Unit 8: Technology

Lessons for
Living, Learning,
and
Working

Presented by

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Lesson Plan Contents Page
Unit 8: *Technology*
Objective 8.1*: The student will be able to understand and use the internet and technology safely.*

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Unit 8: The student will be able to understand and use the internet and technology safely.	Total Activities: 5

STEP ONE: Pre-Planning/Pre-Activities: *Individualize these sections to make this section more meaningful for the intern.*

Lesson Plan Summary:

Activity 1: Students will learn about internet safety and what information they should or shouldn't share online.

Activity 2: Students will learn how to create a note on their phones to keep passwords safe in one place. Students will also learn how to hide photos on their phones so they can keep a photo of their ID or Passwords safe.

Activity 3: Students will learn how to scan a document using their phones.

Activity 4: Students will learn more about internet safety.

Activity 5: Students will learn about how to apply for a job online.

What you will need: Materials & Resources	
Handouts:	● Activity 1: Crossword Puzzle in Appendix A
Technology:	● iPhone/Android Phone
	● YouTube:
	o https://youtu.be/DgA1-MBTMKg
	o https://youtu.be/Oomupvlcmq8
	o https://www.youtube.com/watch?v=boFW0dCJMpI
	o https://www.youtube.com/watch?v=yrln8nyVBLU&t=167s
	● Websites:
	o https://beinternetawesome.withgoogle.com/en_us/interland/reality-river
	o https://www.weareteachers.com/internet-safety-game/
	o https://support.apple.com/en-us/HT210336
	o https://support.google.com/drive/answer/3145835?co=&co=GENIE.Platform%3DAndroid&oco=1
	o https://support.apple.com/en-us/HT205773#:~:text=Go%20to%20Settings%20%3E%20Control%20Center,%22Start%20a%20new%20note.%22
	o https://support.google.com/keep/answer/2888240?hl=en&co=GENIE.Platform%3DAndroid
	o https://support.google.com/keep/answer/2888246?co=GENIE.Platform%3DAndroid&oco=1
	o https://digitaltrends.com/mobile/how-to-hide-photos-on-your-android/#:~:text=Open%20the%20Gallery%20app%20and,from%20the%20drop-down%20list
	o https://support.apple.com/en-us/HT205891
	o https://www.commonsense.org/education/digital-citizenship/curriculum
	o https://transition.fcc.gov/cgb/Internet-Safety-Tips.pdf

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	o https://www.philasd.org/educationaltechnology/teaching-and-learning/internet-safety/internet-safety-for-studentshttps://www.youtube.com/watch?v=X9Htg8V3ei
	o https://novoresume.com/career-blog/job-scams
	o https://www.thejobnetwork.com/5-more-safety-tips-online-job-search/

● Apps:
  o iPhone
    ▪ Notes
    ▪ Photos
  o Android
    ▪ Google Keep
    ▪ Google Drive
    ▪ Gallery
    ▪ Secure Folder

How to Assess Understanding		
Knowledge ➡️ What will they **know** because of the lesson?	**Skills** ➡️ What will they be able to **do** because of the lesson?	**Check for Understanding / Evaluation** What will the instructor ask/do to determine students' level of understanding? How can the student **demonstrate their understanding?**
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding
Be able to know the importance of internet safety and how to keep themselves safe from scams and phishing.	Create passwords safely, keep them secure and easily retrievable on their phones.	Be able to answer simple internet safety questions that demonstrate understanding.
Be able to know which documents and information should be shared and with who.	Be able to scan documents easily using their preferred device.	Be able to retrieve scanned documents when needed.

STEP TWO: The Lesson Plan	
Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.	
Glossary	Ensure the students are familiar with glossary words connected with this lesson. **Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.** **Glossary Terms** • **Scanning**: the practice of using scanners to convert paper documents into digital images • **Automatic**: (with reference to a device or process) by itself with little or no direct human control.

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	- **Manual**: by hand rather than automatically or electronically. - **Appendix**: Additional material usually attached at the end of a piece of writing. - **Reinforce**: make stronger or more pronounced. - **Formatting**: the shape, size, and general makeup (as of something printed). - **Abbreviation**: a shortened form of a written word or phrase used in place of the whole word or phrase. - **Prompt**: to assist (one acting or reciting) by suggesting the next step. - **Configure**: to set up for operation especially in a particular way. - **Phishing**: the practice of tricking Internet users (as through the use of email messages or websites) into revealing personal or secret information.
Introduction: **15 – 20 minutes** **Connect to Purpose** **VocFit Crosswalk:** **Interpersonal Skills:** Work with a co-worker in a group Listen actively	Glossary Words: Print each glossary word and the definition separate. Have the students match the glossary word to the definition on the board. You can add magnetic tape to the back so they stick to the board or use tape.
Lesson Activities (2-5 activities)	
Activity 1 30 minutes **VocFit Crosswalk:** **Communication Skills:** Communicate face-to-face with others **Interpersonal Skills:** Work with a co-worker in team Listen Actively Follow directions	**Finish the sentence-Internet Safety** **Internet safety rules** https://www.youtube.com/watch?v=boFW0dCJMpI Show the quick YouTube video-then have your group add more safety rules and create a list. Create a sentence list with key words missing and have the student fill in the word. Example: - Do not give out personal _____. information - Don't send pictures to _____. strangers - Never share your _____ except with your parents password - Ask before you _____ games or information. download - Report any unkind or mean _____. messages - Don't agree to meet people you met _____. online - Don't open attachments from people you do not _____. know State the simple statement throughout the lessons or day to reinforce safety. A crossword to match this activity is in Appendix A. One more fun interactive game for internet safety! https://beinternetawesome.withgoogle.com/en_us/interland/reality-river https://www.weareteachers.com/internet-safety-game/ (main page)

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Activity 2: 45 minutes **VocFit Crosswalk:** **Computer Skills:** Click on a specific app Navigate to a specific web address Recognize and start a software program	**Saving passwords on phone** With most things done online, there are a number of sites that we need to remember our usernames and passwords for. Having a safe place to keep them all together is ideal. We can keep all of our usernames and passwords in one place on our phones and keep them safe if someone else were to see our list. We can use a notes app or hide photos on our phones to keep private information safe. For iPhone Using the notes app: Create a new note 1. Open Notes. 2. Tap the Compose button⬜, then create your note. 3. Tap Done. The first line of the note becomes its title. To change the formatting style of the first line, go to Settings > Notes > New Notes Start With, then select an option. You can also quickly access Notes from Control Center. Go to Settings > Control Center, and add Notes. Then open Control Center and tap Notes to create a note. Or, just ask Siri to "Start a new note." https://support.apple.com/en-us/HT205773#:~:text=Go%20to%20Settings%20%3E%20Control%20Center,%22Start%20a%20new%20note.%22 After you have learned how to create a new note complete the following steps to save your usernames and passwords in a safe way. 1. Open new note 2. Type username into the app 3. Type the website or abbreviation for where the username is used 4. Type an abbreviated password, for example if your password is Project#1 use P#1. Using an abbreviation allows you to store your passwords on your phone without others being able to know what your password is. You know what the P means, others do not. ❮ Notes ⋯ Done **Passwords:** Student123 Typing.com: P#1 **For Android Using the Google Keep app**

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Download the Google Keep app

1. On your Android phone or tablet, open the Google Play app .
2. Find the Google Keep app.
3. Tap Install.

https://support.google.com/keep/answer/2888240?hl=en&co=GENIE.Platform%3DAndroid

Write a note

1. On your Android phone or tablet, open the Google Keep app .
2. Tap Create .
3. Add a note and title.
4. When you're done, tap Back .

Edit a note

1. On your Android phone or tablet, open the Google Keep app .
2. Tap the note you want to edit.
3. Make changes to a note.

     To undo an action, tap Undo .

   To redo an action, tap Redo .

4. When you're done, tap Back .

https://support.google.com/keep/answer/2888246?co=GENIE.Platform%3DAndroid&oco=1
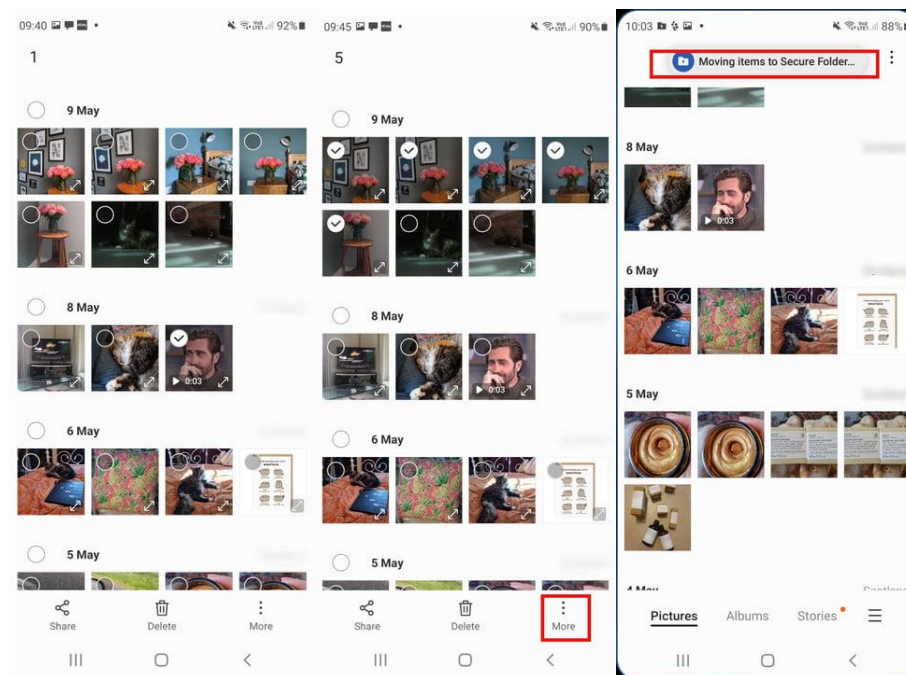
How to hide photos

Android:

  Open the *Settings* and tap on *Biometrics and security* then find the *Secure Folder* option and tap on it.

- It may prompt you to sign into your account and agree to the terms.
- Now you can configure your Secure Folder and decide whether it should appear in the app drawer, how to access it, whether it should lock automatically when the screen turns off, and various other options.
- We recommend locking it with your fingerprint and setting it to lock automatically when the screen turns off.

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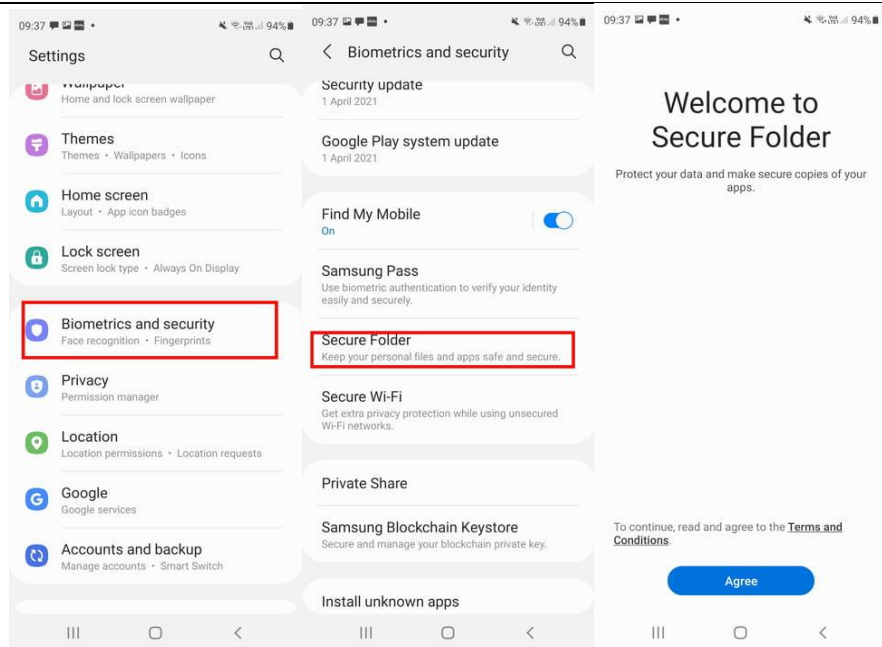
- Open the Gallery app and find a photo you want to hide.
- Tap and hold to select it and tap the three vertical dots at the bottom right.
- Choose *Move to Secure Folder* from the drop-down list.

If you ever want to unhide photos, simply find them in the Gallery app in the Secure

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Folder, tap and hold to select, then tap the three vertical dots at the top right and choose.

https://digitaltrends.com/mobile/how-to-hide-photos-on-your-android/#:~:text=Open%20the%20Gallery%20app%20and,from%20the%20drop-down%20list

How to hide photos on iPhone, iPad, or iPod touch
1. Open Photos.
2. Select the photo or video that you want to hide.
3. Tap the Share button, then tap Hide.
4. Confirm that you want to hide the photo or video.

Unhide photos on iPhone, iPad, or iPod touch

On an iPhone or iPod touch:
1. Open Photos and tap the Albums tab.
2. Scroll down and tap Hidden under Utilities.
3. Tap the photo or video that you want to unhide.
4. Tap the Share button, then tap Unhide.

On an iPad:
1. Open Photos. If the sidebar is hidden, tap the sidebar icon in the upper-left corner.
2. Scroll down until you see Hidden under Utilities.
3. Tap the photo or video that you want to unhide.
4. Tap the Share button, then tap Unhide.

Find the Hidden album

On an iPhone, iPad, or iPod touch, the Hidden album is on by default, but you can turn it off. When you turn off the Hidden album, any photos or videos that you've hidden won't be visible in the Photos app. To find the Hidden album:
1. Open Photos and tap the Albums tab.
2. Scroll down and look for the Hidden album under Utilities. If you're on an iPad, you might need to tap the sidebar icon in the upper-left corner, then scroll down until you see the Hidden album under Utilities.

To turn off the Hidden album:
1. Go to Settings and tap Photos.
2. Scroll down and turn off Hidden Album.
https://support.apple.com/en-us/HT205891

There are other apps that students can download to hide their photos.

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Activity 3:
30 minutes
 	
VocFit Crosswalk:
Computer Skills:
Click on a specific app
Navigate to a specific web address
Recognize and start a software program
	Scanning A Document Using Phone
	Have students brainstorm for 5 minutes why they might need to scan a document using their phone.
	Have students share some of their ideas.
	Add a quick 2-minute disclaimer on safety: what types of documents they should or should not scan to people, who would be appropriate for them to send documents to, etc.
	
