saint Paul, MN 55105
Email: atorres@hotmail.com, Phone: 651-555-7682

Skills:

- Computer Literate (Microsoft Word, and Internet)
- Bilingual in Spanish and English

Work Experience:

Mechanic Nov. 2001 – Jan. 2002

Jiffy Lube, Minneapolis, MN

- Changed oil & filters
- Washed & flushed radiators
- Rotated tires

Janitor April 2001 – Nov.
2001

Marsden, St. Paul, MN

- Used heavy equipment
- Cleaned offices & emptied recycling

Cashier July 1999 – July 2000

Walmart, Bloomington, MN

- Provided customer services & answer questions about products
- Operated cash register & provided change to customers

Education:

Minneapolis High School May 1997
HS diploma

Hiawatha Lake Learning Center Feb -March 2005
ESL & Computer classes
Minneapolis, MN

References:

Thomas Bremer, manager Jiffy Lube 612-788-4444

Sharon Cagle, manager, Marsden 651-344-2222

Bruce Warren, co-worker, Walmart 952-765-1212

David Becker

432 Fremont Avenue South #2B
Minneapolis, MN 55324
dbecker@yahoo.com
(651) 555-8989

Special Skills and Interests

- ◆ Able to read, write and speak basic Spanish and English
- ◆ Able to use a computer and such programs as Microsoft Word, Excel, PowerPoint, Publisher, WordPerfect and more
- ◆ Able to type 30 wpm
- ◆ 12 years of experience with customer service

Work Experience

Bon Appetite Catering Service

2000-present

Catering Manager

Saint Paul, MN

- ◆ Responsible for booking and planning events to be catered
- ◆ Prepared and arranged platters of food for buffets
- ◆ Served food at formal events

Whole Foods Market

1996-2000

Cashier

St. Paul, MN

- ◆ Worked at cash register
- ◆ Answered customer questions
- ◆ Followed written directions

Homeland Housekeepers

1991-1994

Housekeeper

Cedar Falls, IA

- ◆ Cleaned private residences
- ◆ Worked on a team of housekeepers
- ◆ Kept a written log of duties

Education

Community Partners School

Training for Employable Computer Skills

St. Paul, MN, March 2004

Neighborhood Adult Education Center

GED

St. Paul, MN, 2002

Job Search Skills

Monday, Day 5, Week 2 of 3

Getting Started with a Résumé

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|--|---|--|--|
| Computer Skills: Review: <ul style="list-style-type: none">Type and manipulate text in Microsoft Word <i>independently</i> New <ul style="list-style-type: none">Use Enter, Tab, and Space Bar appropriately to begin creating a properly formatted résumé in WordUse text alignment buttons to correctly place text on pageCreate bulleted lists in Word | <ul style="list-style-type: none">Job Search Exercise 3Job Search Exercise 4 | Job Title Responsibility Résumé Enter Tab Space Bar | <i>Laptop, Mouse, USB Disks, LCD Projector</i> <i>Job Search Exercise 3</i> <i>Job Search Exercise 4</i> |
| Literacy Skills: <ul style="list-style-type: none">Identify the most important parts of a résumé (the information that should be immediately visible)Differentiate between Job Title and Job ResponsibilitiesDescribe in writing the responsibilities they had in a previous job | | | |

| Activity / Time | Description | Resources | Notes |
|---|---|---|---|
| Warm-Up / Review 15 Minutes | <p>Using the sample resume, review the essential elements and discuss resume format.</p> <p>Point out use of centering the name/address, use of larger size and font style to call out important pieces of information, and use of bulleted lists to organize information. Stress the value of having a pleasing <i>looking</i> document.</p> <p>Discuss with students what they like and dislike about the resume. Do they have any suggestions for improving the sample resume?</p> | Sample Resume | |
| Introduction of New Content 10 Minutes | <p>Explain the importance of writing several drafts of important documents like resumes. Emphasize to students that their resume will NOT be complete with just one attempt at writing. All students will be expected to write, re-write, and edit their resumes several times.</p> | | |
| Individual Practice 40 Minutes | <p>Before beginning the exercise, ask students to look it over for a few minutes and ask if they have any questions about what they are going to write. Also discuss the difference between Job Title and Responsibilities (“What did you do there?”)</p> <p>Students complete Job Search Exercise 3, which will guide them through the process of preparing to write a resume.</p> | <i>Job Search Exercise 3</i> | |
| Demonstration of New Skills 15 Minutes | <p>Pass out <i>Job Search Exercise 4</i> and go over how to set alignment and use bulleted lists. Also review how to change font style and size. Demonstrate appropriate use of Enter, Tab, and Spacebar for lining text up on the page.</p> | <i>Job Search Exercise 4</i> <i>Laptop & LCD Projector</i> | <i>Students who have been in the class before may be able to assist with the skill demonstration.</i> |
| Individual Practice 40 Minutes | <p>Students should use <i>Job Search Exercises 3 & 4</i> to begin writing their resumes in Microsoft Word.</p> <p>Students should save their work on their disks.</p> | <i>Job Search Exercise 3</i> <i>Job Search Exercise 4</i> | |

JOB SEARCH: EXERCISE 3

Preparing to Write a Resume

1. Fill out the information below about **yourself**. This will help you think about what information you want to include in your resume.

HEADING:

Name: _____

Address: _____

City, State, Zip code: _____

Phone number: _____

E-mail address: _____

SKILLS:

- Bilingual in _____ and _____.
- Work well independently.
- Work well in a team.
- _____ years of customer service.
- Possess a positive attitude and strong work ethic.
- Computer literate.
- Able to type _____ Words per Minute.
- Able to use Microsoft Office programs.
- Hardworking
- Ambitious
- Willing to learn
- Quick learner.
- Able to multi-task. (take care of more than one task at a time).
- Over _____ years of experience in _____.
- Adapt well to change.
- Communicate effectively in person and on the telephone.
- Detail-oriented
- Organized.
- Able to manage my time effectively.

Write at least 3 more:

1. _____

2. _____

3. _____

WORK HISTORY:

Present job or last job:

Job title: _____

Company Name: _____

City, State: _____

When did you start working there? _____

When did you stop working there? _____

What did you do there?

1. _____

2. _____

3. _____

4. _____

Another Job

Job title: _____

Company Name: _____

City, State: _____

When did you start working there? _____

When did you stop working there? _____

What did you do there?

1. _____

2. _____

3. _____

4. _____

Another Job

Job title: _____

Company Name: _____

City, State: _____

When did you start working there? _____

When did you stop working there? _____

What did you do there?

1. _____

2. _____

3. _____

4. _____

Another Job

Job title: _____

Company Name: _____

City, State: _____

When did you start working there? _____

When did you stop working there? _____

What did you do there?

1. _____

2. _____

3. _____

4. _____

***If you have volunteered somewhere and used your skills there, you can include it like a job.**

EDUCATION:

High School:

Did you go to high school? _____

Name of your high school? _____

City, State, Country: _____

When did you graduate? Or How many years did you attend? _____

GED:

Where did you get your GED? _____

When did you get it? _____

College:

Did you go to college? _____

Name of your college? _____

City, State, Country: _____

When did you graduate? _____

Or How many years did you attend? _____

Other Classes:

For example...

*Hiawatha Lake Learning Center
Adult Computer and Employment Skills*

*June 3- July 31, 2003
completed 10-week program*

What other classes have you taken?

School Name: _____

Start and End dates: _____

Name of Class: _____

School Name: _____

Start and End dates: _____

Name of Class: _____

Ask a teacher to check your work. Your teacher will sign in the space below.

JOB SEARCH: EXERCISE 4

Typing Your Resume

1. Now it's time to start typing your resume. Which program will you use to type, edit, and print your resume? _____
2. Before you start typing, here are some tips to practice and remember:



Text on the left side

text in the middle

text on the right side

To add bullets and to remove bullets



To change the font (the style of the letters) and font size



3. **Open** a new document. **Type** your resume.
4. **Save** your work often. If your battery is low or the computer has another problem your document could be gone.
5. **Print** the resume and give it to your teacher for proofreading. Proofreading means that your teacher will look for mistakes or other things you need to change.
6. These are the symbols that your teacher will write on your paper:
 - C** = capitalization (change a big letter to a small letter or change a small letter to a big letter)
 - P** = punctuation (a period or a comma is needed **or** you have a period or comma that should be erased)
 - Thecomputer (you need to add a space between words)
 - The computer (you have an extra space between words)
 - V** = verb tense (you need to change the verb to a different tense: **past, present, future**)
 - S** = spelling error
8. When you have corrected all the mistakes ask a teacher to check your work. Your teacher will sign in the space below.

