



Consumer.gov – Lesson Plan

Job Scams

Teacher's Notes

This lesson plan is designed to be flexible, so that you can use all or part of it depending on the level(s) of your learners, their learning goals, and the work you and they have done with other parts of Consumer.gov previously. You can also spread the activities over multiple class meetings as needed.

The section on Job Scams shares both concepts and vocabulary with the Scams Against Immigrants section and the Money Wiring Scams section in Scams and Identity Theft, as well as with a portion of the Sending Money Overseas section in Managing Your Money. The lesson plan includes extension activities that are designed to take advantage of these connections, in order to help learners understand the similarities and differences among different types of scams. There is also a separate worksheet, Scams and Scammers, with brief guidelines for using it to help learners activate existing knowledge and summarize what they have learned across the four lesson plans.

- The lesson plan content is complex. Start each class session with an oral elicitation activity that establishes what learners already know and focuses them on the topic at hand. Allow time for learners to review concepts orally at several points to ensure that they understand.
- The lesson plan has content objectives, language objectives, and web navigation objectives. Select the ones that are appropriate for your learners, and review them with the learners at the beginning of each lesson to prepare for learning and then again at the end to assess learning.
- The lesson plan includes a vocabulary list. Select the vocabulary items that are new to your learners or are most important, and present no more than 6-8 new items per lesson for learners with basic skills, and no more than 10-12 for those with intermediate and higher skills.
- The web page on Job Scams has three sections: What It Is, What To Know, and What To Do. The lesson plan uses What It Is for initial concept development, vocabulary development, and site navigation activities. It uses What To Know for guided practice activities, and What To Do for independent practice and extension activities.
- The lesson plan is structured for two types of learners: those who read at or above the NRS Low Intermediate Basic Education / Low Intermediate ESL level and those who read at levels below those (Beginning ABE Literacy, Beginning Basic Education, Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL). Where appropriate, guidance is provided for differentiating activities for English learners and native speakers. Activities can be mixed and matched across levels where learners need tasks that are more accessible or more challenging.
- Time allotments for activities will vary depending on the number of learners and their levels. Activities can be extended, shortened, or skipped to meet learners' needs and to accommodate different class/ tutorial schedules.

Objectives and Standards

	Low Intermediate and Above	Basic / Beginning
Learners will be able to		
Content Objectives	<ul style="list-style-type: none"> List places where they might see fake jobs advertised Describe the ways that scammers typically behave Describe how different types of job scams work Explain how to determine whether something is a scam 	<ul style="list-style-type: none"> List places where they might see fake jobs advertised Describe the ways that scammers typically behave List different types of job scams Say how they know something is a scam
Language Objectives	<ul style="list-style-type: none"> Recognize key job scam-related vocabulary when reading and listening Use job scam-related vocabulary appropriately when speaking and writing 	<ul style="list-style-type: none"> Recognize key job scam-related vocabulary when reading and listening Use job scam-related vocabulary appropriately when speaking Recognize past tense question forms with “did” when listening or reading.
Web Navigation Objectives	<ul style="list-style-type: none"> Recognize and navigate among the three parts of the Job Scams section Recognize the relationship of the Job Scams section to the rest of the Scams and Identity Theft section and to the other two major sections of the site Use the Search function to locate information on the site Recognize when they need to scroll down, and use the scroll bar to do so Use the <i>text size</i>, <i>listen</i>, and volume adjustment buttons 	<ul style="list-style-type: none"> Recognize the difference between site content and site navigation Recognize and navigate among the three parts of the Job Scams section Use the <i>text size</i>, <i>listen</i>, and volume adjustment buttons
College and Career Readiness Standards <i>(For guidance on these, see the companion Resource Sheet Using the College and Career Readiness Standards in Instruction Based on Consumer.gov Content)</i>	<u>English Language Arts and Literacy</u> Language: L1, L3, L4, L6 Speaking/Listening: SL1, SL2, SL4 Reading Foundations: RF2, RF3, RF4 Reading (Informational Text): RI1, RI2, RI5, RI7, RI9 <u>Mathematics</u> Number and Operations--Base 10 (NBT) The Number System (NS) Ratios and Proportional Relationships (RP)	<u>English Language Arts and Literacy</u> Language: L1, L4, L6 Speaking/Listening: SL1, SL2, SL4 Reading Foundations: RF2, RF3 Reading (Informational Text): RI1, RI2 <u>Mathematics</u> Number and Operations--Base 10 (NBT)