	How to scan documents on your iPhone, iPad, or iPod touch
	
	You can use the Notes app to scan documents and add signatures on your iPhone, iPad, or iPod touch.
	
	Scan a document
	1. Open Notes and select a note or create a new one.
	2. Tap the Camera button , then tap Scan Documents .
	3. Place your document in view of the camera.
	4. If your device is in Auto mode, your document will automatically scan. If you need to manually capture a scan, tap the Shutter button or one of the Volume buttons. Then drag the corners to adjust the scan to fit the page, then tap Keep Scan.
	5. Tap Save or add additional scans to the document.
	
	https://support.apple.com/en-us/HT210336
	
	For Android:
	
	Scan a document
	
	    1. Open the Google Drive app .
	    2. In the bottom right, tap Add .
	    3. Tap Scan .
	    4. Take a photo of the document you'd like to scan.
	         • Adjust scan area: Tap Crop .
	         • Take photo again: Tap Re-scan current page .
	         • Scan another page: Tap Add .
	    5. To save the finished document, tap Done .
	
	https://support.google.com/drive/answer/3145835?co=&co=GENIE.Platform%3DAndroid&oco=1
	
	We understand that some individuals learn better with a video, below are 2 videos that might be useful. You can also use these later on as a refresher.

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	YouTube video: Android: https://youtu.be/DgA1-MBTMKg iPhone: https://youtu.be/Oomupvlcmq8
Activity 4: 60 – 120 minutes **VocFit Crosswalk:** **Computer Skills:** Click on a specific app Navigate to a specific web address Recognize and start a software program	Note to instructor: Should be done after teaching google slides. Internet Safety Review internet safety and select some of the following YouTube videos for the students to watch. https://www.youtube.com/watch?v=yrln8nyVBLU&t=167s https://www.commonsense.org/education/digital-citizenship/curriculum https://transition.fcc.gov/cgb/Internet-Safety-Tips.pdf https://www.philasd.org/educationaltechnology/teaching-and-learning/internet-safety/internet-safety-for-studentshttps://www.youtube.com/watch?v=X9Htg8V3ei Guide the students to assist you in creating a google slideshow. Share the slide show with the students so each can work on creating the show.
Activity 5: 60 – 90 minutes – Present the smaller activities up into time frames that work for you **VocFit Crosswalk:** **Computer Skills:** Click on a specific app Navigate to a specific web address Recognize and start a software program	**Job Scams and how to Avoid Them** **Discuss each of these smaller units with your students to teach about scams** **Safety Tips for Online Applications:** 1. Update your device protection 2. Do not connect to a public Wi-Fi when filling out an online application. 3. Avoid passing along private information online 4. If it sounds too good to be true… it probably is 5. Watch out for unsolicited offers of employment 6. Ask yourself if it makes sense https://www.thejobnetwork.com/5-more-safety-tips-online-job-search/ **10 Warning Signs of a Job Scam** 1. You are contacted through non-company email domains and teleconference applications (e.g. an actual IBM recruiter would contact you using a company email such as johndoe@ibm.com, as opposed to johndoeibm@gmail.com) 2. You are required to purchase start-up equipment from the company, such as is the case with assembling products work-from-home job scams. 3. You are asked to pay a non-refundable registration fee. 4. You are required to provide your bank account information (before you start working). 5. You receive an employment contract to sign in advance, asking for Personal Identifiable Information such as your SSN and your bank details. 6. Job postings appear on job boards, but not on the companies' websites. 7. Your potential employer is using a slightly altered website, such as www.2micro-soft.com and not www.microsoft.com 8. The email or job ad is full of errors and the job description and requirements are vague. 9. The potential employer shows a sense of urgency to hire you, such as listings that hire immediately, or within the same week of application. 10. The job requirements apply to literally any candidate but offer very good

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pay.

Tips to Protect Yourself from a Job Scam
- **Do an online search.** Google the company, the employer, or the recruiter, and see what pops up. For example, if you get emailed a job offer from say from a random name claiming they're a recruiter, search up their name online (or on LinkedIn) to see if their claim stands.
- **Talk to someone you trust.** If you come across a job offer that just seems too good to be true (e.g. it promises great pay in exchange for minimal skills), then show the listing to someone you know and trust. They might give you a valuable second opinion on whether it's a job scam or the real deal.
- **Don't pay for the promise of a job.** If you are required to pay for a job, it's guaranteed to be a scam. In normal circumstances, you can't just pay for a job - you have to deserve it. So, if you get an offer saying you can just pay for a position, you can rest assured it's a scam.
- **Connect with the company.** Did you see a job offer on social media supposedly from a company? Don't take everything at face value. Shoot the company an email asking if the offer is legit or, at least, check the company's website to see if the listing is there. If the job opening is real, it should definitely be on the website.
- **Never agree to a wire transfer of any sort.** Wire transfers are common among thieves. They consist of moving money quickly from one account to another and it's almost impossible to recover those funds. So, if you get an email supposedly from a company executive asking you to wire money for lack of an easier payment method, that's your sign that it's a job scam.
- **Reject job offers that require no experience.** As we said before, a job that pays any decent amount of money will require a certain level of knowledge or experience in the field. So, if the job offer promises decent/easy money for an easy job, it's probably a no-no.
- **Don't agree to provide your bank details to a potential employer.** Obviously, you will need to provide sensitive information such as your bank details to your employer eventually. However, no legit employer will ever ask for your bank details before you actually settle into the job.
- **Don't interact with potential employers who urge you to act fast.** A typical sign of a job scam is when the scammer urges you to act fast to "seal the deal" and give them your money or your personal information. A normal hiring process takes at least 1-3 weeks, depending on the company procedure. So, any employer who guarantees a super fast hiring process is guaranteed to be a scammer.
- **Don't accept an offer when you didn't apply.** Sometimes, scammers will contact you out of nowhere, saying you're hired for a job that you didn't apply for. This is, of course, a scam.

Do you still have some questions about job scams? We'll answer them here!

Q —

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	#1: How Do I Know a Job is a Scam?
	Job scams come with several warning signs. Here are some of the signs you should keep an eye for when you're on a _job hunt_:
	You are required to purchase start-up equipment from the company.
	You are asked to pay a non-refundable registration fee.
	Job postings appear on job boards, but not on the companies' websites.
	The email or job ad is full of errors and the job description and requirements are vague.
	Q —
	#2: How Can I Avoid a Job Scam?
	To avoid a job scam, do the following:
	Do an online search. Check if the recruiter, company, or job ad is legit.
	Reject job offers that require no experience.
	Never agree to a wire transfer of any sort.
	Don't interact with potential employers who urge you to act fast.
	Q —
	#3: What if I Sent Money to Someone Who Promised Me a Job (But Never Delivered)?
	If you fell victim to a job scam, you should contact the Federal Trade Commission (FTC).
	So, if you paid e potential employer or provided your SPI to someone you don't know well, you can either call the FTC at 1-877-382-4357 or file a _complaint online here_.
	Q —
	#4. How Do Job Scams Work?
	Job scams happen when criminals deceive victims into thinking they got a job, or by promising them a job posing as employers/recruiters.
	Scammers take advantage of their authority as potential employers and ask that you either provide them with your personally identifiable information (PII) or straight-up transfer money.
	https://novoresume.com/career-blog/job-scams
Extension Activities: Critical Thinking Questions and Evaluation Tools	
Extension Activities: Critical Thinking Questions and Evaluation Tools	1. Knowledge / Remembering: How would you show a friend how to hide and protect passwords?
	2. Comprehension / Understanding:

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	Create 3 passwords – each one more complicated than the one before. What did you add each time to make it a stronger password? 3. Applying: What might happen if someone took your password to your computer? What might happen if someone took your password to your Amazon account? What might happen if someone took your password to your Instagram account? 4. Analyzing: Create a role play with a hacker and someone who is hacked. What does the hacker want from the person? How does the person react? What does the person who is hacked do once he finds out? Ask someone from your IT department to help you with the Role Play or maybe be in it. 5. Evaluating: How would you test your strongest password? How do you recognize a phishing email? 6. Creating: If you didn't have a phone, how would you store your passwords?

Lesson Plan modified from:
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

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Appendix A

Internet Safety

Be
Wise

online	messages
password	virus
strangers	true
address	information
pictures	forever

ACROSS
4. Never meet strangers you met
5. Never send unkind or threatening
6. Do not post these on the internet
8. Understand what you read on the internet may not be
9. Never open emails from
10. Do not download from the internet, it could cause your computer to get a
 DOWN
1. Is personal information
2. Do not give out your personal
3. What you post on the internet is
7. Do not share this with anyone but your parents

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Lesson Plan Contents Page
Unit 8: Technology
Objective 8.2: The student will be able to develop and demonstrate pre-requisite technology skills

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

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Unit 8: Technology 8.2 *The student will be able to develop and demonstrate pre-requisite technology skills.*	Total Activities: 5

STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.

Lesson Plan Summary:

Activity 1: Students will learn the basics of using Microsoft Word. Students will learn how to navigate around word. Also, how to create, open, save and share files.

Activity 2: Students will learn how to set up a professional email account, how to write a professional email, and how to add an attachment.

Activity 3: Students will learn how to use spell check in Microsoft work and Gmail.

Activity 4: Students will learn how to save an image from Google to your computer

Activity 5: Students will learn how to create a PowerPoint

What you will need: Materials & Resources	
Handouts:	• None

Technology:	• YouTube:
	   o https://youtu.be/j-ZAVHk5SaU
	   o https://youtu.be/PafCMUVH_OA
	   o https://youtu.be/iHuFzz7Wvt4
	   o https://youtu.be/uzrpa-gwN1A
	   o https://youtu.be/7vSnesQDLBE
	   o https://youtu.be/qXinjIL7SKI
	   o https://youtu.be/sqkEDw99szg
	   o https://youtu.be/YoS_MP6Nw3c
	• Websites:
	   o https://usingtechnologybetter.com/blog/check-spelling-in-a-gmail-message/
	   o https://www.lifewire.com/how-to-save-picture-from-google-4584005

Other materials needed for activities:	• None
How to Assess Understanding		
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Knowledge ⟶ What will they **know** because of the lesson?	**Skills** ⟶ What will they be able to **do** because of the lesson?	**Check for Understanding / Evaluation** What will the Instructor ask/do to determine interns' level of understanding? How can the intern **demonstrate their understanding?**
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding

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Be able to know basic computer skills and determine when to use each skill.	Be able to demonstrate the following pre-requisite skills such as: • Save a document • Insert a picture • Use spell check • Share a document • Write a professional email • Create a simple PowerPoint • Etc.	Check their finished product for usage of skills taught in these lessons.

STEP TWO: The Lesson Plan	
Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.	
Glossary	Ensure the students are familiar with glossary words connected with this lesson. **Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.** **Glossary Terms** • **Ribbon**: tabbed toolbars, filled with graphical buttons and other graphical control elements, grouped by function. • **Backspace**: to move back a space in a text with the press of a key. • **Toolbar:** a strip of icons on a computer display providing quick access to certain functions. • **Extracurricular:** usually organized student activities (such as athletics) connected with school.
Introduction: **20 – 30 minutes** **Connect to Purpose** **VocFit Crosswalk:** **Interpersonal Skills:** Work with a co-worker in a group Listen actively	Glossary: Print each glossary word and the definition separate. Have the students match the glossary word to the definition on the board. You can add magnetic tape to the back so they stick to the board or use tape.
Lesson Activities	
Activity 1 30 minutes **VocFit Crosswalk:** **Computer Skills:** Navigate to a specific web address Recognize and start a software program	**Microsoft Word** Getting Started: https://youtu.be/j-ZAVHk5SaU This video includes information on: • Working with the Word environment • Using the Quick Access Toolbar • Using the Ruler • Using Backstage

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Save a file to a specific location	Creating and opening files: https://youtu.be/PafCMUVH_OA This video includes information on: • Opening existing documents • Pinning documents • Converting documents • Using Compatibility Mode Saving and sharing files: https://youtu.be/iHuFzz7Wvt4 This video includes information on: • Saving documents • Sharing documents
Activity 2: 30 minutes **VocFit Crosswalk:** **Computer Skills:** Navigate to a specific web address Read a received email Reply to an email message Attach a file to an email	**Setting up a Professional Email Account, Writing an Email, and Adding an Attachment** Students will learn how to set up a professional Gmail email account, how to compose and email and how to add an attachment to an email. See PowerPoint at https://wp.me/a9Fwrm-1hU. Have student email you a word document.
Activity 3: 15 – 20 minutes **VocFit Crosswalk:** **Computer Skills:** Enter text applying basic key functions Type text to create a document	**Using spell check** Microsoft word: https://youtu.be/uzrpa-gwN1A Gmail: 1. Click the **More options** drop-down arrow in the bottom right of the compose window (next to the trash icon). 2. Select **Check spelling** from the menu. 3. Gmail will highlight the misspelled words. Click the highlighted word to view suggestions or ignore. https://usingtechnologybetter.com/blog/check-spelling-in-a-gmail-message/
Activity 4: 15 – 20 minutes **VocFit Crosswalk:** **Computer Skills:** Navigate to a specific web address Locate and open a saved file	**How to save an image from Google to your computer** Right-click or control-click an image in Google search results, select **Save Image As**. Choose a location and filename and select **Save**. https://www.lifewire.com/how-to-save-picture-from-google-4584005 **How to insert a picture into word:** https://youtu.be/sqkEDw99szg • inserting pictures from a file

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Attach a file to an email Use an online Search Engine	• Change text wrapping settings • Inserting online pictures **How to add clipart images to word:** https://youtu.be/YoS_MP6Nw3c 1. Divide students into groups of 5 depending on class size. 2. Assign each group a safety tip to search for images. 3. Have the students search for images on google that describe the safety tip they were assigned. 4. Students will save 5 images that describes their safety tip. 5. Students will then insert the 5 images they saved into a word document and save. 6. Students will then compose a professional email to the other students and attach their documents. 7. Then each group will try to interpret the safety tip that group had. **Possible safety categories:** Internet Safety Household safety Community safety Workplace safety Travel safety School safety
Activity 5: 60 – 90 minutes **VocFit Crosswalk:** **Computer Skills** Save a file to a specific location Ener text applying basic key functions Recognize and start a software program Type text to create a document	**How to create a PowerPoint** YouTube video on How to use Google Slides: https://youtu.be/7vSnesQDLBE YouTube video How to use Microsoft PowerPoint: This video is about 30 minutes https://youtu.be/qXinjIL7SKI Have the students work in Google Slides to create a PowerPoint using activity 4. You can use these PowerPoints later in the year as a refresher activity if needed.
	Extension Activities: Critical Thinking Questions and Evaluation Tools
Extension Activities: **Critical Thinking** **Questions and** **Evaluation Tools**	1. Knowledge / Remembering: Ask the students: Describe how you would add a picture of yourself at school or in an extracurricular in a professional email. 2. Comprehension / Understanding: Ask the students: If the Toolbar goes away, can you demonstrate how to get it back? Can you demonstrate how to make the font smaller or larger in a PPT? 3. Applying: Ask the students: What would happen if you applied for a job and had a very unprofessional email address?