Job Search Skills

Tuesday, Day 6, Week 2 of 3

Building Résumés

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|--|---|-------------------|---|
| Computer Skills: Review: <ul style="list-style-type: none">Continue to apply their word processing skills to write their résumé New: <ul style="list-style-type: none">Create bulleted lists in WordCreate horizontal lines in WordApply bulleted lists and horizontal lines to their résumé | <ul style="list-style-type: none">Article “Tips for Preparing a Résumé”Matching activity for “Tips for Preparing a Résumé”At least half of résumé written | | <i>“Tips for Preparing a Résumé”</i> <i>Matching activity for “Tips for Preparing a Résumé”</i> <i>(Cut up extra copies of article)</i> <i>Sample Résumé from Day 4 Lesson</i> |
| Literacy Skills: <ul style="list-style-type: none">Read and comprehend appropriately leveled non-fiction textAnalyze a résumé to determine if it is easy to read (well organized, consistent) | | | |

| Activity / Time | Description | Resources | Notes |
|---|--|--|---|
| Review & Pre-Reading 10 Minutes | Get students ready to read the article “Tips for Preparing a Résumé” and review concepts from Day 5 class. Ask students to tell you what they have learned about résumés (e.g. what information goes into one, how they are formatted, etc.). | | <i>As part of pre-reading you might ask students to tell a partner one prediction of a tip that might be included in the article (before passing it out).</i> |
| Individual Practice: Reading 25 Minutes | Students read “Tips for Preparing a Résumé.” Students should read the text at least twice; including possibly reading aloud and/or the teacher may read aloud. Students should have time to identify unfamiliar vocabulary and ask questions. Go over matching activity together with class when students have finished. | Article “Tips for Preparing a Résumé” Matching activity for “Tips for Preparing a Résumé” | <i>You might ask groups that finish matching early to write each tip in their own words.</i> |
| Post-Reading 10 Minutes | Discuss students’ reactions to the article. Did any of the tips surprise them? What new ideas did they learn that they will apply to writing their résumés? | | <i>You might ask students who have done resumes before if there is anything they'd do differently now. If students predicted tips in the warm up, you may ask if any tips were or weren't in the article.</i> |
| Analyzing a Resume 15 Minutes | Students should apply what they have learned in the reading to the sample résumé from Day 4. Work together as a class or in small groups to discuss the organization of the sample. Is it consistent? What about it is/is not consistent? Is it well organized? What about it is/is not organized? | Sample Résumé from Day 4 lesson | |
| Demonstration and Review of Word Skills 15 Minutes | Demonstrate/review how to use text alignment (center, left, right justify) and how to add bulleted lists. Also, demonstrate how to create horizontal lines in Microsoft Word and where they might want to use one in a résumé. | Microsoft Word Laptop & LCD Projector | <i>Ask students to help you demonstrate the review skills.</i> |
| Individual Practice 45 Minutes | Students should continue writing their résumés in Word. Help students to use text alignment, bulleted lists, and horizontal lines in their résumés. | | |

Tips for Preparing a Résumé

Adapted from Student Resource Sheet from WorkMatters p 14

Your résumé will have a strong influence on whether or not a potential employer invites you to have an interview. Both the content and the appearance of your résumé are important. Here are some tips for making your résumé as effective as possible.

- 1. Make it easy to read.** A good résumé includes all relevant information, but should be short and to the point. Write using clear, short sentences and phrases, and try to limit it to one page.
- 2. Leave out unnecessary information.** Employers want to know about your qualifications for the job. They don't need to know your age, race, height, weight, color of your eyes, religion, marital status, or how many children you have.
- 3. Emphasize your accomplishments.** Write about things you have done. Let the employer know what you are good at.
- 4. Use action words to describe what you have done.** Don't just list the titles of jobs you have held. If you have worked as a clerk in an office, for example, you might say: "filed letters and reports, maintained records, operated office machines."
- 5. Tell the Truth.** Employers do check the accuracy of résumés. If they find out that you have not been truthful, they won't hire you.
- 6. Make your résumé look good.** Have clear headings and plenty of white space. Type it. Use standard size (8 ½ " by 11 ½ ") good quality, white paper.
- 7. Check for errors.** Make sure your grammar and spelling are correct. In addition, get two other people to check your grammar and spelling for you.
- 8. Have someone whose opinion you respect read your résumé.** Ask that person if it draws a positive picture of you. Ask for suggestions – and another proof reading.
- 9. Keep working on your résumé until its perfect.** It's worth the effort.
- 10. Make copies of your résumé.** When you have a perfect résumé, make additional copies so they are available for you to send out quickly. You may want to save two electronic copies (Perhaps on a USB drive and in your email) in case one is lost.
- 11. Remember that you will want to revise your résumé regularly.** As you change, so will your résumé. When you get additional work experience, earn a degree or certificate, or even move to a different address, you will want to make the appropriate changes and additions to your résumé.

Matching Activity

| | |
|--|---|
| Make it easy to read | A good résumé includes all relevant information, but should be short and to the point. Write using clear, short sentences and phrases, and try to limit it to one page. |
| Leave out unnecessary information | Employers want to know about your qualifications for the job. They don't need to know your age, race, height, weight, color of your eyes, religion, marital status, or how many children you have. |
| Emphasize your accomplishments | Write about things you have done. Let the employer know what you are good at. |
| Use action words to describe what you have done | Don't just list the titles of jobs you have held. If you have worked as a clerk in an office, for example, you might say: "filed letters and reports, maintained records, operated office machines." |
| Tell the Truth | Employers do check the accuracy of résumés. If they find out that you have not been truthful, they won't hire you. |
| Make your résumé look good | Have clear headings and plenty of white space. Type it. Use standard size (8 ½ " by 11 ½ ") good quality, white paper. |
| Check for errors | Make sure your grammar and spelling are correct. In addition, get two other people to check your grammar and spelling for you. |
| Have someone whose opinion you respect read your résumé | Ask that person if it draws a positive picture of you. Ask for suggestions – and another proof reading. |
| Keep working on your résumé until its perfect | It's worth the effort. |
| Make copies of your résumé. | When you have a perfect résumé, make additional copies so they are available for you to send out quickly. You may want to save two electronic copies (Perhaps on a USB drive and in your email) in case one is lost |
| Remember that you will want to revise your résumé regularly | As you change, so will your résumé. When you get additional work experience, earn a degree or certificate, or even move to a different address, you will want to make the appropriate changes and additions to your résumé. |

Job Search Skills

Wednesday, Day 7, Week 2 of 3

Completing Résumés and Finding Job Leads

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|---|---------------------------------|---|
| <p>Computer Skills:</p> <p>Review:</p> <ul style="list-style-type: none"> ▪ Continue to use their word processing skills to write their résumé <p>New:</p> <ul style="list-style-type: none"> ▪ Use right-click spellchecker in Word | <ul style="list-style-type: none"> ▪ Résumé complete and ready for editing and formatting ▪ Article “Finding Job Leads” | Lead Spellchecker Network | <i>Page 2 of “Job Search Exercise 4” from Day 5</i> <i>Article “Finding Job Leads” (Document missing, see coordinator)</i> |
| <p>Literacy Skills:</p> <ul style="list-style-type: none"> ▪ Edit own writing for correct verb tenses and spelling ▪ Demonstrate critical thinking about approaches to finding jobs; identify resources for job leads ▪ List people in their job search network | | | |

| Activity / Time | Description | Resources | Notes |
|---|--|-----------|--|
| <p>Warm-up 10 Minutes</p> | <p>Ask students to talk about their résumé writing process. Are they satisfied with what they have been writing? Do they think they will be able to complete their résumés today? Has writing a résumé been easier or more difficult than they expected?</p> | | <p><i>You may want to use a geometric sharing strategy for this discussion. Students answer these questions with a partner. Partners move together in groups of four and each student tells the small group a brief summary of their partner's answer. Then each group of four shares a few highlights with the class.</i></p> |

| | | | |
|--|--|--|--|
| Demonstration of New Skill 10 Minutes | Demonstrate how to right-click a misspelled word to access the spell checking tool in Word. Make sure students understand how to choose the appropriate correction. | Microsoft Word Laptop & LCD Projector | <i>If possible, verbally explain this while a student models it or model the task as a student verbally explains what you are doing.</i> |
| Individual Practice: Writing/Editing 60 Minutes | Students should have time now to finish writing and editing their résumés. As students finish, use the marking system in Job Search Exercise 4 to check their work. Assist students as they correct their work. | | <i>Page 2 of “Job Search Exercise 4” from Day 5</i> |
| Pre-Reading 10 Minutes | Get students ready to read the article “Finding Job Leads” by introducing key vocabulary, especially “Lead.” Ask students to discuss where they look for jobs and how they find out about job opportunities. Is it always from an advertisement? From a friend/coworker? | You might have students look up the key unfamiliar vocabulary (that you identify before class). To save time, you might have partners each look up one or two words and write a definition in their own words. Have students use an on-line dictionary or ask your coordinator for paper dictionaries. | <i>Pre-reading activities are essential for effective reading comprehension!</i> |
| Individual Practice: Reading 20 Minutes | Students should read text at least twice, including possibly reading aloud and/or the teacher may read aloud. Students should have time to circle unfamiliar vocabulary and ask questions. Ask comprehension questions then ask students to work together to list main points of article class when all students have finished. | | <i>Article “Finding Job Leads”</i> |
| Post-Reading 10 Minutes | Discuss with students how they can apply the information to their own job search. Students should list people in their job search network and describe sources of potential job leads. | | |