Vocabulary and Materials

	Low Intermediate and Above	Basic / Beginning
<p>Vocabulary</p> <p><i>Select the vocabulary items that are new to your learners or that are most important for understanding the content. The starred words are key vocabulary for the web content; the others are more general terms. For English learners and some native English speakers, you may need to teach these as oral vocabulary before introducing them in written material.</i></p>	<p>Select 10-12 items for direct teaching.</p> <p>*act fast *advertise *assembly certain certificate certification chances complaint deal *dishonest *fake flyer *guarantee ignore improve *in advance in common *lie *listing online *poster probably *promise report *scam *scammer *secret sign spot supplies supposed to</p>	<p>Select 6-8 items for direct teaching.</p> <p>*act fast *advertise *assembly certain certificate certification chances complaint deal *dishonest *fake flyer *guarantee ignore improve *in advance in common *lie *listing online *poster probably *promise report *scam *scammer *secret sign spot supplies supposed to</p>
<p>Materials</p>	<p>Internet: Job Scams section of consumer.gov</p> <p>Handouts:</p> <ul style="list-style-type: none"> ● Partner Talk ● Screenshots of <i>What It Is, What To Know</i>, and <i>What To Do</i> ● Questions for Guided Reading ● A Fake Job Offer ● Promises, Promises ● Asking Questions ● Avoid Scams! ● Two by Two 	<p>Internet: Job Scams section of consumer.gov</p> <p>Handouts:</p> <ul style="list-style-type: none"> ● Words to Know ● Screenshots of <i>What It Is, What To Know</i>, and <i>What To Do</i> ● Questions for Guided Reading ● A Fake Job Offer ● Promises, Promises ● Asking Questions ● Avoid Scams! ● Two by Two

Activities

	Low Intermediate and Above	Basic / Beginning
<p>Build Background</p> <p><i>Use this discussion time to connect the lesson content with learners' existing knowledge.</i></p>	<ol style="list-style-type: none"> 1. Introduce the topic of job scams with learners by asking them whether they have ever seen an ad that says "work at home." Where did they see it, and what did they think about it? If learners have already worked through one or more of the related sections (Sending Money Overseas, Scams Against Immigrants, Money Wiring Scams), connect the discussion to the vocabulary and concepts from those sections. 2. If you have used the <i>Scams and Scammers</i> worksheet as an introduction to these four linked lessons, have learners review what they said or wrote about money wiring scams. 	<ol style="list-style-type: none"> 1. Introduce the topic of job scams with learners by asking them whether they have ever seen an ad that says "work at home." Where did they see it, and what did they think about it? If learners have already worked through one or more of the related sections (Sending Money Overseas, Scams Against Immigrants, Money Wiring Scams), connect the discussion to the vocabulary and concepts from those sections. 2. If you have used a <i>Scams and Scammers</i> master worksheet as an introduction to these four linked lessons, have learners review what the group said about money wiring scams.
<p>Preview Vocabulary</p> <p><i>Use the worksheet version that is most appropriate for your learners. Edit the handout to include only the words you need or want to emphasize.</i></p> <p><i>Handouts:</i></p> <ul style="list-style-type: none"> ● <i>Partner Talk</i> (low Intermediate & above) ● <i>Words To Know</i> (basic/beginning) 	<ol style="list-style-type: none"> 1. Without distributing the <i>Partner Talk</i> worksheet, read each vocabulary item aloud and ask learners to suggest definitions. Provide information when learners do not know a word. Encourage learners to identify words that they have encountered when working on other sections of the site. 2. Put learners in pairs and distribute the <i>Partner Talk</i> worksheet. Partners take turns reading the words and example sentences; then they create sentences of their own. You may want to shorten the list if some of the items are already known. If you have a mixed native speaker and non-native speaker class you may want to pair up native and non-native speakers. Circulate during this activity to answer questions. 3. When all pairs have finished, discuss the answers to the questions in the whole group to be sure all understand the vocabulary. 	<ol style="list-style-type: none"> 1. Without distributing the <i>Words To Know</i> worksheet, read each vocabulary item aloud and ask learners to suggest definitions. Provide the definition yourself when learners do not know a word. Encourage learners to identify words that they have encountered when working on other sections of the site. 2. Distribute the <i>Words To Know</i> worksheet and have learners take turns reading the words and the example sentences. Then ask them to make up sentences of their own orally. 3. Write learners' sentences on a white board or poster paper and ask other learners to read them aloud. Save the sentences for later use in reading practice.

Preview Website

These activities are designed to help learners identify the difference between site content (different on every page) and site navigation (same on every page), and understand how to use site navigation and functionality. They are designed for learners with little experience on the web and on Consumer.gov. As you work through various sections of Consumer.gov and learners become more comfortable with site navigation, you can reduce or eliminate the time devoted to this preview.