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	4. Analyzing: What are the major differences between Word and PPT? When would you use each one and why? 5. Evaluating: Hold a discussion about inventing a new, improved toolbar for the functions that the students think are important. Are any of the existing tools still necessary? Which ones? Why? What else is needed and what heading would be used. 6. Creating: • Ask the students to create a newsletter about their class using their knowledge from this lesson. • Ask the students to create a matching worksheet for all the toolbar items and their function

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

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Lessons for Living, Learning, and Working

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Lesson Plan Contents Page
Unit 8: Technology
Objective 8.3: The student will be able to use their technology as a professional tool and appropriate across environments.

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Appendices & Additional Resources

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Unit 8.3: The student will be able to use their technology as a professional tool and appropriate across environments.	Total Activities: 5

STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.

Lesson Plan Summary:

Activity 1: Students will learn how to submit an online job application.

Activity 2: Students will learn how to set up their medical ID on their phones.

Activity 3: Students will learn how to set up alarms, timers and use the calendars on android and iPhone.

Activity 4: Students will learn how to send an email, format text, and add an attachment on android phones. Students will also learn how to download the Gmail app and send an email on iPhone.

Activity 5: Students will learn how to set up their voicemail, play, share, and delete messages and how to change their voicemail settings on iPhone. Students will learn how to record a new greeting and change their greeting on android.

What you will need: Materials & Resources	
Handouts:	• 8.3 Activity 1 How to Fill Out a Job Application • 8.3 Activity 2 Setting up Medical ID on Android Phones • 8.3 Activity 2 Setting up Medical ID on iPhone • 8.3 Activity 3 Android Alarms • 8.3 Activity 3 iPhone Alarms • 8.3 Activity 3 Android and iPhone Timer

Technology:	• YouTube:
	   o https://youtu.be/gZTqZ6sF5YU
	   o https://youtu.be/vxQo-ix8XRQ
	   o
	• Websites:
	   o https://www.androidcentral.com/gmail-android-how-to
	   o https://www.techbout.com/use-gmail-on-iphone-24254/
	   o https://support.google.com/mail/answer/2819488?hl=en&co=GENIE.Platform%3DiOS
	   o https://support.apple.com/guide/iphone/check-voicemail-iph3c99490e/ios
	   o https://support.google.com/voice/answer/115069?hl=en&co=GENIE.Platform%3DAndroid

Other materials needed for activities:	• None

How to Assess Understanding		
Knowledge ➡️ What will they **know** because of the lesson?	**Skills** ➡️ What will they be able to **do** because of the lesson?	**Check for Understanding / Evaluation** What will the Instructor ask/do to determine interns' level of understanding? How can the intern **demonstrate their understanding?**
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding in classroom discussions and other school activities

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Be able to answer what, when, why, where you would utilize these professional technology tools.	Be able to demonstrate professional technology strategies such as: • Emails • Voicemails • Medical ID • Applying for a job online • Alarms, timers, calendar	Check utilization of these technology tools in several environments and throughout the year.
Students will know where to locate on-line applications.	Students will be able to fill out an on-line application	See evidence of a completed an on-line application. Observe the student moving from one section of the resume to another as well as locating and entering his/her personal information.

STEP TWO: The Lesson Plan	
Please customize these activities according to your school setting, its policies, vision, and core values. *Please use and modify them based on the objective and the needs of your students.*	
Glossary	Ensure the students are familiar with glossary words connected with this lesson. Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students. Glossary Terms • **Accurately:** in a way that is correct in all details; exact. • **Formatting:** the shape, size, and general makeup (as of something printed). • **Recover**: find or regain possession of. • **Carrier (phone):** Cell phone carriers are cell phone companies that provide cellular service to cell phone users. • **Devise:** plan or invent; to create.
Introduction: **15 – 20 minutes** **Connect to Purpose** **VocFit Crosswalk:** **Interpersonal Skills:** Work with a co-worker in a group Listen actively	Print each glossary word and the definition separate. Have the students match the glossary word to the definition on the board. You can add magnetic tape to the back so they stick to the board or use tape.
Lesson Activities	
Activity 1 45 – 60 minutes **VocFit Crosswalk:** **Computer Skills:** Navigate to a specific web address Locate and save a file/document	**How to Fill Out a Job Application** **Read carefully**: Read the entire form carefully. Know what is being asked before filling out the form. Employers may use the application form to judge how well you follow instructions and how careful you may be as an employee. Ask someone to check it over for you before you submit it. **Answer all questions:** Fill in the blanks completely and accurately. When something doesn't apply to you, write N/A for non-applicable. Check your answers for correct

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Enter text applying basic key functions	spelling, grammar, punctuation, completeness, and accuracy.
	
	Position: Put a specific job down to show your area of interest.
	
	Personal information: Use a professional email address and make sure your voicemail is set up if using your cell phone.
	
	Education and training: List academic, vocational, and professional education and schools attended. Be prepared to attach copies of certificates or other documents.
	
	Work experience: Always list the most recent employer first. Give complete and accurate names, dates, addresses, phone numbers, job titles, dates of employment, etc. Use your resume as a guide. Make sure the information presented in the application agrees with the information in your resume.
	
	Special job-related skills: Use action verbs to list your special job-related skills, training, licenses, and accomplishments. List the types of equipment/tools that you can use. This will make you stand out from other applicants. The job description can provide clues about important skills.
	
	References: Most employers will call references. Consider using teachers, counselors, co-workers, coaches, as references. (Do not use relatives) Be sure to ask for their permission and verify where they can be reached. Provide complete and accurate information about 3 (or more) people who can speak highly of you.
	
	 How to Fill out an On-Line Job Application
	Class #1:
	
	Pre-Planning: Have students create an individualized "Quick Guide to their Personal Data" prior to completing this lesson. If they have a resume, they can highlight the main areas that will be needed in an application (i.e. Name, Date, Cell phone number, Email address, Skills list)
	
	Warm up: Discuss students' prior experience in filling out a job application. What worked? What was challenging? What did you need to do differently?
	
	Directions:
	● Hand out a sample *incorrect* job application to each student (Teacher will fill out this blank template incorrectly prior to the lesson) - *(Sample Template in Appendix A)*
	● Break the students into pairs
	   ○ Main Task:
	      ■ Highlight the errors on the sample application
	      ■ Count the errors and report out to whole class
	   ○ Main Questions:
	      ■ Would you hire this person? Why or why not?

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	Class #2: **Directions:** ● Review the *How to Fill out Job Application* handout: *(in Appendix A)* ● Hand out a blank copy of a Job Application for each student to practice filling out *(Sample in Appendix A)* ● Review together as a whole class
Activity 2: 30 – 45 minutes **VocFit Crosswalk:** **Computer Skills:** Click on a specific app Navigate to a specific web address Recognize and start a software program **Interpersonal Skills** Work with a co-worker in a team Ask clarifying questions Listen actively	**Setting up Medical ID on your Phone** See Handouts for Setting up your Medical ID on Android and iPhone in Appendix B.
Activity 3: 30 minutes	**How to set Alarms, Timers and Use Calendar** **All Handouts can be found in Appendix C.** **Alarms** Android and iPhone: See Handout

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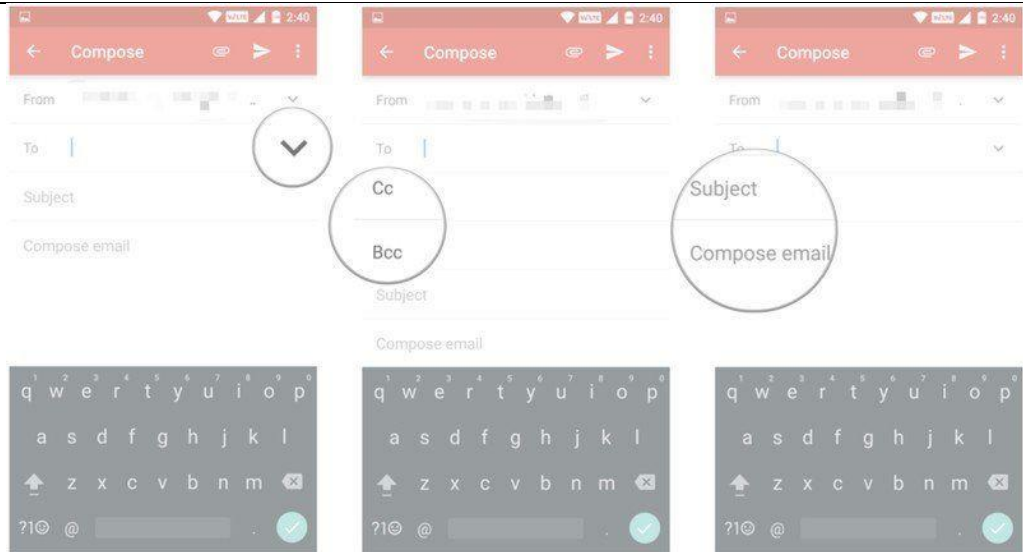|	
VocFit Crosswalk: **Computer Skills:** Click on a specific app Navigate to a specific web address Recognize and start a software program **Interpersonal Skills** Work with a co-worker in a team Ask clarifying questions Listen actively	**Timers** Android and iPhone: See Handout **Calendar** Android: https://youtu.be/gZTqZ6sF5YU **Calendar** iPhone: https://youtu.be/vxQo-ix8XRQ If you have students who are more visual and prefer a video, there are many videos on google.
Activity 4: 30 – 45 minutes **VocFit Crosswalk:** **Computer Skills:** Click on a specific app Read a received email Reply to an email message Access an email system using a username and password **Interpersonal Skills** Ask clarifying questions Listen actively	**How to send email using Gmail** 1. Open **Gmail** from the home screen or app drawer. 2. Select the **floating action button** (circular button with a pen icon in the bottom right corner) to **compose** a new mail. 3. Enter the **recipient's email address** in the **To** field. 1. Use the **downward arrow symbol** to see **Cc and Bcc** options. 2. Enter the **subject** and **body** of the text. 3. Tap the **arrow button** to send the email.

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How to format emails and add emojis in Gmail

Google added rich text formatting in Gmail for Android earlier this year, giving you the ability to add text colors and underline, italicize, and bold text. And yes, you can also send emoticons within an email.

1. Select the **desired text** with a quick **double tap**.
2. Tap the **Format** button from the action menu.
3. Select from **bold**, **italics**, or **underline**. You can also change text color and background.
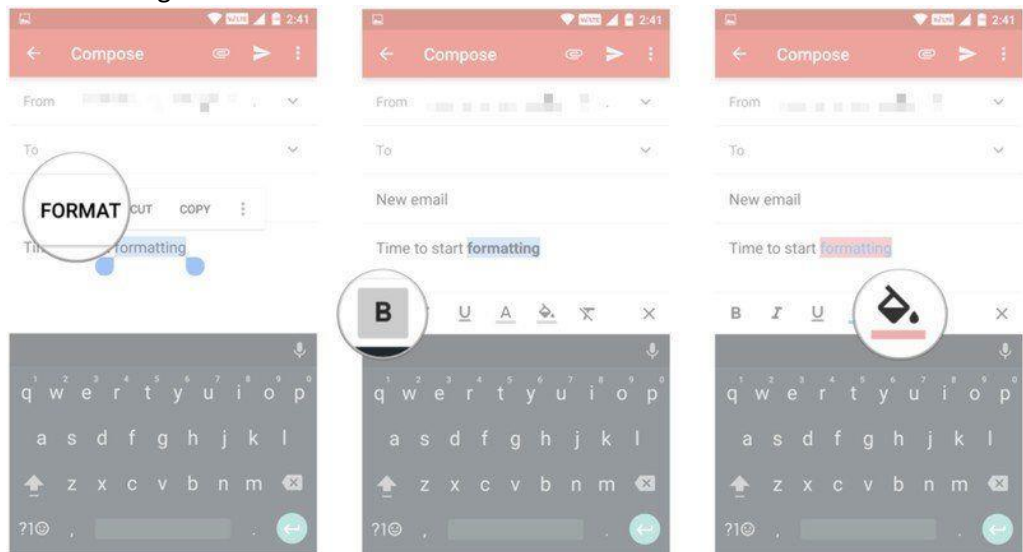

1. To add emoji, tap the **emoji button**.
2. Select your desired emoji and add it to the text.
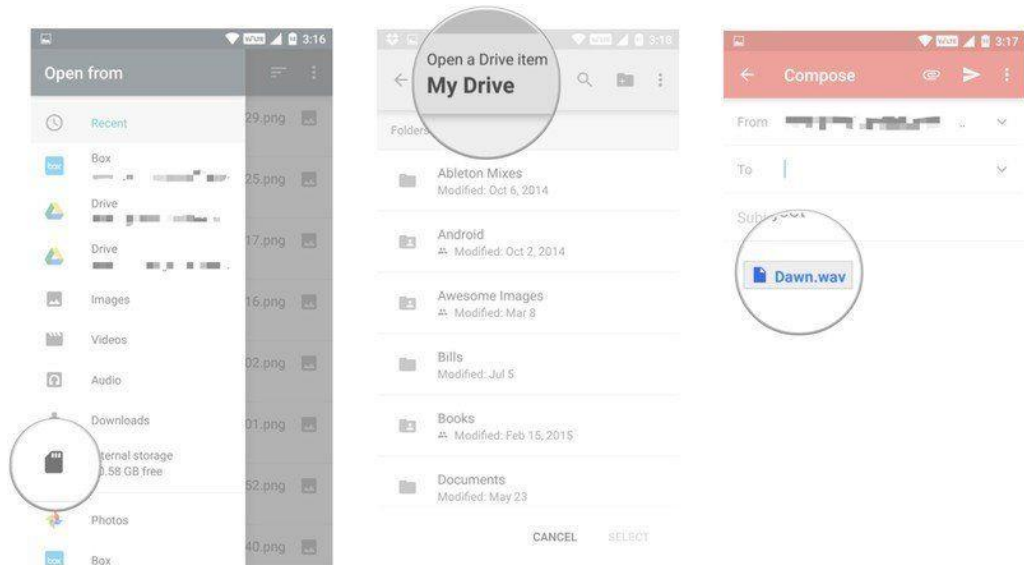
How to add attachments in Gmail

With Gmail, you can attach local files — including documents, photos, or videos — or send files stored on Box, Dropbox, Google Drive, and other cloud storage services.