Job Search Skills

Thursday, Day 8, Week 2 of 3

Polishing Résumés & Writing References

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|---|---------------------------|--|
| Computer Skills: Review: <ul style="list-style-type: none">▪ Polish their résumé, including:▪ Use arrow keys, delete, backspace, and mouse skills to edit their résumé▪ Apply formatting (alignment, font/size, bold/italic) to their résumé▪ Use Microsoft Word to type a correctly formatted list of references | <ul style="list-style-type: none">▪ Proofreading Practice exercise▪ Résumé complete and edited▪ References list typed and edited. <p>Note: this task may be used as an assessment of students' mastery of Microsoft Word skills [Remember to fill out the checklist.]</p> | Reference Proofreading | <i>Capitalization and Punctuation Rules;</i> <i>Proofreading Practice exercise</i> <i>Sample references list</i> |
| Literacy Skills: <ul style="list-style-type: none">▪ Monitor for / edit their own writing for correct punctuation & capitalization▪ Think critically and describe who makes a good reference. Who can they ask for a reference?▪ Identify 3 references. | | | |

| Activity / Time | Description | Resources | Notes |
|---|--|--|---|
| <p>Warm-up 10 Minutes</p> | <p>In a Microsoft Word document, quickly type up a few (3 or 4 errors) of the common errors you have seen students making while writing their résumés.</p> <p>As a class, work together to identify the errors and correct them.</p> <p>In today’s lesson, students will have time to practice this skill (proofreading) and then apply it to their own résumés.</p> | <p>Microsoft Word Laptop & LCD Projector</p> | <p>It would be ideal if some of these errors are ones that will be addressed in the Capitalization and Punctuation handout today.</p> |
| <p>Introduction to Content 10 Minutes</p> | <p>Pass out the “Capitalization and Punctuation Rules” handout. Make sure all students understand both the content and the purpose – remind them of the importance that is placed on how a résumé looks.</p> | <p>Capitalization and Punctuation Rules</p> | |
| <p>Focused Practice: Proofreading 30 Minutes</p> | <p>Students should use the marking system in Job Search Exercise 4 (from Day 5) to find the mistakes in the text of the Proofreading Practice Exercise. They should then re-type the text in Microsoft Word with their corrections.</p> <p>When most students are finished, go over the corrections together with the class. Did they find everything?</p> | <p>Proofreading Practice exercise</p> | <p>You may wish to have additional samples with errors ready in case some students finish early.</p> |
| <p>Individual Practice 20 Minutes</p> | <p>Students should now apply these same proofreading skills to their own writing. By the end of this activity, students’ résumés should be DONE!</p> | | |
| <p>Introduction to New Content 15 Minutes</p> | <p>Discuss with students the importance of references. Why do employers ask for references? When should you give a potential employer a reference list? What makes a good reference? What information do you need to provide about your references?</p> | <p>Sample References List</p> | <p>Encourage students to share information first- and only add your own thought if necessary to clarify or clear up misinformation.</p> |

| | | |
|---|---|--|
| | <p>Using the sample references list, discuss the format for writing a references list.</p> | <p>One strategy (if the students are likely to know the answers) for this is to have students start in groups of 2 or 3 answering the questions(you may want to include the question "What is a reference?" and then have them switch groups (or share out to the class) to share answers among groups.</p> <p>Another strategy (if the students are unlikely to know the answers) is to prepare slips of paper with the questions and short answers to each questions. Give each student a question or an answer and have them mingle and find the person with the matching question/answer. Then have each pair explain their question and answer to the group in their own words.</p> |
| <p>Focused Practice: Writing References 35 Minutes</p> | <p>Students should list 3 references and their information, then type a correctly formatted list (using the sample as a guide).</p> | <p>The degree to which students can produce a correctly formatted reference list independently can be used as a formative assessment of their mastery of Microsoft Word skills.</p> |

Capitalization and Punctuation Rules

For Resume Writing

Always CAPITALIZE:

- § Names (*Jessica Jones*)
- § Street names (*Taylor Street*)
- § Cardinal directions when they are part of a name or address (*East Lake St.*)
- § Names of places (*Minneapolis, Minnesota*)
- § Names of schools or companies (*MLC Learning Center or Holy Land Bakery*)
- § State abbreviations (*MN*)
- § Section titles and job titles (*Work Experience or Maintenance Worker*)
- § The first word in a line of text
- § Days of the week and months (*Monday, January 28th*)
- § Brand names (*Microsoft Word, Excel, Windows*)
- § Computer terms (*Internet, World Wide Web*)

Use a PERIOD:

- § After most abbreviations
 - o Street = St.
 - o Avenue = Ave.
 - o Phone = Ph.
 - o Associates = Assoc.
 - o January = Jan.

DON'T use a PERIOD:

- § After some short abbreviations
 - o South = S
 - o Minnesota = MN
 - o Television = TV

Use a COMMA:

- § Between a city and a state (*Minneapolis, MN*)
- § In a list of 3 or more things (*repaired cars, trucks, and motorcycles*)
- § Between the name of the company and the city (*Best Buy, Bloomington, MN*)

Use a HYPHEN:

- § In a phone number (*612-483-1763*) no spaces
- § Between two dates (*Jan. 2003 – Dec. 2005*) with spaces

Proofreading Practice Exercise

2135 E Franklin ave
stpaul MN, 55401

I am a student in computer class at the Minnesota Literacy Council. I am learning how to use programs like Microsoft Word.

Since January 13, 1998, I am living in the United States,

I think I corrected all the mistakes.

2135 E Franklin ave
stpaul MN, 55401

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Since January 13, 1998, I am living in the United States,

I think I corrected all the mistakes.

SAMPLE REFERENCE SHEET

Send with resume or bring to interview

Always ask the people on this list if they want to be a reference for you.

References for:

David Becker

432 Fremont Avenue South #2B

Minneapolis, MN 55324

dbecker@yahoo.com

(651) 555-8989

John White, Assistant Manager

Whole Foods Market

223 Grand Avenue

St. Paul, MN 55104

(651) 344-6865

Current Manager

Mary Garcia, Manager

Homeland Housecleaning

2949 8th Street North

Cedar Falls, IA 50613

(319) 334-5584

Former Employer

Jessica Johnson, Technology Instructor

Community Partners School

589 Raymond Street

St. Paul, MN 55103

(651) 291-5655

Instructor

Job Search Skills

Monday, Day 9, Week 3 of 3

TABE Testing and Sending a Résumé by Email

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|--|------------------------------|--|
| Computer Skills: Review: <ul style="list-style-type: none"> ▪ Sign in to their email account ▪ Create and send a new email message New: <ul style="list-style-type: none"> ▪ Send a Word document as an email attachment | Résumé sent as an attachment to self and teacher | Attachment File Browse | <i>Sending Email Attachments (Document missing, see coordinator)</i> |
| Literacy Skills: <ul style="list-style-type: none"> ▪ Use appropriate (formal) language for email introduction to potential employer | | | |

| Activity / Time | Description | Resources | Notes |
|---|---|---------------------------|---|
| Warm-up 10 Minutes | Discuss: Now that their résumés are complete, the next step is making sure it gets to the right person. Sending a résumé by email is one of the most common methods used by job seekers today. How do they do this? What is it called when you send a document by email? What do they already know about how to do this? | | |
| Demonstration of Skills & Introduction of New Content 20 Minutes | Review how to log in to email and create a new message. Demonstrate how to attach a document. Discuss with students the importance of writing a professional email message, since the email is the first thing the potential employer will see. | Sending Email Attachments | <i>Students may need a serious review since it's been some time since they have used their email accounts in class.</i> <i>Ask students to assist you with the review demonstration.</i> |

| | | | |
|--|--|--|--|
| | <p>They should make sure they include:</p> <ul style="list-style-type: none"> ▪ A specific and detailed subject line ▪ An appropriate greeting ▪ A brief description of what position they are sending the résumé for ▪ An appropriate closing | | |
| <p>Focused Practice: 30 Minutes</p> | <p>Students log in to their email accounts and create a new message with their résumés attached.</p> | | <p><i>Students with extra time may read/write other email (to each other or the teacher), as appropriate, or assist other students.</i></p> |
| <p>TABE Testing 60 Minutes</p> | | | <p><i>The coordinator can come and in and start the tests off. Your principal responsibility is making sure they are on task and not talking, and to collect the tests when they are finished.</i></p> |

Sending an Email Attachment

1. Open Internet Explorer.



2. **Click** on the **address bar** to highlight the Internet address. Press **delete** or **backspace** to clear the address. Type: **mail.google.com** and press **Enter**.



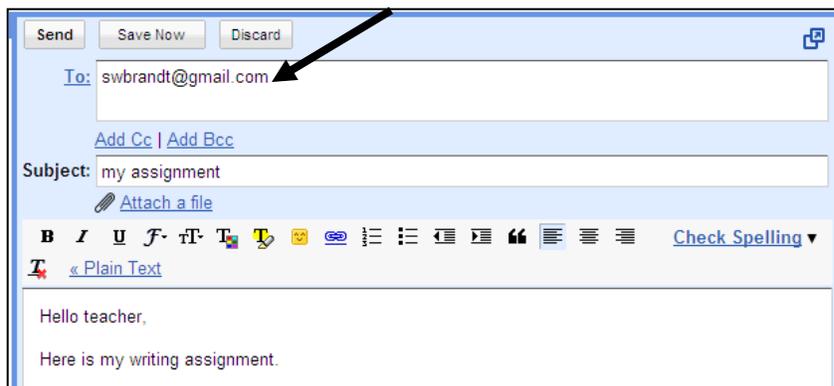
3. Enter *your* **login name** and **password**. Click **Sign in**.



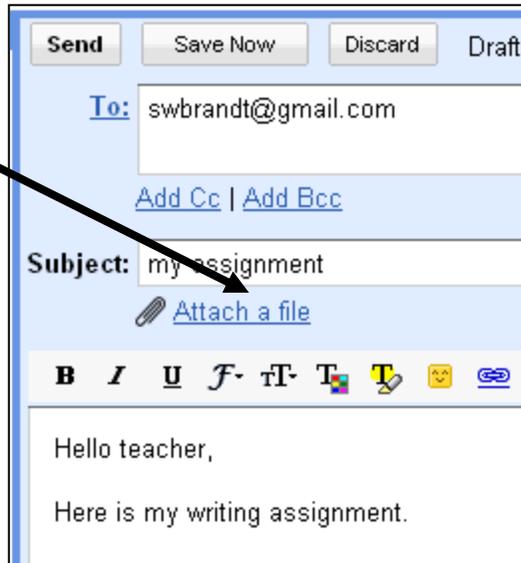
4. To write a new message, click **Compose Mail**.



5. Enter an **email address** in the **To** box. In the **Subject** box, type a few words to tell what your message is about. Type your message in the large box below it.

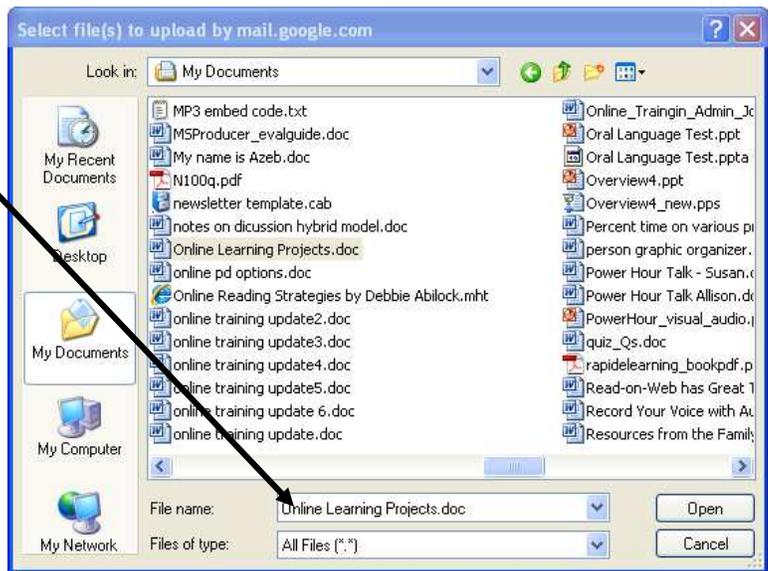


6. Click **Attach a file**.



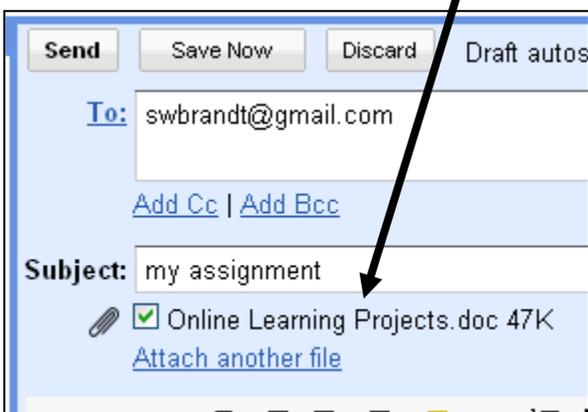
7. A file browsing window will open. Your window will show the documents on **your computer**, so it will look a little different from this picture. Find your document. You might need to go to the **Desktop**, or to **My Computer** and open your USB flash drive, if your document is not in the **My Documents** folder.

When you find your file, **click it**. You will see the file name here.



8. Click **Open**.

9. The file will upload and attach to your email message. When the upload is complete, you will see your file listed like this:



10. Click **Send**.

11. If you are finished reading and writing email, click **Sign out**.

Job Search Skills

Tuesday, Day 10, Week 3 of 3

Online Career Research

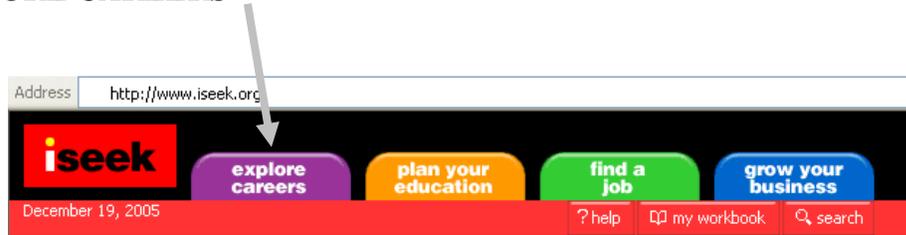
| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|--|---|--|---|
| Computer Skills: Review: <ul style="list-style-type: none">▪ Open an Internet browser and navigate to a specific web address (URL) using the address bar▪ Correctly type a web address (URL) New: <ul style="list-style-type: none">▪ Navigate a website to find specific information, including using tabs, hyperlinks, the back button, and the scroll bar▪ Print information from a website (if printing is available - ask your coordinator) | · Job Search exercise 5 | URL Hyperlink Scroll bar Tabs | <i>Job Search exercise 5</i> |
| Literacy Skills: <ul style="list-style-type: none">▪ Scan for keywords to locate information▪ Use website design conventions and formatting clues to locate information | | | |

| Activity / Time | Description | Resources | Notes |
|---|--|--|---|
| <p>Warm-up 10 Minutes</p> | <p>Facilitate discussion among students: Now that they have gotten their application documents ready and identified job leads, they must begin looking for information about jobs and careers. The Internet is a great place to find this kind of information. What kind of information do they think they might find on the Internet? What kind of websites do they/have they used? (or heard of?) What do these websites provide?</p> | | <p><i>You might have students work in groups and brainstorm what they know about job search on the internet (perhaps on chart paper) before discussing as group.</i></p> |
| <p>Review & Demonstration Of Internet Navigation Skills 20 Minutes</p> | <p>Bring up the website from Job Search Exercise 5. Demonstrate how to navigate using:</p> <ul style="list-style-type: none"> o Scroll bar o Back button o Tabs o Hyperlinks (and how to identify hyperlinks) <p>Describe or discuss the need to scan websites to find information quickly. Experienced readers/Internet users do not read everything on a web page. They look for key ideas and links/buttons, etc. to find just what they are looking for.</p> | <p>Laptop & LCD Projector Job Search Exercise 5</p> | <p><i>Students may assist with demonstration of skills.</i></p> <p><i>As the teacher (or a student) navigates the website, consider using the “Think Aloud” strategy to describe exactly what you are thinking as you look over different parts of the site and make decisions about what to pay attention to and what to click on.</i></p> |
| <p>Individual Practice 90 Minutes</p> | <p>Students should complete Job Search Exercise 5 to learn about careers they are interested in.</p> | <p>Job Search Exercise 5 [Note: This ex. will suggest students print information they are interested in. Check with your coordinator about whether printing is available at your site. If not, suggest students take notes on information they are interested in and print at a library, using Ex. 5 and thier notes as a guide.</p> | <p><i>Students who complete Exercise 5 quickly can be encouraged to look up additional information on the site or to write about what they have learned.</i></p> |