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Local attachments are limited to 25MB, and for anything larger than that you'll have to upload the file to Drive first. Doing so lets you share files up to 10GB in size.

1. Select the **floating action button** to **compose** a new mail.
2. Tap the **attach** button to select files.
3. Choose **Attach file** to insert local files or use **Insert from Drive** to attach Drive files as links within the mail.
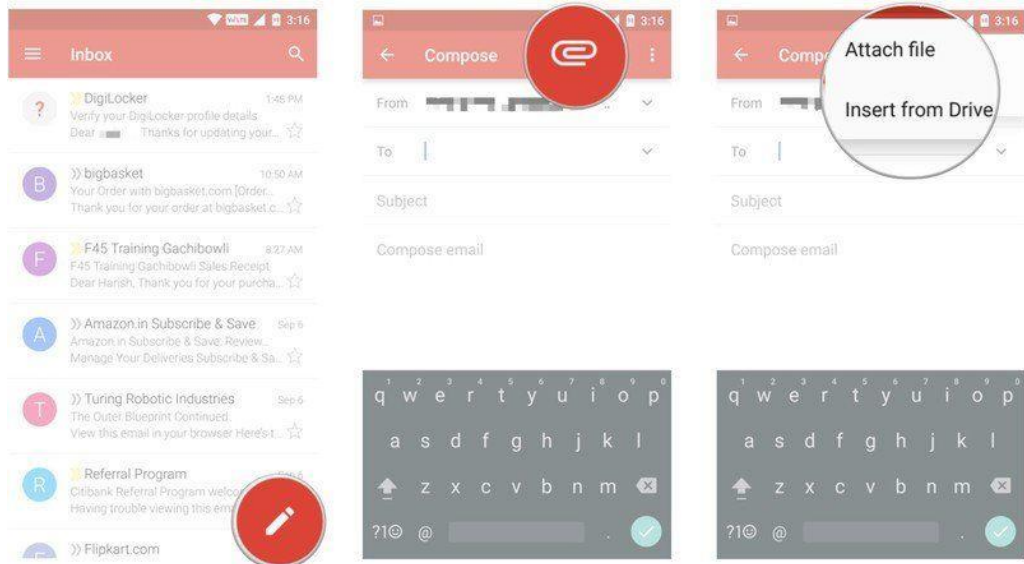
1. Using the **Attach file** option is straightforward. Select the file from the menu to embed it in the mail.
2. **Insert from Drive** follows a similar flow.
3. Once you select the attachment, you'll see a preview at the bottom of the mail.

More information on how to use google on android can be found here:

https://www.androidcentral.com/gmail-android-how-to

How to use Gmail on iPhone:

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	Download Gmail App on iPhone
	1. Open the App Store on your iPhone > Download and Install the Gmail App on your device.
	2. Once the App is installed, open Gmail App > On the next screen, enter your Gmail ID and Password to Sign-in to your Gmail Account.
	https://www.techbout.com/use-gmail-on-iphone-24254/
	Write an email
	1. Make sure you've downloaded the Gmail app. 2. On your iPhone or iPad, open the Gmail app . 3. At the bottom right, tap Compose. 4. In the "To" field, add recipients. If you want, you can also add recipients in the "Cc" and "Bcc" fields. 5. Add a subject. 6. Write your message. 7. At the top of the page, tap Send .
	https://support.google.com/mail/answer/2819488?hl=en&co=GENIE.Platform%3DiOS

Activity 5:
30 – 45 minutes
 	
VocFit Crosswalk:
Computer Skills:
Click on a specific app
 	
Interpersonal Skills
Listen actively
Communicate with others on the phone
Speak clearly so that others can understand
Understand the speech of another person
	Set up voicemail
	
	The first time you tap Voicemail, you're asked to create a voicemail password and record your voicemail greeting.
	
	1. Tap Voicemail, then tap Set Up Now.
	
	2. Create a voicemail password.
	
	3. Choose a greeting—Default or Custom; if you choose Custom, you can record a new greeting.
	Play, share, or delete a voicemail message
	
	Siri: Say something like: "Play the voicemail from Eliza." Learn how to ask Siri.
	
	Or do the following:
	
	1. Tap Voicemail, then tap a message.
	
	2. Do any of the following:
	
	    o *Play the message:* Tap .
	
	       Messages are saved until you delete them or your carrier erases them.

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o *Share the message:* Tap ⬆️.

o *Delete the message:* Tap 🗑️ .

Important: In some countries or regions, deleted messages may be permanently erased by your carrier. Your voice messages may also be deleted if you change your SIM card.

To recover a deleted message, tap Deleted Messages, tap the message, then tap Undelete.

Change your voicemail settings

- Change your greeting: Tap Voicemail, then tap Greeting.

- *Change your voicemail password:* Go to Settings ⚙️ > Phone > Change Voicemail Password, then enter the new password.

  If you forgot your voicemail password, contact your wireless carrier.

- *Change the alert for new voicemail:* Go to Settings > Sounds & Haptics or Settings > Sounds.

https://support.apple.com/guide/iphone/check-voicemail-iph3c99490e/ios

Record a new greeting

When you use the Google Voice app, you can record a greeting up to 3 minutes long. If you use Safari to record the greeting, it can only be one minute long. If you don't record a new greeting, callers hear the default greeting.

To record a new greeting:

1. Open the Google Voice app   .
2. At the top left, tap Menu ≡ ⟩ Settings.
3. In the Voicemail section, tap Voicemail greeting.
4. Tap Record a greeting.
5. Tap Record 🎤 .
6. Record your greeting and when you're done, tap Stop ⏹️ .
7. Choose what you want to do with the recording:
   - To listen to the recording, tap Play ▶️.
   - To replace the recording, tap Redo.
   - To save the recording, tap Save. Enter a name for the new greeting and tap Save.

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	Change your greeting To use a different greeting that you already recorded or switch back to the default greeting: 1. Open the Google Voice app . 2. At the top left, tap Menu ≡ › Settings. 3. In the Voicemail section, tap Voicemail greeting. 4. Next to the greeting you want to use, tap More ⋮ › Set as active. a tutorial on how to [record a new voicemail greeting on your Android](#). https://support.google.com/voice/answer/115069?hl=en&co=GENIE.Platform%3DAndroid **Example of professional voicemails** • *You have reached [name]. Unfortunately, I can't take your call right now. Please leave your name, number and a brief message so I can get back to you as soon as possible. Thank you!*
**Extension Activities: Critical Thinking Questions and Evaluation Tools**
Extension Activities: Critical Thinking Questions and Evaluation Tools	1. Knowledge / Remembering: Describe all the steps of creating and sending a professional email. How many steps are there in each part? 2. Comprehension / Understanding: Create a skit with professional and unprofessional uses of technology. The skit needs to have at least 3 settings including a workplace. 3. Applying: Divide the class into 2 groups. One group develops a funny and inappropriate voice mail greeting. The other group must change all the elements and make it professional. The 2nd time they switch places. One group creates an inappropriate response on a voice mail and the other group has change it make it professional. 4. Analyzing: Listing current skills is one of the most important parts of a resume. What skills do you have that would be important for a retail job? What skills do you have for a manufacturing job? What skills do you have for a food service job? List these skills in a table in a Word document that can be copied in a resume. 5. Evaluating: Have the students work in small group – 3 – 4 in a group. Ask them to play their voice mail messages for each other. Each group must devise an evaluation for the voice mails in at least 3 areas. The students must come up with the categories. Some examples are: clarity and understanding of the words, too soft or too loud, professional language, etc. They need to rank each other's voice mail

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	and give suggestions to get a better score.
	6. Creating: Create some new emojis that are professional and could be used at a job.

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

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How to Fill Out a Job Application

Read carefully: Read the entire form carefully. Know what is being asked before filling out the form. Employers may use the application form to judge how well you follow instructions and how careful you may be as an employee. Ask someone to check it over for you before you submit it.

Answer all questions: Fill in the blanks completely and accurately. When something doesn't apply to you, write N/A for non-applicable. Check your answers for correct spelling, grammar, punctuation, completeness, and accuracy.

Position: Put a specific job down to show your area of interest.

Personal information: Use a professional email address and make sure your voicemail is set up if using your cell phone.

Education and training: List academic, vocational, and professional education and schools attended. Be prepared to attach copies of certificates or other documents.

Work experience: Always list the most recent employer first. Give complete and accurate names, dates, addresses, phone numbers, job titles, dates of employment, etc. Use your resume as a guide. Make sure the information presented in the application agrees with the information in your resume.

Special job-related skills: Use action verbs to list your special job-related skills, training, licenses, and accomplishments. List the types of equipment/tools that you can use. This will make you stand out from other applicants. The job description can provide clues about important skills.

References: Most employers will call references. Consider using teachers, counselors, co-workers, coaches, as references. (Do not use relatives) Be sure to ask for their permission and verify where they can be reached. Provide complete and accurate information about 3 (or more) people who can speak highly of you.

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SAMPLE JOB APPLICATION

Name and Address	
Name (First, MI, Last)	Social Security Number
Mailing Address	
City, State, and Zip Code	
Telephone	Alternate Phone
If under 18, please list age	Email

Job Type						
Days/hours available to work						
⊚ I have no preference.	⊚ Mon.	⊚ Tues.	⊚ Wed.	⊚ Thurs.	⊚ Fri.	⊚ Sat.	⊚ Sun.

I am seeking a:	⊚ Full-time job	⊚ Part-time job	⊚ Full- or Part-time
How many hours can you work weekly?		Can you work nights?	Date available to begin

Additional Information		
Have you ever been employed by this organization in the past?	⊚ Yes	⊚ No
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.	⊚ Yes	⊚ No
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?	⊚ Yes	⊚ No
If Yes, please explain:		

Do you have a driver's license? ⊚ Yes ⊚ No	Driver's license number	Issued in what state?

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Have you had any accidents during the past three years?	How many?
Have you had any moving violations during the past three years?	How many?

PLEASE NOTE: It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Education				
School	Location (mailing address)	Years Completed	Major	Degree or Diploma
High School				
College or Business/Trade School				

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Military				
Have you even been in the Armed Forces?	⊙ Yes	⊙ No	Date entered	
Are you now a member of the National Guard?	⊙ Yes	⊙ No	Discharge date	
Specialty				

Work Experience		
Please list ALL work experience beginning with your most recent job held. Attach additional sheets if necessary.		
Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		
May we contact this employer? ⊙ Yes ⊙ No		
Company	Name of last supervisor	Hrs/week

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Address		Start Date	Starting Salary
City, State, and Zip Code		End Date	Final Salary
Phone number		Your last job title	
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.			
May we contact this employer? ⊚ Yes ⊚ No			

Work Experience (continued)

Company	Name of last supervisor		Hrs/week
Address	Start Date		Starting Salary
City, State, and Zip Code	End Date		Final Salary
Phone number	Your last job title		
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.			
May we contact this employer? ⊚ Yes ⊚ No			

References

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Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.
1.
2.
3.
4.
I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.

Signature	Date

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# Putting the "Medical ID" Feature on Android Phones

For most people -- especially youth and young adults -- a smartphone is everything. It's a way to talk, text, take photos, play games, listen to music, read the news, and more. Android phones usually don't have built-in health apps that allow you to create a Medical ID. But people with Android phones can still create Medical IDs that anyone can see from the lock screen without unlocking the phone. There are free apps you can download that can create a Medical ID. This guide describes how to make a Medical ID using the free **Medical ID (Free) ICE Contacts** app. It is easy to set up and can be accessed by anyone in the event of an emergency.

SETTING UP YOUR MEDICAL ID
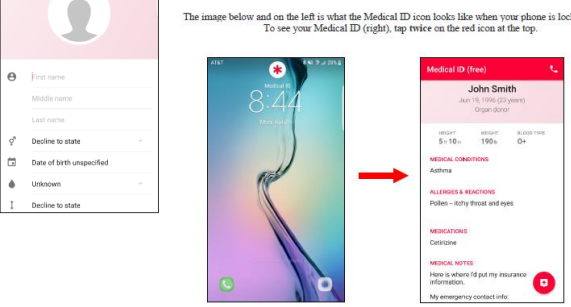
1. First, download the app. Go to the app store and download *Medical ID (Free) ICE[1] Contacts.*

2. Open the app. You will need to accept the app's Terms of Service and Privacy Policy.

3. You will then be shown a series of prompts. You will be asked to allow Medical ID to access your device's location and to make and manage phone calls. This is so you can be found in case of emergency, you can find nearby hospitals, and your emergency contacts can be called through this app.

4. After completing the prompts, it's time to create a profile. You can add your name, photo, and all the information you would want others to know about your health. This includes your blood type, height, weight, if you are an organ donor, medical conditions, allergies & reactions, medications, and medical notes.

5. *Important* To enter your emergency contact's information, go to the medical notes section. Here the app will ask for permission to access your contacts. Next, when you enter your emergency contact's name in your medical notes, the app will find their contact information.