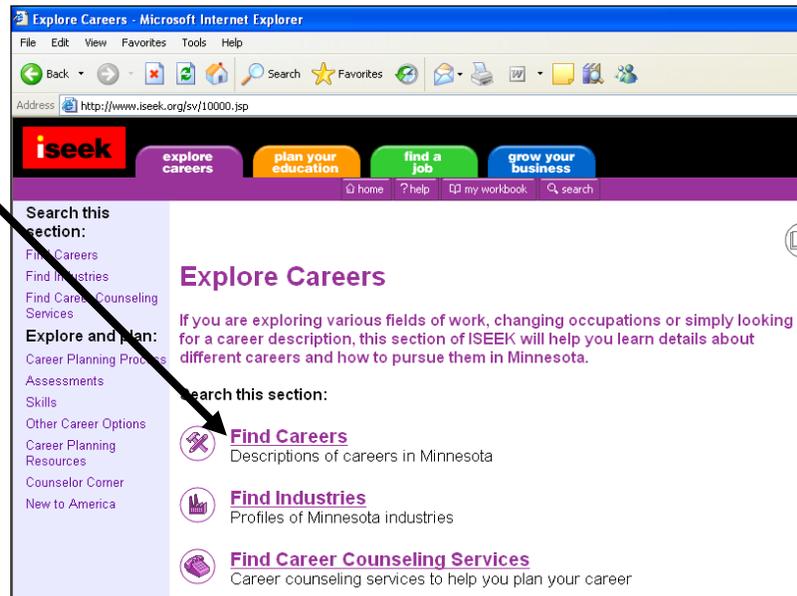
JOB SEARCH: EXERCISE 5

www.iseek.org -Researching Careers and Finding Jobs Online

1. Open INTERNET EXPLORER
2. Type the website address: www.iseek.org
3. Click on EXPLORE CAREERS

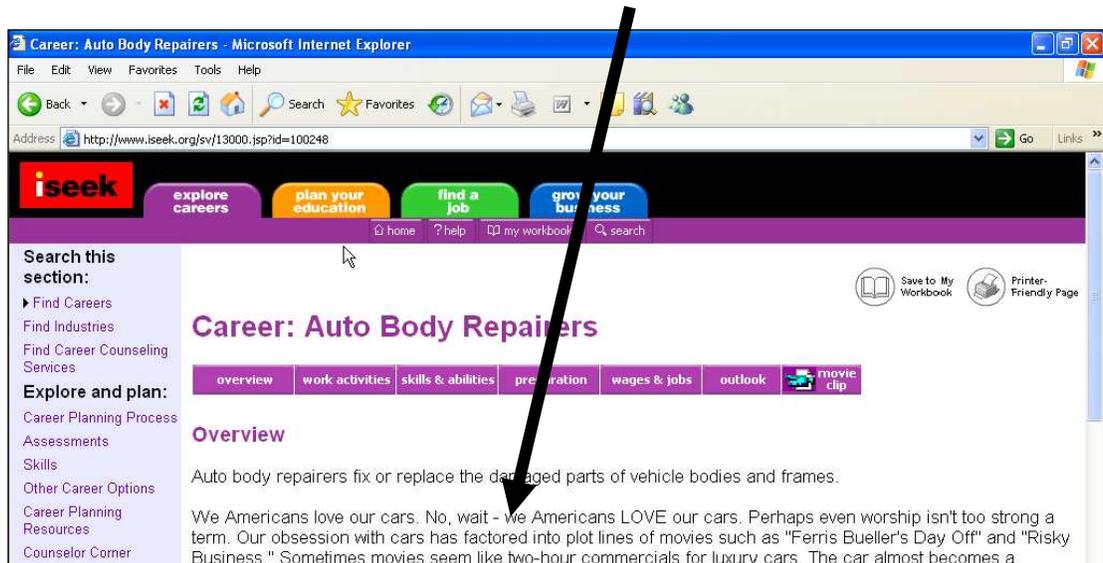


4. Click on FIND CAREERS

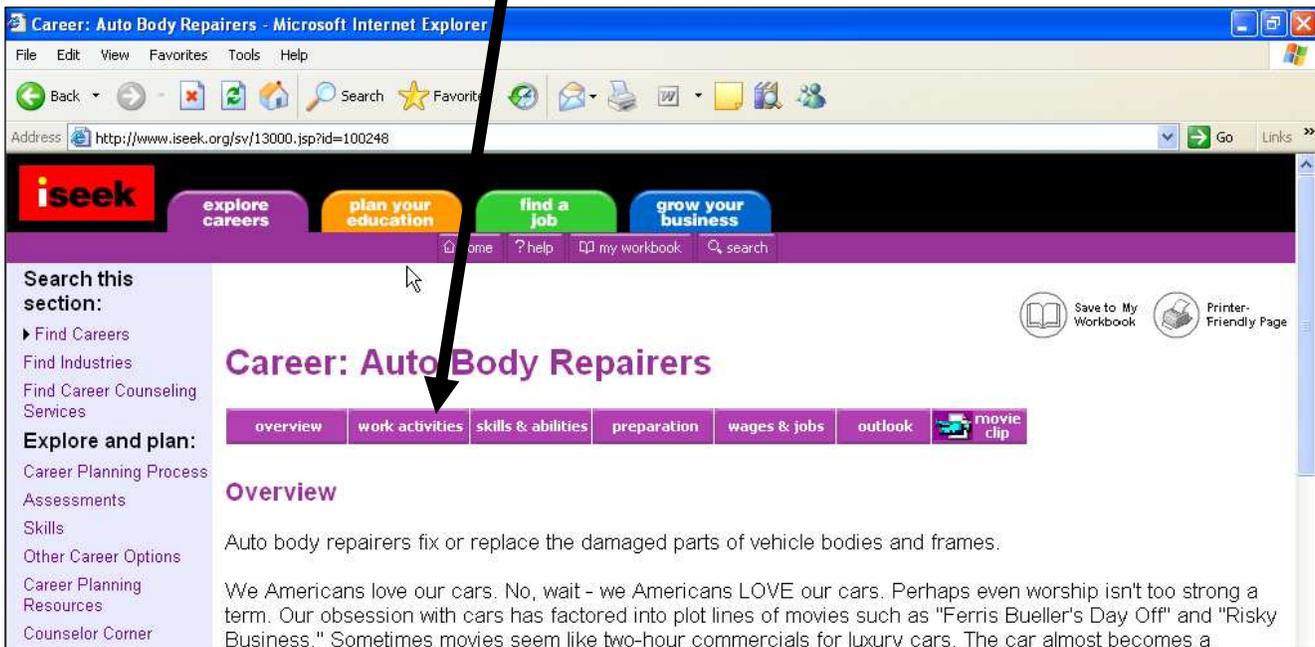


5. Click on ALL GROUPS.
6. Click on a career title in the list.
7. Write the name of the career you chose: _____

8. The information you see is general information about this career.



9. Click on **WORK ACTIVITIES**.



10. The information you see describes what people in this career do.

Write two of the work activities here:

1. _____

2. _____

11. Click on **SKILLS & ABILITIES**.

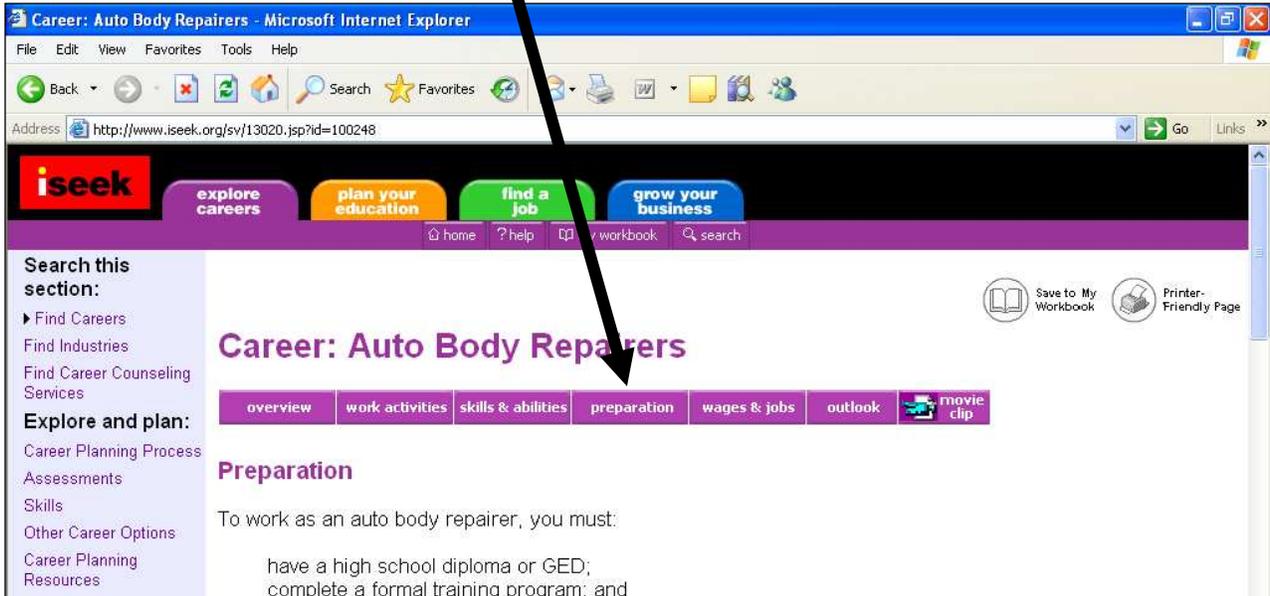
12. The information you see describes the skills you need to do this job well.

Write 2 of the skills or abilities here:

1. _____

2. _____

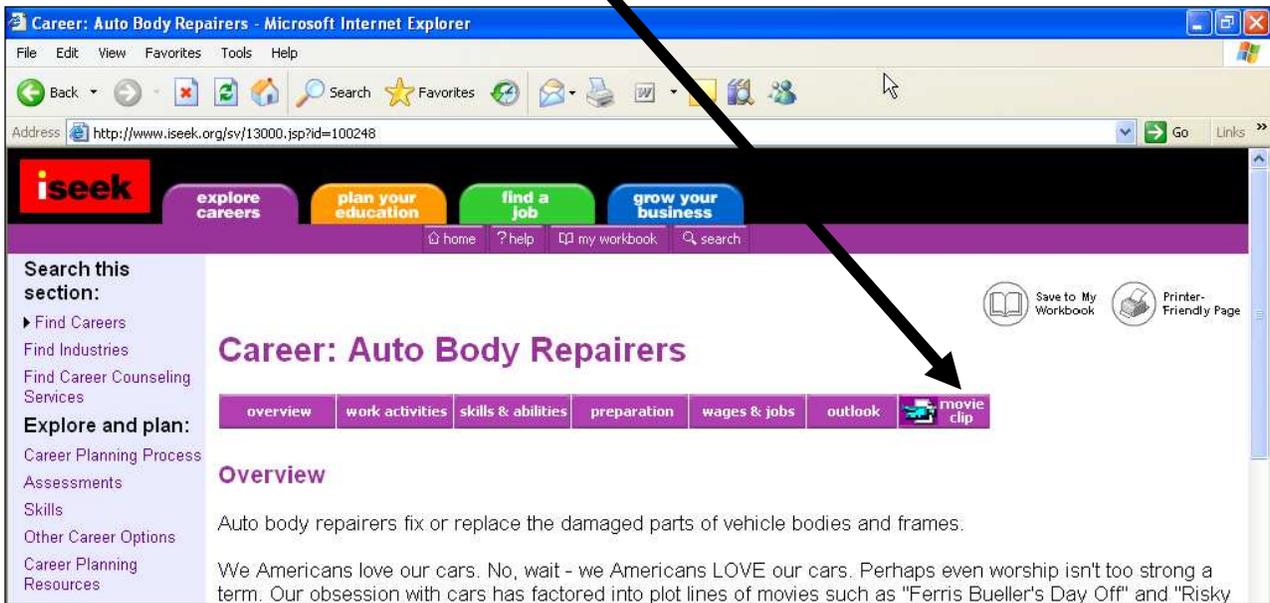
13. **Click on PREPARATION.**



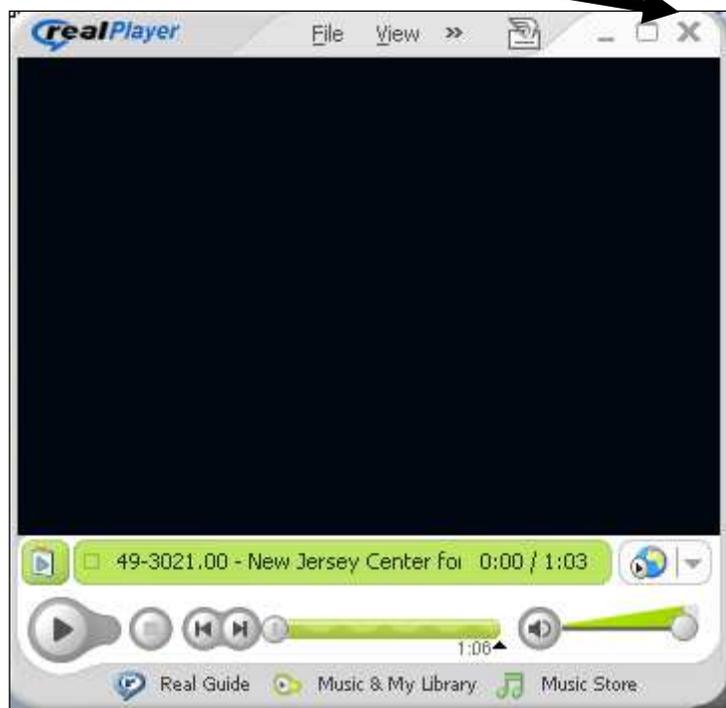
14. The information you see describes how many years of education and what kind of education you need for this career.

Check the boxes that apply to this career.

15. Click on **MOVIE CLIP**.
You will see a short video about this career.



16. When the video is finished, Click on the **X** to close the window.



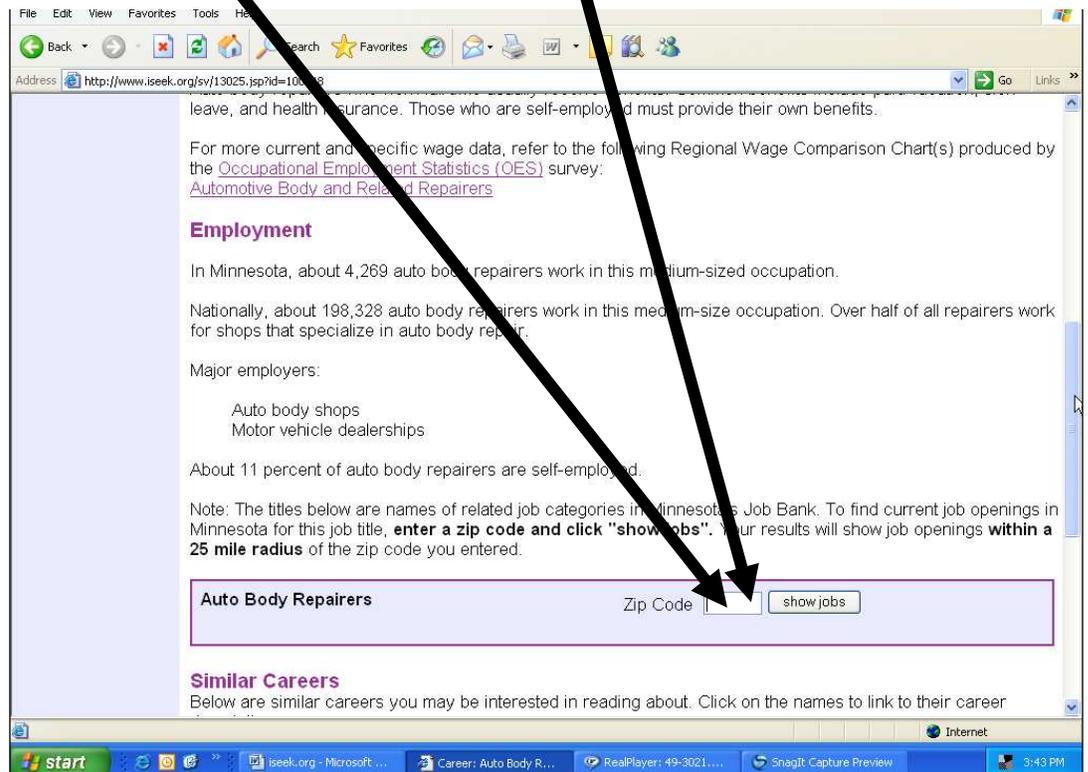
17. Click on **WAGES and JOBS**.