6. Tap the check mark in the upper right corner to finish your profile!

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[1] ICE stands for In Case of Emergency

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7.   Once you tap the check mark, you'll be on a screen called Profiles. Tap on the three dots in the upper right corner to look at your Settings.
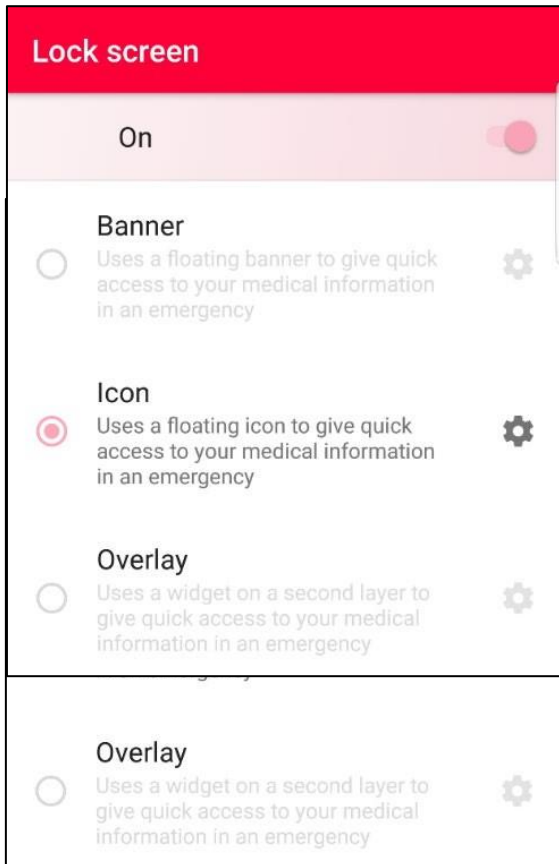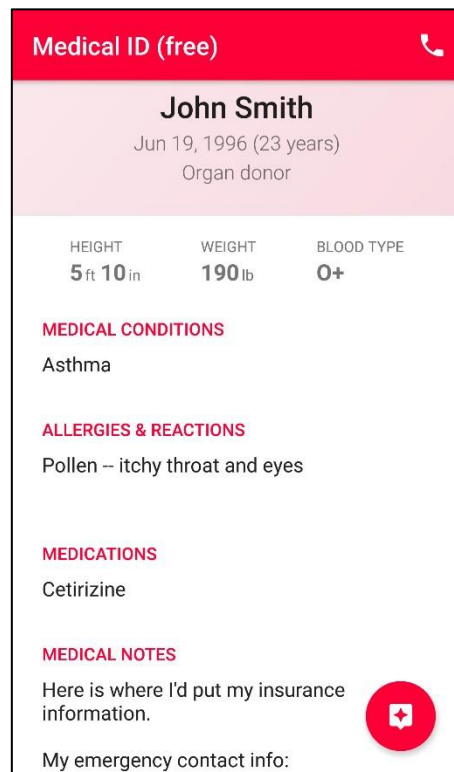
8.   In your Settings, tap on "Lock screen." (See example on the left.) The first line is an option to turn Lock screen on. It's important to do this so your info can be viewed in case of an emergency. Next, there are three different options for displaying your Medical ID. Choose the one that you prefer.

9.   Once the Lock screen has been turned on and you have chosen how you would like it to display, there is another series of prompts to allow the app to add a Medical ID banner/icon/widget on your lock screen. *(NOTE: This allows emergency workers to see at a glance that you have the Medical ID information available.)*
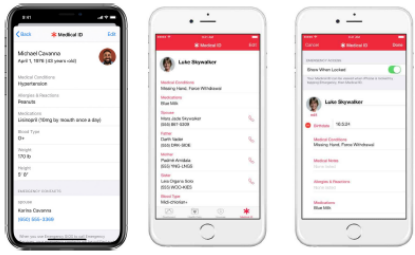
10.   Now it's time to test out the Medical ID program. Lock your phone and navigate to your passcode screen to see what Medical Professionals will be able to see in an emergency. *(Note: if you use your fingerprint ID, it will bypass the passcode section.)*

The image below and on the left is what the Medical ID icon looks like when your phone is locked. To see your Medical ID (right), tap **twice** on the red icon at the top.

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Setting up the Medical ID in the Health app on your iPhone

Medical ID helps first responders access your critical medical information from the Lock screen, without needing your passcode. They can see information like allergies and medical conditions as well as who to contact in case of an emergency.
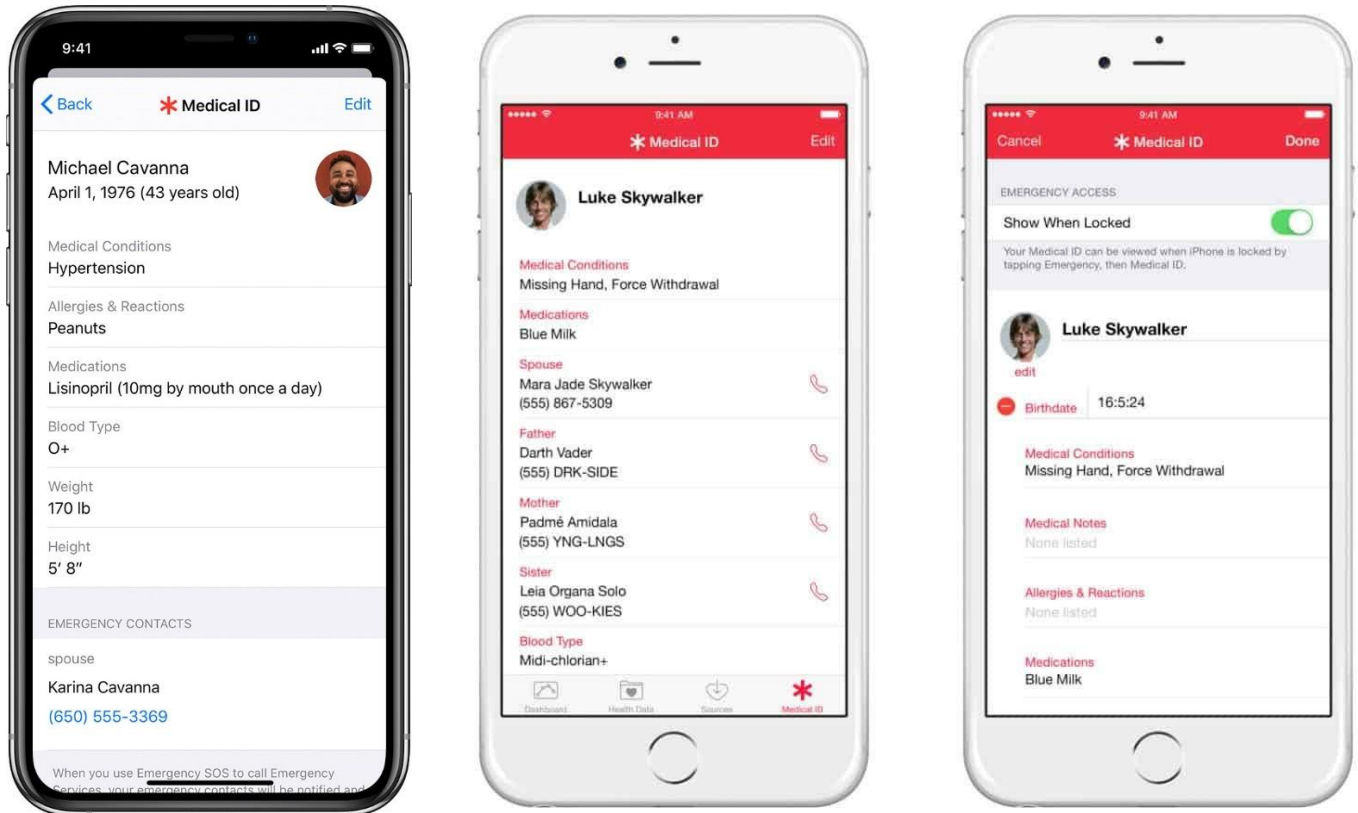
How to set up your Medical ID

Open the Health app and tap the Summary tab.

Tap your profile picture in the upper-right corner.
Under Medical Details, tap Medical ID.
Tap Edit in the upper-right corner.
To make your Medical ID available from the Lock screen on your iPhone, turn on Show When Locked. In an emergency, this gives information to people who want to help.
Enter health information like your date of birth, allergies, and blood type.
Tap Done.

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Accessing Medical ID on A Locked iPhone 8 Or Earlier

If you come across someone who is unconscious, you can access their Medical ID (if they've set one up) by doing the following:

Press the iPhone's Home button to access the lock/passcode screen.

Tap the Emergency button in the lower left-hand corner.

Tap the red Medical ID button in the lower left-hand corner of the Emergency keypad screen. You'll be taken to the Medical ID screen.


Accessing Medical ID on A Locked iPhone X, XS, XR, or iPhone 11 or higher

Accessing the Medical ID on an iPhone X or later is a bit different.

With the iPhone X, XS, XR, 11 you press and hold the Side button and the volume up button at the same time.

Now swipe right across the Medical ID slider. You'll be taken to the Medical ID screen.

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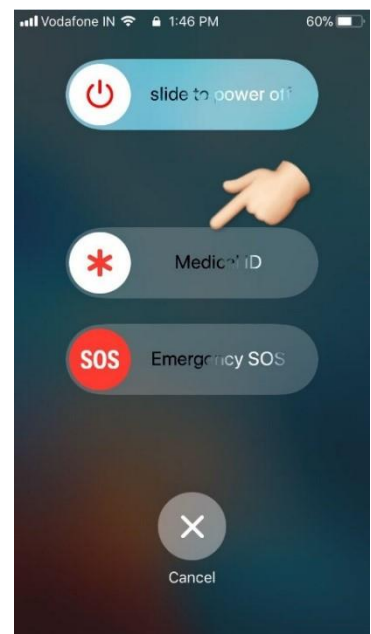
Set, cancel, or snooze alarms

You can make and change alarms in the Clock app.

Set alarm time

1. Open your phone's Clock app .
2. At the bottom, tap Alarm.
3. Pick an alarm.
    - To add an alarm, tap Add ＋ .
    - To reset an alarm, tap its current time.
4. Set the alarm time.
    - On the analog clock: slide the hand to the hour you want. Then slide the hand to the minutes you want.
    - On the digital clock: Enter the hour and minutes you want.

    - With the 12-hour format: Tap AM or PM.
5. Tap OK.

Cancel or delete alarm

1. Open your phone's Clock app .
2. At the bottom, tap Alarm.
3. On the alarm you want, tap the Down arrow ⌄ .
    - Cancel: To cancel an alarm scheduled to go off in the next 2 hours, tap Dismiss.
    - Delete: To permanently delete the alarm, tap Delete.

Change alarm sound or song

Use a sound

1. Open your phone's Clock app .
2. At the bottom, tap Alarm.
3. On the alarm you want, tap the Down arrow ⌄ .
4. Tap the current sound's name.
5. Choose a sound:
    - Pick a sound from the list: Tap it.
    - Use your own sound file: If you've downloaded a sound file to your phone, tap Add new ﹥ Your sound file. Learn where to find your files.

Use a song from YouTube Music, Pandora, or Spotify

1. If you haven't yet, download the YouTube Music, Pandora, or Spotify app. Learn how to download apps.
2. Open the app and sign in to your account. Learn how to open apps.

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3. Open your phone's Clock app 🔵.
4. At the bottom, tap Alarm.
5. On the alarm you want, tap the Down arrow ﹀ .
6. Tap the current sound's name.
7. Next to "Sounds," tap YouTube Music, Pandora, or Spotify.
8. Find a song you want to use, then tap it.
   - YouTube: To choose a song or album, use a premium account. No-charge accounts don't work with Clock.
   - Pandora (US only): To choose a song, use a premium account. Plus and no-charge accounts can choose stations. No-charge accounts might hear ads.
   - Spotify: To choose a song, use a premium account. No-charge accounts can choose playlists and might hear ads.

https://support.google.com/android/answer/2840926?hl=en#zippy=%2Ccancel-or-delete-alarm%2Cchange-alarm-sound-or-song%2Cset-alarm-time

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How to set and change alarms on your iPhone

Learn how to set, edit, or delete an alarm.

With the Clock app, you can turn your iPhone into an alarm clock. Just open the Clock app from the Home Screen or Control Center. You can also ask Siri to set an alarm for you.

How to set an alarm

1. Open the Clock app, then tap the Alarm tab.

2. Tap the Add button +.

3. Set a time for the alarm. You can also choose one of these options:
   - Repeat: Tap to set up a recurring alarm.
   - Label: Tap to name your alarm.
   - Sound: Tap to pick a sound that plays when the alarm sounds.
   - Snooze: Turn on to see a Snooze option when the alarm sounds.

4. Tap Save.
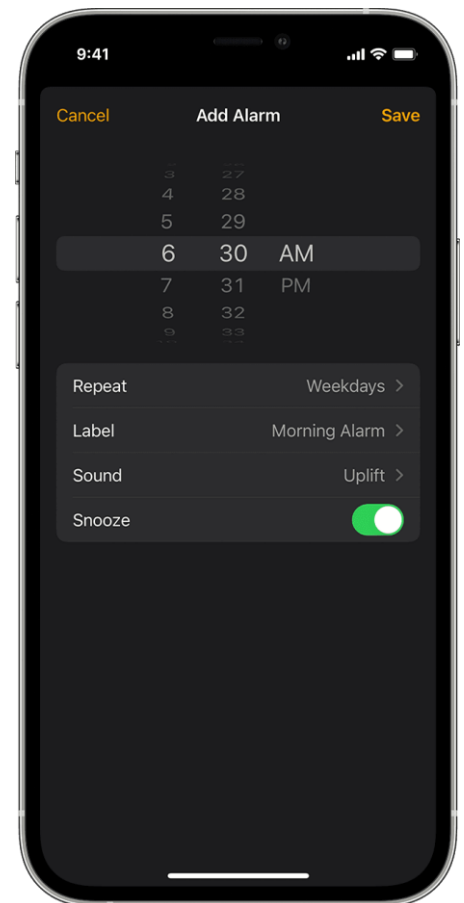
How to change the alarm's volume

1. Go to Settings > Sounds & Haptics.

2. Under Ringer and Alerts, drag the slider left or right to set the volume. As you drag, an alert will play, so you can hear how the volume changes.

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3. Turn on Change with Buttons to use the volume buttons on your device to change the alarm volume.

Learn what to do if the alarm volume is too low or quiet.

How to edit an alarm

1. Open the Clock app and tap the Alarm tab.

2. Tap Edit in the upper-left corner.

3. Tap the alarm, make your changes, then tap Save.
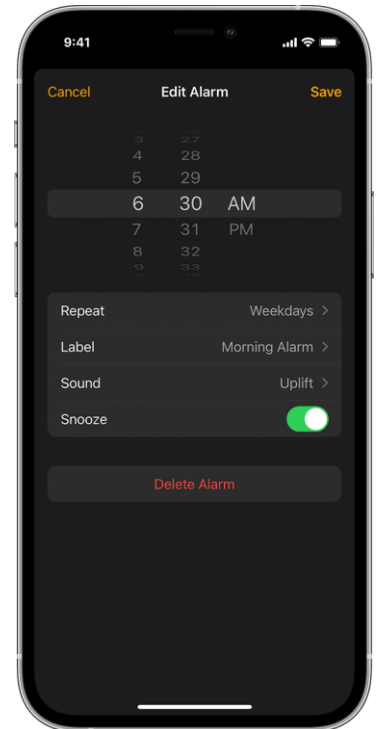
How to delete an alarm

- Swipe left over the alarm and tap Delete.