18. The information you see describes the average pay for people in this career.

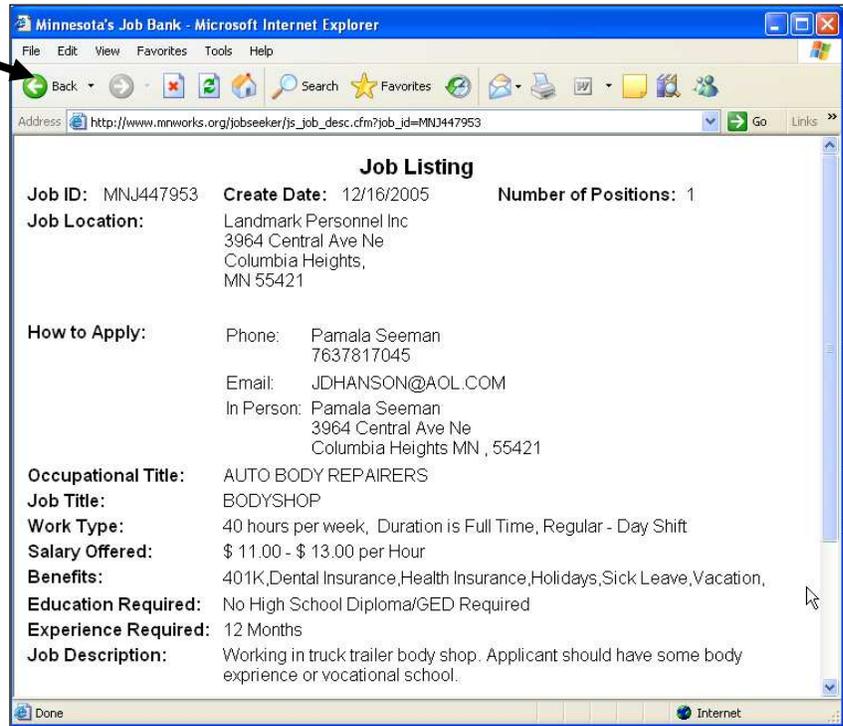
19. **Scroll Down.** Click in the **ZIP CODE** box.

20. **Type your zip code.**



21. Click on **SHOW JOBS**.

26. Click on **BACK**.



27. Click on another job title. Read the information.

28. Finish your job research. Use the **BACK** button to go back to a webpage that you saw before.

29. Ask a teacher to check your work. Your teacher will sign in the box below.

Job Search Skills

Wednesday, Day 11, Week 3 of 3

Online Job Search

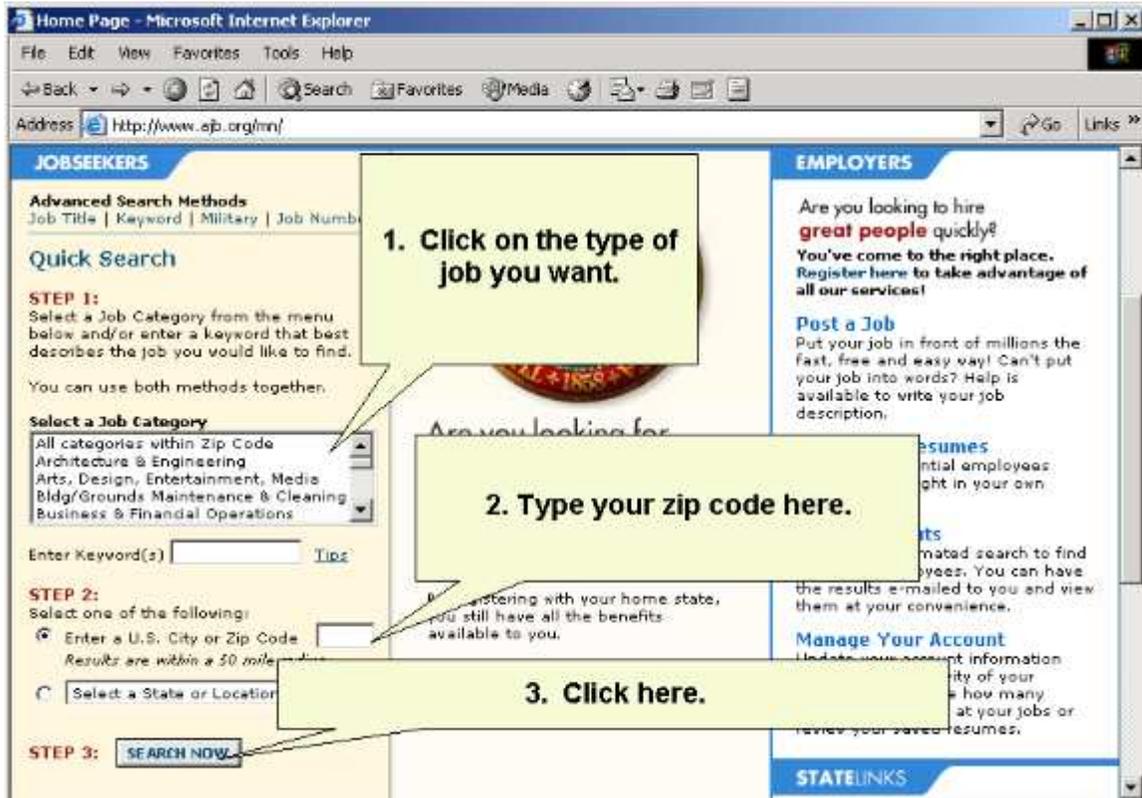
| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|--|-------------------|--|
| Computer Skills: Review: <ul style="list-style-type: none">▪ Open an Internet browser and navigate to a specific web address (URL) using the address bar▪ Correctly type a web address (URL)▪ Navigate a website to find specific information, including using tabs, hyperlinks, the back button, and the scroll bar▪ Print information from a website (If printing is available at your site - Check with coordinator) | <ul style="list-style-type: none">▪ Job Search exercise 6▪ Printed at least 3 job postings▪ Compared job postings using grid | | <i>Job Search exercise 6</i> <i>Grid for comparing job descriptions</i> |
| Literacy Skills: <ul style="list-style-type: none">▪ Scan for keywords to locate information▪ Use website conventions and formatting clues to locate information▪ Compare/contrast job descriptions▪ Identify job postings that match their skills, abilities and experience | | | |

| Activity / Time | Description | Resources | Notes |
|---|---|--|---|
| Warm-up 10 Minutes | Discuss experiences you and the students have had with searching for jobs online. Have they looked for jobs online before? If so, what websites have they used? Have they had success doing this in the past? Have they found it frustrating? What would they like to do better in their online job search? | | <i>Consider setting this up as a mingle or find someone who, where students circulate among classmates and ask questions about online job search. At end of activity students can share to class about what peers had to say.</i> |
| Review & Demonstration Of Internet Navigation Skills 15 Minutes | As with the Day 10 Lesson, bring up the website from Job Search Exercise 5. Review how to navigate using: <ul style="list-style-type: none"> o Scroll bar o Back button o Tabs o Hyperlinks (and how to identify hyperlinks) <p>Discuss the need to scan websites to find information quickly. Experienced readers/Internet users do not read everything on a web page. They look for key ideas and links/buttons, etc. to find just what they are looking for.</p> | Laptop & LCD Projector Job Search Exercise 6 | <i>Students may assist with demonstration of skills. You can even ask student to pause and "Think Aloud" by asking them why they are doing what they are doing. Or why they went to a certain section or skipped a certain section.</i> <i>As you navigate the website, consider using the "Think Aloud" strategy to describe exactly what you are thinking as you look over different parts of the site and make decisions about what to pay attention to and what to click on.</i> |
| Individual Practice 75 Minutes | Students should complete Job Search Exercise 6 to learn about careers they are interested in. | Job Search Exercise 6 | <i>Students who complete Exercise 5 quickly can be encouraged to look up additional information on the site or to write about what they have learned.</i> |
| Individual Practice 20 Minutes | After students have located 3 jobs, they should compare/contrast them using the comparison grid. | 3 Printed Job Postings (if students cannot print, ask them to take notes) Grid for comparing job descriptions | <i>Students who work quickly should be encouraged to write up their comparisons as a paragraph in Word.</i> |

JOB SEARCH: EXERCISE 6

Using the Internet to Find a Job

1. **Open** Microsoft Internet Explorer
2. In the address bar **Type** www.ajb.org/mn/. Press the **ENTER** key.
3. You will see the website for Minnesota's Job Bank. On this website you can search for job openings in Minnesota. Let's find some jobs! **Follow the Directions** in the picture below.



4. You will see a list of many jobs. Each line in the list is a different job. **Read** about each part of the screen in the picture below.