- Tap Edit, tap the Delete button 🔴, then tap Delete.

- Tap Edit, tap the alarm, then tap Delete Alarm.

If the alarm volume is too low or quiet

Do Not Disturb and the Ring/Silent switch don't affect the alarm sound. If you set your Ring/Silent switch to Silent or turn on Do Not Disturb, the alarm still sounds.

If you have an alarm that doesn't sound or is too quiet, or if your iPhone only vibrates, check the following:

- Set the volume on your iPhone. If your alarm volume is too low or too loud, press the volume button up or down to adjust it. You can also go to Settings > Sounds & Haptics and drag the slider under Ringer and Alerts.

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- If your alarm only vibrates, make sure that your alarm sound isn't set to None. Open the Clock app, tap the Alarm tab, then tap Edit. Tap the alarm, then tap Sound and choose a Sound.
- If you connect headphones to your iPhone, the alarm plays at a set volume through the built-in speakers on your iPhone as well as wired and wireless headphones.

https://support.apple.com/en-us/HT207512

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Android: Use the timer & stopwatch

You can time yourself with the Clock app's timer or stopwatch.

Timer

Count time down to zero

1. Open your phone's Clock app .
2. At the top, tap Timer.
3. Enter how long you want the timer to run.
4. Tap Start .
5. When your timer finishes, you'll hear beeping. To stop the beeping, tap Stop .

Change a running timer

- To pause the timer, tap Pause .
- To add a minute to the length, tap +1:00.
- To name the timer, tap Label.
- To remove the timer, tap Delete.
- To start another timer, tap Add timer.
- To restart a timer, tap Pause   Reset.

Stopwatch

Count time up from zero

1. Open your phone's Clock app .
2. At the top, tap Stopwatch.
3. Tap Start .

Change a running stopwatch

- To pause a running stopwatch, tap Pause .
- To add a lap while the stopwatch is running, tap Lap.
- To reset a stopwatch, tap Pause   Reset.

https://support.google.com/android/answer/6143309?hl=en

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Use the timer or stopwatch on iPhone

In the Clock app ![clock icon], you can use the timer to count down from a specified time. You can also use the stopwatch to measure the duration of an event.

Siri: Say something like: "Set the timer for 3 minutes" or "Stop the timer." [Learn how to ask Siri](#).

Set the timer

1. Tap Timer.

2. Set the duration of time and a sound to play when the timer ends.

   Tip: If you want to fall asleep while playing audio or video, you can set the timer to stop the playback. Tap When Timer Ends, then tap Stop Playing at the bottom.

3. Tap Start.

The timer continues even if you open another app or if iPhone goes to sleep.

Track time with the stopwatch

1. Tap Stopwatch. To switch between the digital and analog faces, swipe the stopwatch.

2. Tap Start.

   The timing continues even if you open another app or if iPhone goes to sleep.

3. To record a lap or split, tap Lap.

4. Tap Stop to record the final time.

5. Tap Reset to clear the stopwatch.

https://support.apple.com/guide/iphone/use-the-timer-or-stopwatch-iph96b1e460/ios

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Lesson Plan Contents Page
Unit 8: *Technology*
Objective 8.4*: The student will develop and demonstrate basic clerical skills.*

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

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Unit 8: Technology 8.4: The student will develop and demonstrate basic clerical skills.	Total Activities: 5

STEP ONE: *Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.*

Lesson Plan Summary:

Activity 1: Teachers will learn how to set up a class on Typing.com. Once the teacher has set up the class, the students can use typing.com to practice proper placement of hands and work on their muscle memory when typing.

Activity 2: Students will learn more about Microsoft Word. Students will learn about text basics, formatting text, how to find and replace text, indents and tabs, lines and paragraph spacing and how to make tables.

Activity 3: Students will know how to use Google for searching and researching topics

Activity 4: Convert a Document to PDF Using Word

Activity 5: Students will learn more about Microsoft Excel. Students will learn cell basics, creating and opening workbooks and how to modify columns, rows and cells.

What you will need: Materials & Resources	
Handouts:	None

Technology:	• Websites
	    o Typing.com
	• YouTube:
	    o https://youtu.be/vmEzxQfVj5c
	    o https://youtu.be/ViGf0RKbCyA
	    o https://youtu.be/p3Ql9y3eEyo
	    o https://youtu.be/vJGYWVe52T4
	    o https://youtu.be/mXWvKHWe2Co
	    o https://youtu.be/XNBrCEgzddw
	    o https://youtu.be/6mSKsaquTAM
	    o https://youtu.be/EBGrJckHadw
	    o https://youtu.be/9s0OdXiuqL0

Other materials needed for activities:	None

How to Assess Understanding		
Knowledge ➡️ What will they **know** because of the lesson?	**Skills** ➡️ What will they be able to **do** because of the lesson?	**Check for Understanding / Evaluation** What will the Instructor ask/do to determine interns' level of understanding? How can the intern **demonstrate their understanding?**
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding
Be able to answer the W questions for using these skills for any job regarding the use of the computer / technology: • Where …?	Be able to type and demonstrate their increase of speed and accuracy throughout the year using various Microsoft tools.	Student will demonstrate understanding of these skills through: • Applying for jobs • School assignments • Extra-curricular activities • Communicating with others

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• Why …? • What…? • When …?		
Students will know about Google as a Search Engine to find useful information	Students will be familiar using Google to find information for daily use	Observe the students using Google and other Search Engines for problem solving throughout the day and year

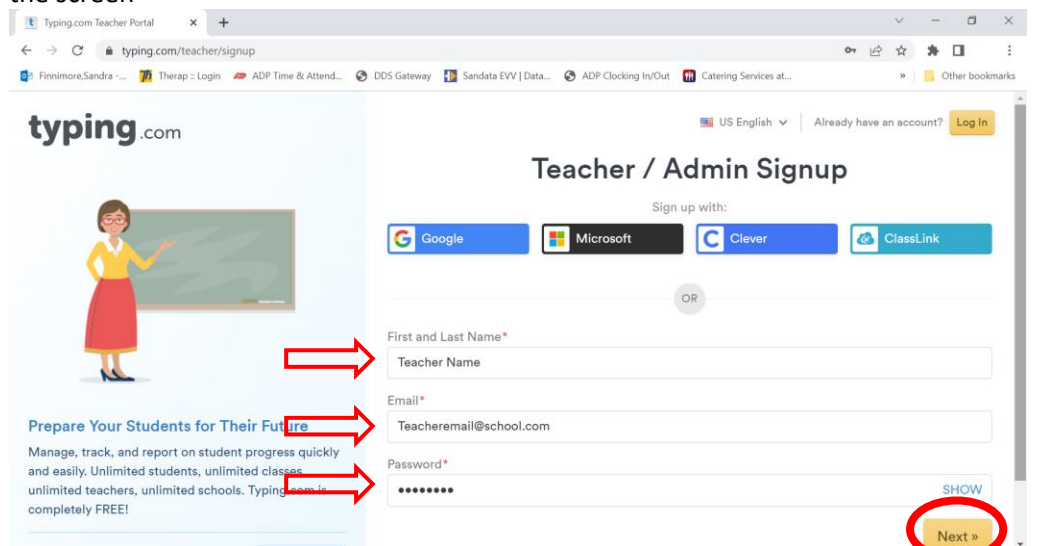| STEP TWO: The Lesson Plan	
Please customize these activities according to your school setting, its policies, vision, and core values. Use the Guidance Document to expand your connections and ideas. Please use and modify them based on the objective and the needs of your students.	
Glossary	Ensure the students are familiar with glossary words connected with this lesson. **Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.** **Glossary Terms** • **Formatting**: the shape, size, and general makeup (as of something printed). • **Fine-tuning**: make small adjustments to (something) to achieve the best or a desired performance. • **Converting**: change or be able to change from one form to another. • **Modifying**: make partial or minor changes to (something), typically to improve it.
Introduction: Connect to Purpose 20 – 30 minutes VocFit Crosswalk: Interpersonal Skills: Work with a Co-worker or team Cooperate with others to accomplish Work activities	Print each glossary word and the definition separate. Have the students match the glossary word to the definition on the board. You can use tape or add magnetic tape to the back of the word cards, so they stick to the board.
Lesson Activities	
Activity 1 60 minutes **VocFit Crosswalk: Computer Skills:** Click on a desired web link Enter text applying basic key functions	Typing.com Go to typing.com and click on the sign up now in the lower left corner of the screen (yellow button)

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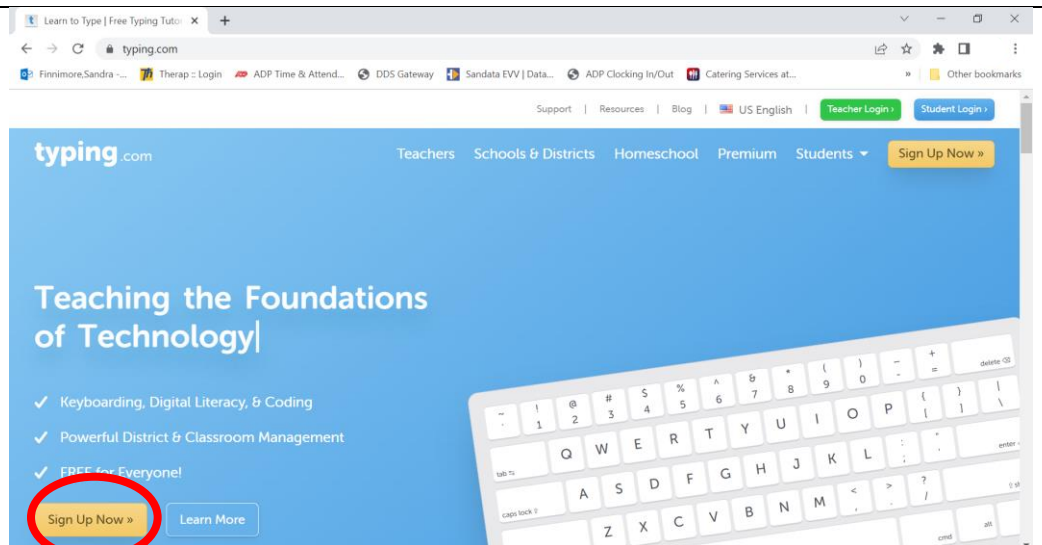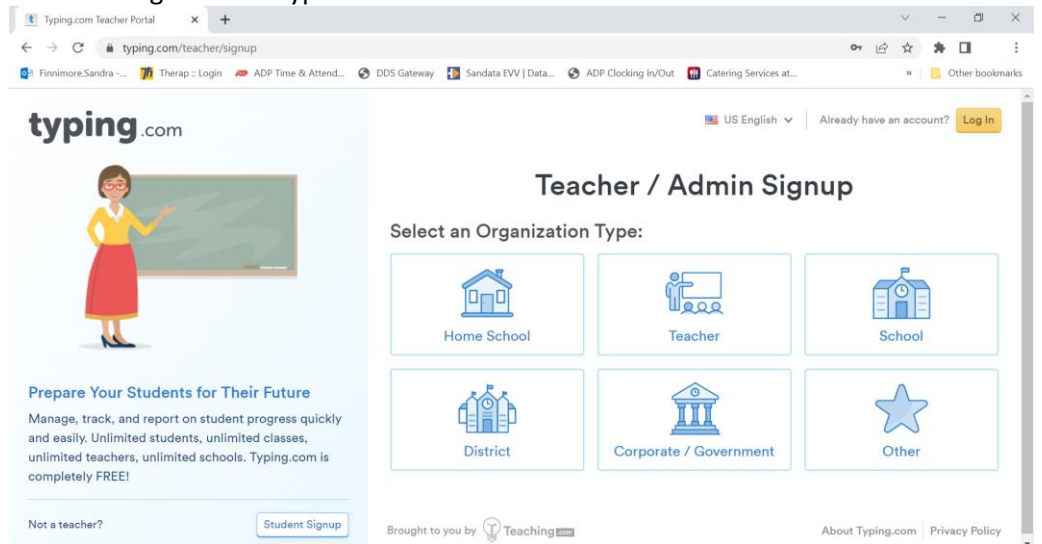
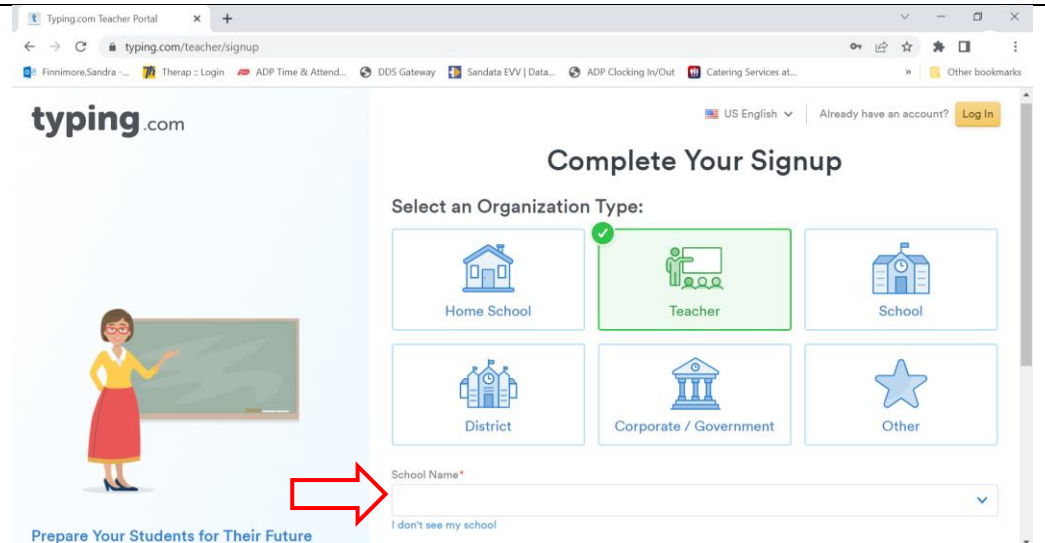|	
Open and close a software program Type text to create a document	 Enter in your information into the fields and click Next in the lower right corner of the screen Select an organization type Once you select an organization type you will need to fill in the fields below

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Scroll down for more fields, then click sign up in the lower center of your screen (yellow button)
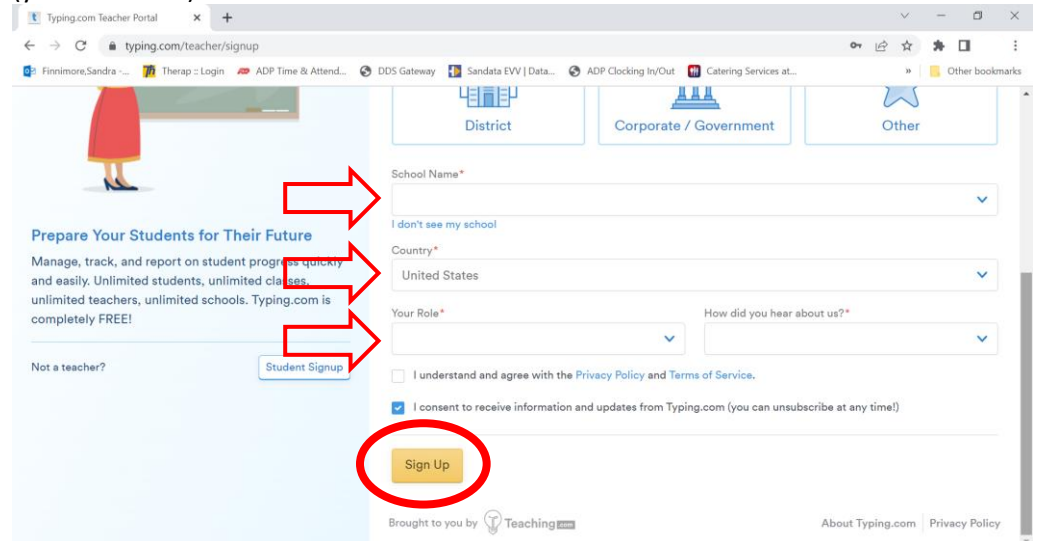
Click continue 4 times unless you want to pay for Ad Free

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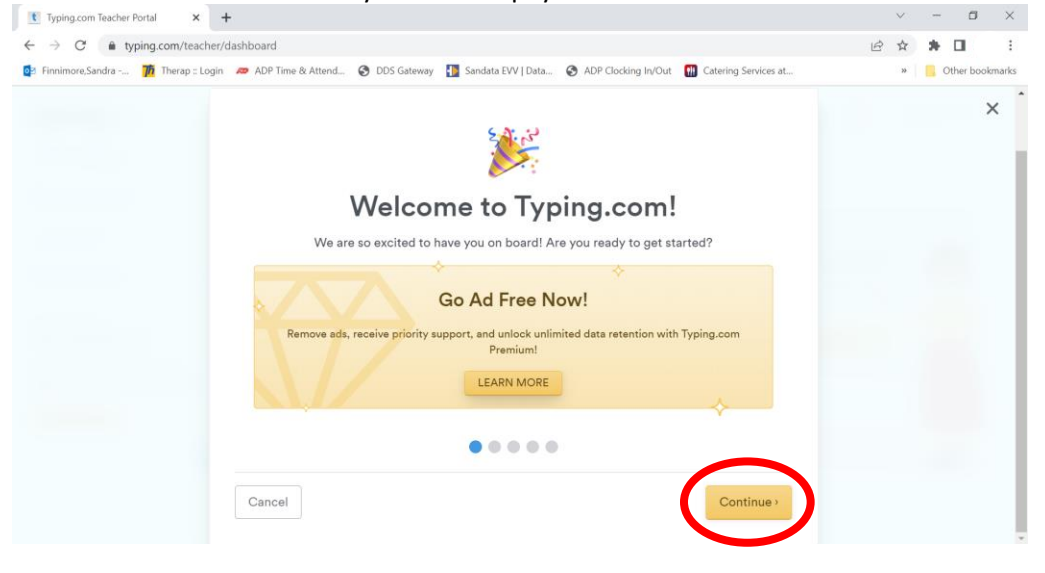
Click Get Started in the lower right corner of your screen (you might need to scroll down to see it)
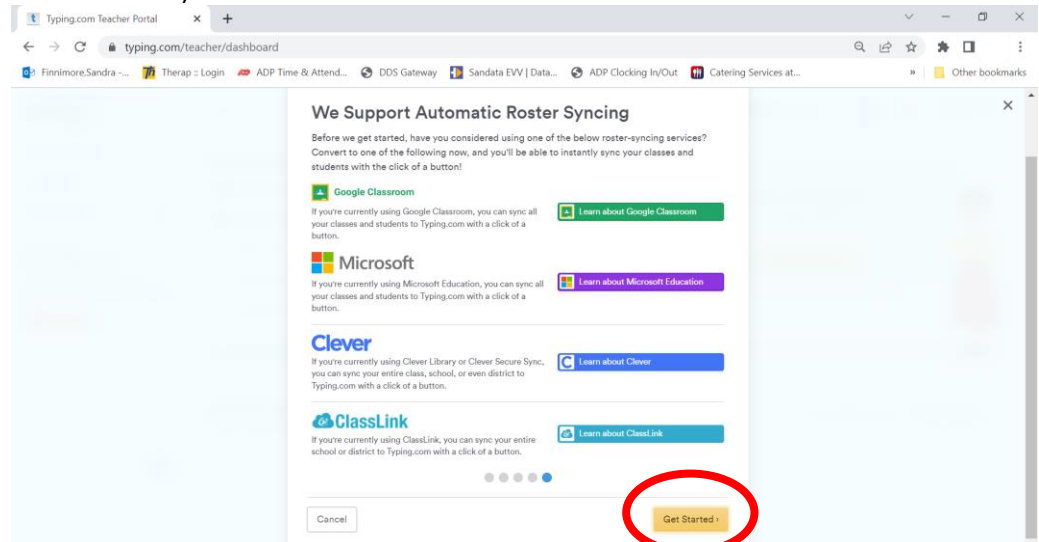
You can take the tour to get familiar with Typing.com. Follow the tour to learn how to set up a class and add your students
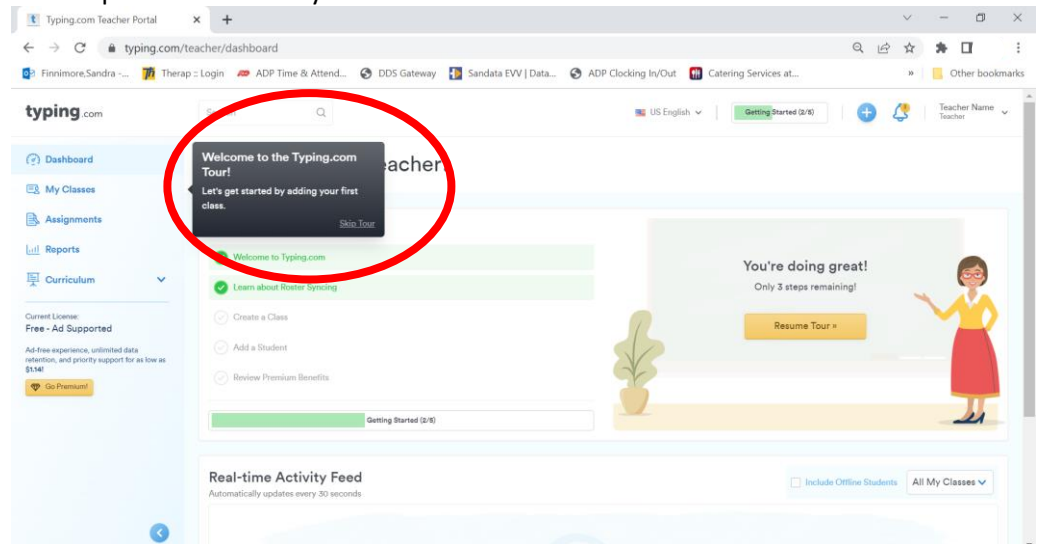
To view the curriculum, click on the curriculum button in the blue section on the left side of the screen, then select your grade level from the drop-down menu in the center of the screen

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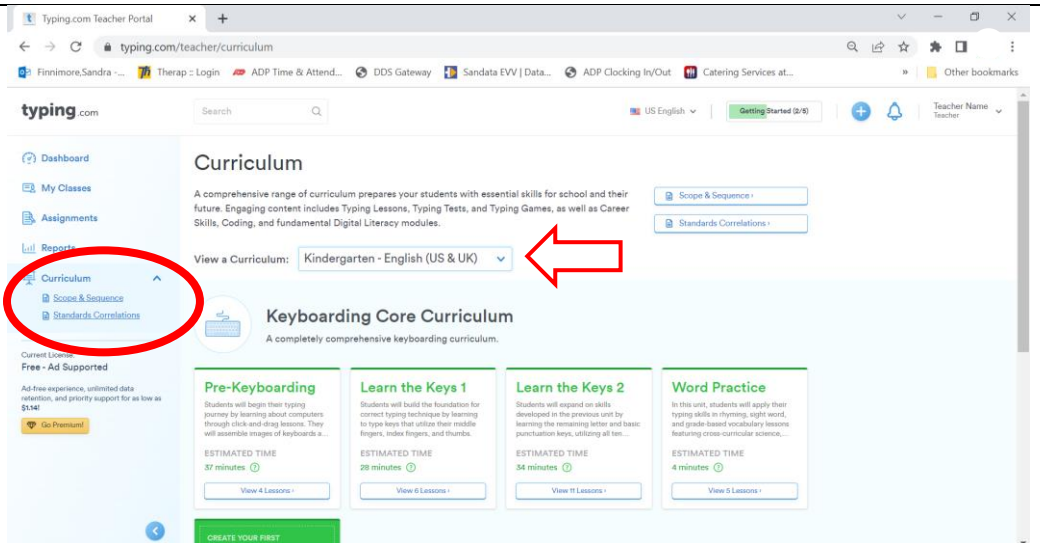
To view your class's progress, click the drop-down arrow next to My Classes in the blue section on the left side of the screen. Click on the class you want to view the students' progress
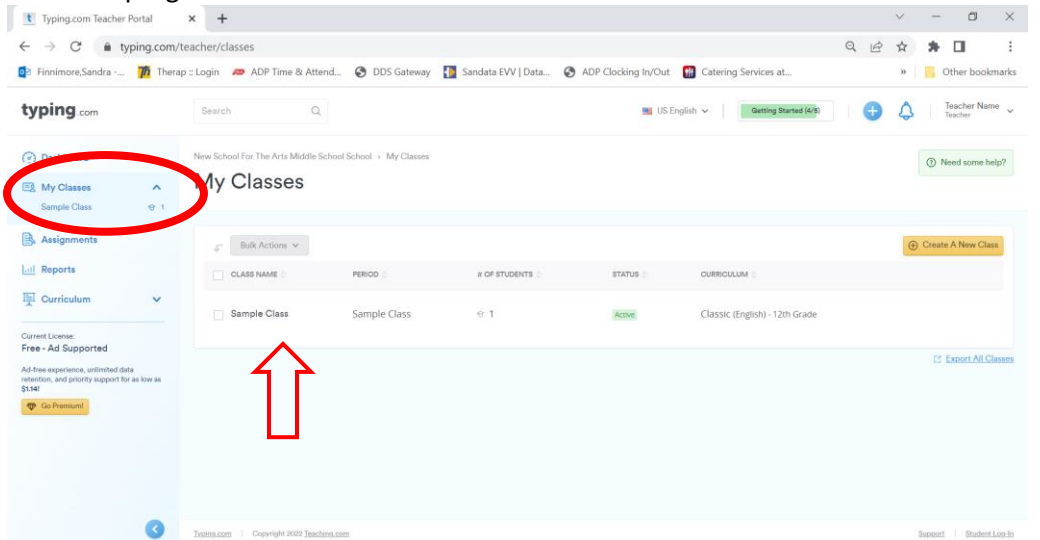
You can also add assignment to students by clicking on the class and then the assignment tab

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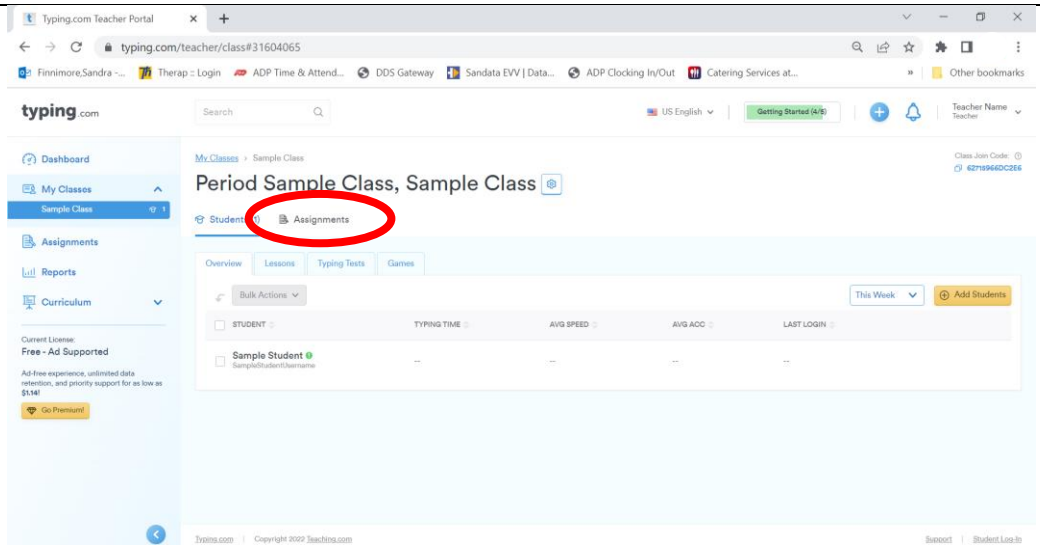
After you click on the student, you can change the grade level and view all of the lessons they have completed/their progress on each lesson

Scroll down to see more lessons

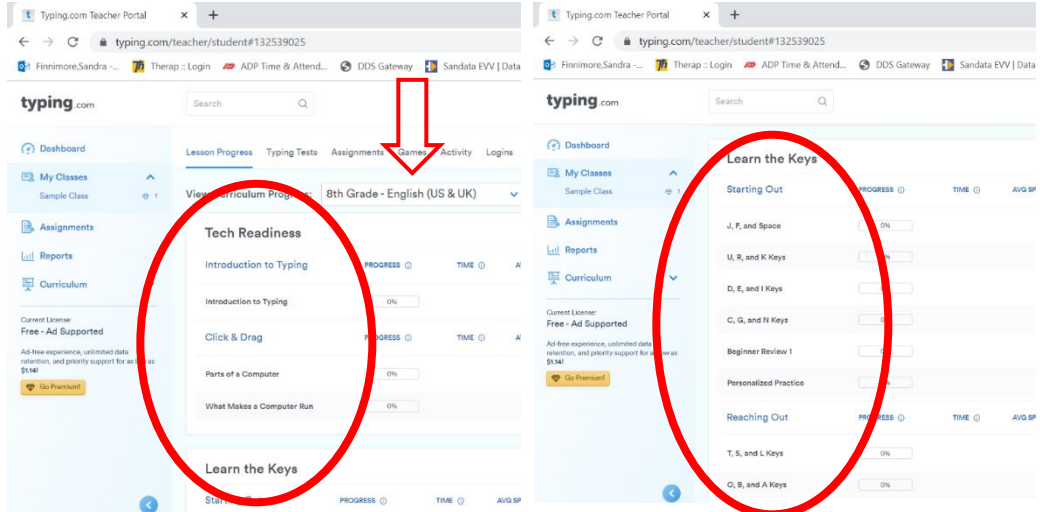| Activity 2:
60 minutes – 90 minutes (break into reasonable chunks according to student needs)
 	
VocFit Crosswalk: Computer Skills
Navigate to a specific web address
Save a file / document to a specific location
Click on a desired
	Microsoft Word
	Now that the students know the basics for Microsoft Word, Creating, Saving and Opening a document, we will now get into more specifics on how to use Microsoft Word.
	