The screenshot shows a table of job listings with the following columns: Job Title, Company, Location, Salary, and Post Mod. Callouts point to specific parts of the table:

- Job Title:** This is the JOB TITLE. Click here for more information about the job.
- Location:** This is the city WHERE the job is.
- Post Mod:** This is WHEN the job was added to this website.
- Company:** This is THE COMPANY that has the job. Click here for more information about the company.
- Salary:** This is HOW MUCH the job pays.

| Job Title | Company | Location | Salary | Post Mod |
|---|------------------------------|----------------------|--------------------------|----------|
| KeyCite Analyst | West Group | US - MN, Minneapolis | | 04/29/03 |
| Senior Web Developer with Architect Java, J2EE skills | A.J. Associates | US - MN, Minneapolis | | 04/29/03 |
| Parts Documentation Specialist- parts catalogs | ADECCO TECHNICAL - MINNESOTA | US - MN, Bloomington | \$30,000-42,000/per year | 04/29/03 |
| Movie Extras and Models | Exposed Group | US - MN, MINNEAPOLIS | \$200-\$300/per. ye | 04/29/03 |
| Interpreter | Allina Hospitals and Clinics | US - MN, St Paul | 13.00/per hour | 04/29/03 |
| Interpreter | | | per hour | 04/29/03 |
| Tool Design | | | per hour | 04/29/03 |
| GRAPHIC PRODUCT | | | | 04/29/03 |
| Graphic D | | | | 04/29/03 |
| MECHANICAL SERVICES | | | | 04/29/03 |

5. Click on one of the job titles to see more information.

The screenshot shows a detailed job description for a Parts Documentation Specialist. The page is divided into two main sections: Job Summary and Job Description.

Job Summary:

- Company Job ID: 300010024967
- Job Title: Parts Documentation Specialist parts catalogs
- Company: ADECCO TECHNICAL - MINNESOTA
- Location: US - MN, Bloomington
- AJD Reference Number: 2041003
- Job Start/End Dates: not provided
- Job Type: Temporary
- Job Classification: Full Time
- Hours/Week: not provided
- Salary Range: \$ 30000 - 42000 per year
- Education: not provided
- Required Degree: not provided
- Formal Training: not provided
- Required Licenses/Certificates: not provided
- Experience: not provided
- Company Homepage: not provided

Job Description:

Adecco Technical is seeking a Parts Documentation Specialist for our Minneapolis client. This position will develop and manage electronic parts documentation for partner companies and end users use to identify and order replacement parts via catalogs. All candidates must have a strong background in all of Materiel and an understanding of Engineering Documentation, CAD/CAM software.

For partner companies and end users use to identify and order replacement parts via catalogs. All candidates must have a strong background in all of Materiel and an understanding of Engineering Documentation, CAD/CAM software. Having worked within a design engineering company utilizing CAD software for design. Prof. Engineer preferred. In-house software preferred.

Requirements:

- Not Specified

Apply for this Job at:

- http://www.nettemp.com/adecco/external/job/adecco/24467

This job is posted by Net-Temps, Inc. Search over 100,000 jobs with free Resume Locking and your personal Job

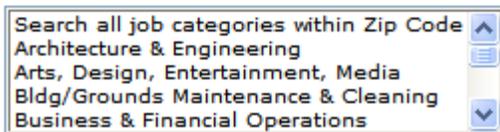
6. You will see a screen like the one above. This screen tells you about the job. This is called a Job Description. Click on the **APPLY NOW** button at the bottom of the screen.

7. You will see a screen with information about how to apply for the job. When you apply for a job you should always **Read the Directions Carefully**. There are many ways to apply for a job. Sometimes the company will want you to come to their office to apply, sometimes they will want you to send a resume or apply online.

8. Now you will do a more specific job search. **Click on JOB SEARCH** at the top of the page.

Search for a job in a select occupation by choosing a job category from the r
can also enter word(s) that best describe the occupation you are looking for

Use both methods together to search within a selected occupation.



Enter Keyword(s) [Search Tips](#)

9. In the first box, **Select COMMUNITY and SOCIAL SERVICES**

10. In the keyword box **Type** the word *Somali*.

11. In the next box **Type** your zip code. **Click on SEARCH NOW**.

12. You will see a list of jobs that are:
Community and Social Service jobs

AND

Are near your zip code

AND

Have the word Somali in the job description

13. Now you're ready to do your own search. First answer the questions below:

- What city do you want to work in? _____
- What kind of job are you looking for? _____
- Part-time or full-time? _____

14. **Click on JOB SEARCH** at the top of the page.

15. Search for a job you're interested in.

16. When you find a job description that matches your answers in #13, print the job description.

17. Are you finished? Ask a teacher to check your work. Your teacher will sign in the boxes below.

Student has written answers to the questions in item #13

Student has a printed job description that matches the answers in #13

18. When you understand how to use this website you can try searching for jobs on other websites. Here is a list of job websites in Minnesota.

St. Paul <http://www.twincities.com/mld/twincities/classifieds/employment/>

Pioneer Press

Star Tribune www.startribune.com/employment

Job Seeker <http://www.jobsearch.org/>

Service

Employment <http://www.mnwfc.org/jobseekers.htm>

Resources

Online www.mncn.org/jobs

Nonprofit Job

Board

Cynthia Cook, www.ruworking.com

Inc.

Apple One www.appleone.com

Company

The Women's

Press <http://www.womenspress.com/employment/index.html>

Monster Jobs www.monster.com

Comparing Job Descriptions

| | Job 1 | Job 2 | Job 3 |
|---------------------------------------|-------|-------|-------|
| Job Title | | | |
| Job Duties | | | |
| Salary | | | |
| Benefits | | | |
| Schedule / Number of Hours | | | |
| Qualifications Needed | | | |
| Location | | | |
| Things I like about this job | | | |
| Things I don't like about this job | | | |
| Other notes | | | |

Job Search Skills

Thursday, Day 11, Week 3 of 3

Complete the Course

| Daily Objectives <i>(Students will be able to)</i> | Tasks <i>(Students will have completed)</i> | Vocabulary | Materials & Activities <i>(at the end of this lesson)</i> |
|---|---|-------------------|---|
| Computer Skills: Review <ul style="list-style-type: none">▪ Sign in to their email account▪ Create and send a new email message▪ Send document as email attachments New <ul style="list-style-type: none">▪ Transfer documents to different (personal) USB Drives▪ Clean out USB Drives (delete files) Literacy Skills: <ul style="list-style-type: none">▪ Assess own skills and growth/improvement▪ Set goals for retaining and improving skills | <ul style="list-style-type: none">▪ Write paragraph reflecting on learning and new learning goals▪ Either: send documents to themselves as email attachments OR save documents on personal USB Drives▪ Delete documents from USB Drives | | <i>Course Completion Checklist</i> <i>(Document missing, see coordinator)</i> <i>How to Clear a USB</i> |

| Activity / Time | Description | Resources | Notes |
|--|---|-----------------------------|---|
| Individual Work: Self-Assessment 30 Minutes | Students read over a checklist of all of the literacy and computer skills that were featured in the course and answer how they feel they have mastered each one. They should be encouraged to take their time and look back over their work. | Course Completion Checklist | |
| Individual Work: Self-Reflection 20 Minutes | Students will reflect on their learning throughout the course in writing. Students should write a paragraph in Word describing what they've learned, what they would like to learn more about, and what they will do to apply and maintain their skills now that the class is finished. | | |
| Course Review / Student Demonstrations 20 Minutes | As a way of demonstrating their new skills, ask each student to come to the front and demonstrate 1 or 2 things he/she has learned in the class that he/she is especially proud of or excited to use. | Laptop and LCD Projector | |
| Demonstration 15 Minutes | Teacher will demonstrate how to save to the desktop, save to a new USB and delete from the desktop and original USB, Also how to attach documents and email them to oneself, and then delete the documents from the USB. | | This is so students can clear off the class USB disks and save their work for future reference, which they can either do by bringing in their own disk or emailing information to themselves. |
| Individual Work 20 Minutes | Following a checklist, and the information demonstrated, students preserve their work and clear off USB disks. | How to Clear USBs document | |
| Class Wrap-Up 15 min. | Pass out certificates, tell students their scores on the latest test, congratulate students on completion, etc. | | Explain to students the difference between attendance and course completion certificates. |

How to Clean Out a USB Drive

Other students may use the USB drives next quarter. Please remove all files from the drive.



To start, follow the step-by-step directions.

1. Go to the Start Menu.
2. **Click** on **MY COMPUTER**.
3. **Click** on the USB drive.
= **Removable Disk**

There are two ways to remove the documents.

A. Method one:

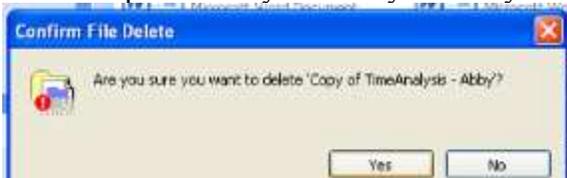
Click on a document.

Hold down the mouse button.

Drag the document to the recycle bin.

Drop the document by letting go of the button.

If the computer asks you “Are you sure you want to delete ___?” click on yes.



B. Method Two:

Right click on the document.

Click on delete.

If the computer asks you “Are you sure you want to delete ___?” click on yes.

Try both of the methods and remove all the files from your USB.

Ask the teacher to check your work. When you are complete, they will sign in the box below.