	Text Basics: https://youtu.be/vmEzxQfVj5c
	This video includes information on:
	  • Selecting and deleting text
	  • Copying and pasting text
	  • Cutting and pasting text
	  • Dragging and dropping text
	  • Using the Undo and Redo features
	  • Inserting symbols

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web link
Open and Close a
software program
	Formatting Text: https://youtu.be/ViGf0RKbCyA
	This video includes information on:
	    • Changing font size and color
	    • Using the Bold, Italic, and Underline commands
	    • Changing text case and alignment
	    • Highlighting text
	
	Find and Replace: https://youtu.be/p3Ql9y3eEyo
	This video includes information on:
	    • Finding text
	    • Replacing text
	
	Indents and Tabs: https://youtu.be/vJGYWVe52T4
	This video includes information on:
	    • Indenting text
	    • Using the tab selector
	    • Adding and removing tab stops
	
	Lines and Paragraph spacing: https://youtu.be/mXWvKHWe2Co
	This video includes information on:
	    • Formatting and fine-tuning line spacing
	    • Adding and formatting paragraph spacing
	
	Tables: https://youtu.be/XNBrCEgzddw
	This video includes information on:
	    • Inserting a blank table
	    • Converting existing text to a table
	    • Modifying tables

Activity 3: 60 – 90 minutes **VocFit Crosswalk:** **Computer Skills** Use an online Search Engine Navigate to a specific web address Save a file / document to a specific location Click on a desired web link Open and Close a software program Enter text applying basic key functions	**How to Use Google** **Brainstorm:** What have you used Google for in the past? **Video**: How to Use Google Search https://www.google.com/search?q=How+to+use+google&rlz=1C1CHBF_enUS948US950&oq=how+to+use+google&aqs=chrome.0.69i59l2j0i512l5j69i60.2728j0j7&sourceid=chrome&ie=UTF-8#kpvalbx=_stCHYo7GMOGjptQP3uWkmAw17 **Review and Discuss** the following tips to search Google better, faster…. https://www.usatoday.com/story/tech/2019/11/02/expert-tips-for-google-search/4113013002/ 1. Think an extra second about what you are really asking for 2. Don't include your answer in a search 3. Use "context" search terms 4. Search by voice for a spelling 5. Pay attention to little words

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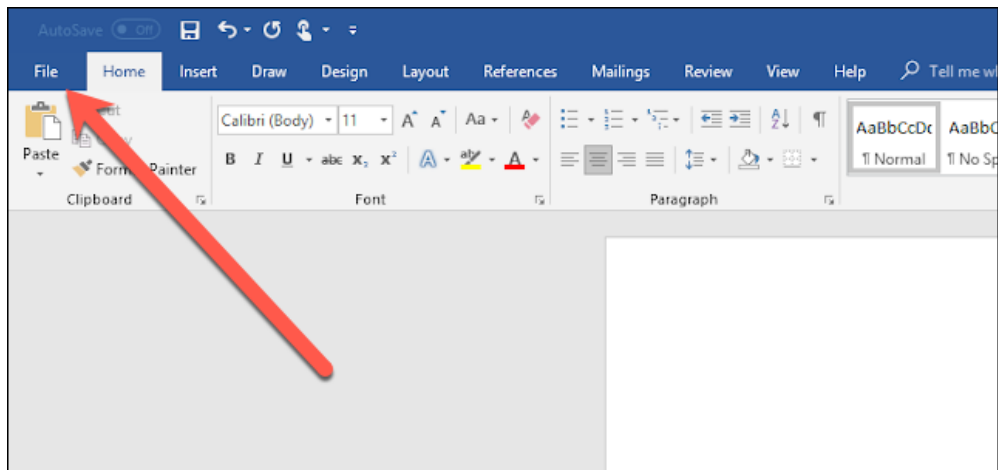|	
	6. Word order matters, too 7. Use image search when you're remodeling, searching for a job 8. When punctuation counts 9. Remembering that quote **Practice:** Select a topic to research and apply the tips and strategies above. **Think, Pair, Share:** Have each student present their Google Search to a partner, then select a few to be shared with the whole class. **Wrap up:** Discuss any roadblocks, challenges or learning moments in the process
Activity 4: 20- 30 minutes **VocFit Crosswalk:** Navigate to a specific web address Save a file / document to a specific location Click on a desired web link Open and close a software program Enter text applying basic key functions	**Convert a Document to PDF Using Word** If you have the desktop version of Microsoft Word installed on your Windows PC or Mac, the easiest way to convert your document to PDF is right in Word itself. Open the document you want to convert and then click the "File" tab. On the backstage screen, select "Save As" from the list on the left.

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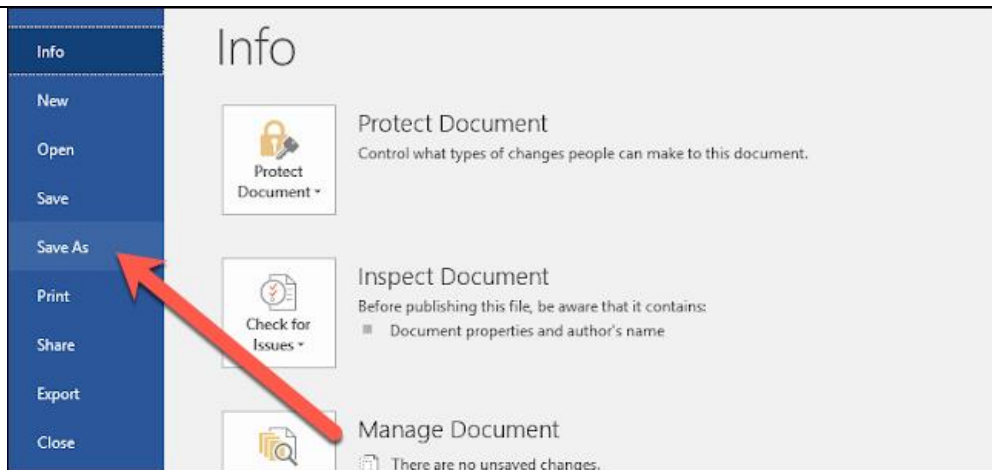
Next, from the Save As screen, select where you would like the PDF to be saved (OneDrive, This PC, a particular folder, or wherever).
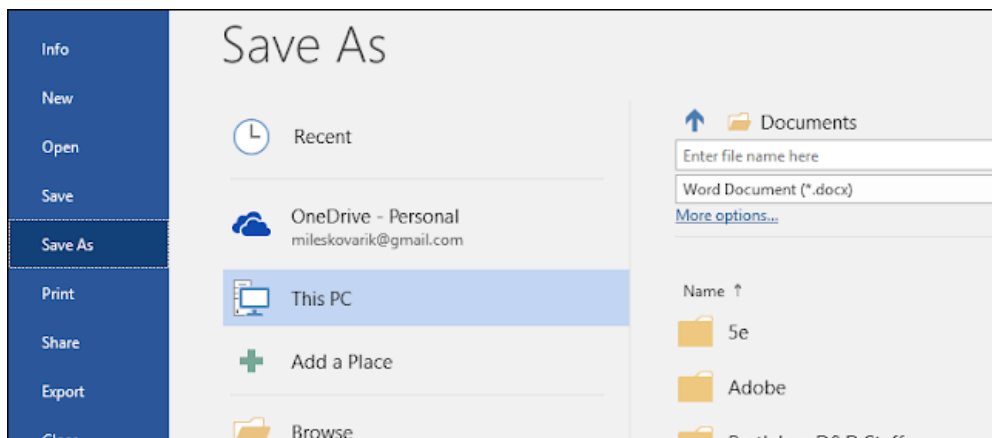
Click the dropdown arrow on the right side of the "Save As Type" box and select "PDF (*.pdf)" from the dropdown menu.

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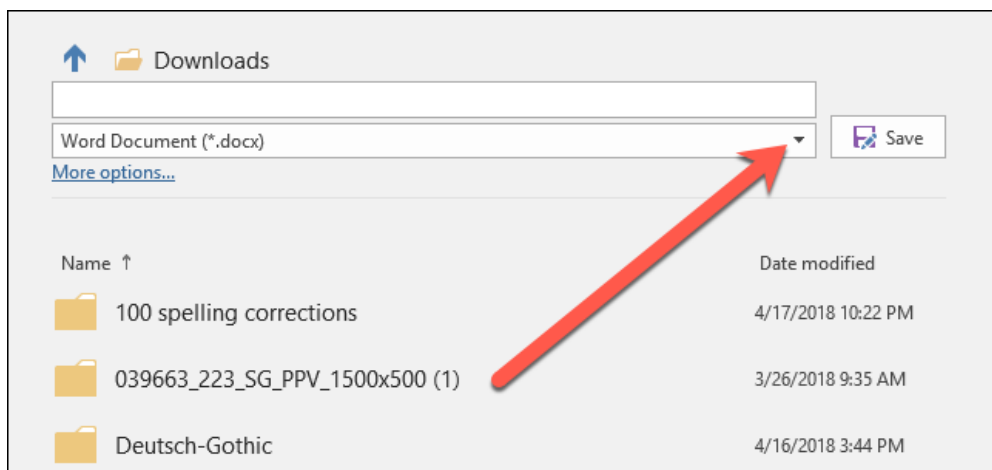
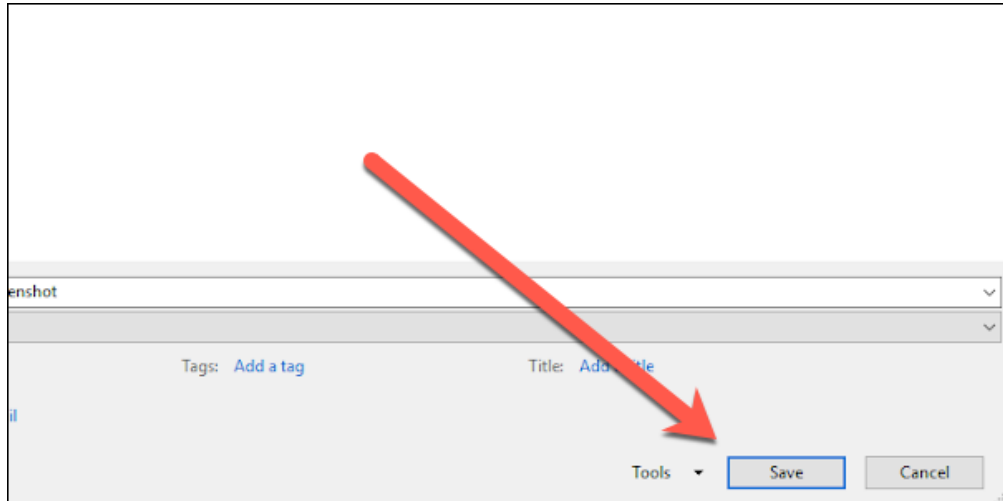|	If you want to, you can change the filename at this time. When you're ready, click the "Save" button.
	After saving the PDF, you'll be returned to your Word document, and the new PDF will open automatically in your default PDF viewer. https://www.howtogeek.com/352668/how-to-convert-a-microsoft-word-document-to-a-pdf/
Activity 5 45 – 60 minutes **VocFit Crosswalk:** Navigate to a specific web address Save a file / document to a specific location Click on a desired web link Open and close a software program Enter text applying basic key functions	**Excel Basics** Cell Basics: https://youtu.be/6mSKsaquTAM This video includes information on: • Understanding and selecting cells • Inserting content • Editing and deleting cells • Copying and pasting cells • Using the drag-and-drop feature to move cells • Using the fill handle Creating and Opening Workbooks: https://youtu.be/EBGrJckHadw This video includes information on: • Opening and pinning existing workbooks • Using templates • Using Compatibility Mode Modifying Columns, Rows, and Cells: https://youtu.be/9s0OdXiuqL0 This video includes information on: • Inserting, deleting, moving, and hiding rows • Wrapping text and merging cells • Using AutoFit • Modifying row height

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	Extension Activities: Critical Thinking Questions and Evaluation Tools
Extension Activities: Critical Thinking Questions and Evaluation Tools	1. **Knowledge / Remembering**: Why is Google called Google? 2. **Comprehension / Understanding**: Ask the students to use google and find out at least 10 facts about something they want to purchase. This information could be used in the next activity. 3. **Applying:** Ask the students to create a document that "sells" or markets something. It must have google images, 2 fonts, 2- 3 colors and no more than one page. They could work alone or in pairs. They can rank the documents from highest to lowest on "Did this document make me want to buy or try this product?" 4. **Analyzing:** Ask the student to create a table or some other way to compare Excel, Google and Word on the following: • When would you use this tool • Which is the easiest to learn and use • Which is the hardest to learn and use • List a job you would like to have and estimate how many times you might use this tool in a week • Etc. feel free to other rating categories 5. **Evaluating:** Divide the students into a few groups of 3 each. They must use Word or Excel to create a budget for buying something very expensive such as a game system, a phone, etc. The document should show the total cost, how long it might take to save for the product, some narrative about how they would earn the money, comparative costs for at least 3 similar products (such as an iPhone, Google Phone and Android phone). 6. **Creating:** Ask the students to brainstorm in pairs some strategies to improve overall keyboarding skills (speed and accuracy). Compare to all the class group. How many new ones did they create?

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

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