Handouts:

- Screenshots of *What It Is*, *What To Know*, and *What To Do*
- Printouts of the three sections (if computers are not available)

1. Explore the Job Scams section of Consumer.gov with the learners, using one central computer so that all can follow along, but allowing individuals to use their personal devices if they have them. Answer the following questions as a group:
 - a. How many parts does the Job Scams section have? What are they? Why do you think they have these names?
 - b. How do you know which part of the Job Scams section you are in?
 - c. How can you change the size of the letters on the screen?
 - d. How can you listen to someone reading the text aloud?
 - e. How can you adjust the volume?
 - f. How can you read the text that goes down below the bottom of the screen?
 2. Ask learners to predict what content they think they will find on each of the pages: *What It Is*, *What To Know*, *What to Do*.
 3. Ask learners to find the vocabulary items from *Partner Talk* in the Job Scams section of the site. They can do this orally using the computer, or on paper using printouts of the pages.
1. Distribute the screenshot handouts for the three parts of Job Scams. Have learners work in pairs or small groups to identify which things are the same on every page and which things are different.
 2. Discuss the answers in the whole group. Using one central computer so that all can follow along, show learners that the navigation and function buttons stay the same on every page, and the informational text is what changes. Demonstrate the navigation among *What It Is*, *What To Know*, and *What To Do*, and demonstrate the use of the *text size* and *listen* buttons, the volume control, and the scroll bar.
 3. Do a round robin in which each learner asks another to demonstrate how to do a specific task (for example, "Show how you change the text size," "Show how you move to *What To Do*"). If learners are more experienced, you can extend this activity to the rest of the Scams and Identity Theft section.
 4. Ask learners to predict what content they think they will find on each of the pages: *What It Is*, *What To Know*, *What To Do*.

<p>Guided Reading 1</p> <p>Handout:</p> <ul style="list-style-type: none"> ● <i>Questions for Guided Reading</i> 	<ol style="list-style-type: none"> 1. Distribute the <i>Questions for Guided Reading</i> handout. In the whole group, have learners read the questions and say what kind of information they will be looking for on the website to answer each one. Encourage them to predict what the answers will be. 2. Direct learners to the What It Is page of the Job Scams section. Have them work in pairs or individually to read the webpage and answer the questions on the worksheet. Remind them that they can use the Listen button to play the text if they wish. 3. When all have finished, review the answers with the whole group. Have learners say or show where on the page they found each answer. 	<ol style="list-style-type: none"> 1. Distribute the printout of What It Is, or direct the learners to that page on the computer. Play the audio of this section, or read it aloud yourself, as learners follow along. Have learners raise their hands when they hear/read one of the words from <i>Words to Know</i>. (This will make for a somewhat disjointed reading, as you stop each time a hand is raised to ask which word the learners heard/read). 2. Have the learners read the section again, with or without listening (ask which they would prefer). Ask them to think about this question as they read: What is a job scam? 3. Review the answer to the question with the whole group. Have learners show where in the text they found the answer. Be open to learner suggestions that are not provided in the text. 4. Ask learners the questions on the <i>Questions for Guided Reading</i> worksheet and have them answer orally.
<p>Guided Reading 2</p> <p>Handout:</p> <ul style="list-style-type: none"> ● <i>A Fake Job Offer</i> 	<ol style="list-style-type: none"> 1. Distribute the <i>A Fake Job Offer</i> worksheet. Note that it uses the sample ad from the What It Is page. 2. Have learners work in pairs or small groups to list things that look good about the ad (things that would make them want to answer it) and things that tell them it's a fake. 3. Review answers in the whole group, connecting answers in the "Fake" column with the list under <i>How do I know a job is a scam</i>. 	<ol style="list-style-type: none"> 1. Distribute the <i>A Fake Job Offer</i> worksheet. Note that it uses the sample ad from the What It Is page. 2. Work with learners in the whole group to list things that look good about the ad (things that would make them want to answer it) and things that tell them it's a fake. 3. Connect answers in the "Fake" column with the list under <i>How do I know a job is a scam</i>.

<p>Guided Listening</p> <p>Handout:</p> <ul style="list-style-type: none"> ● <i>Promises, Promises</i> 	<ol style="list-style-type: none"> 1. Distribute the <i>Promises, Promises</i> worksheet. Tell learners that they are going to listen to some information about job scams. There will be two lists. They need to listen and write what they hear in each list. 2. Without allowing learners to look at the What To Know page, play the audio for the <i>How do job scams work</i> section. Then play it a second time as learners write what they hear. Ask learners if they would like to hear it a third time, and play it for them again if they would. 3. Have learners work in pairs to check their answers against the text on the website. 4. Review answers in the whole group. Take time to discuss the parts about starting a business at home and receiving a certification, to be sure all understand them. 	<ol style="list-style-type: none"> 1. Distribute the <i>Promises, Promises</i> worksheet. Tell learners they are going to listen to some information about job scams. First there will be a list of things the scammer would ask a person to pay for. They need to listen for four things. They can use the worksheet to make notes if they wish, or just listen and remember. 2. Without allowing learners to look at the What To Know page, play the audio for the first part of the <i>How do job scams work</i> section (through the list of four things to pay for). Then play it again, and have learners say what they heard. Play it a third time if learners would like you to do so. 3. Repeat this process with the second half of the section (list of four things you will get, plus the line about not getting money back). 4. As a group, look at the webpage and talk about the answers. Take time to discuss the parts about starting a business at home and receiving a certification, to be sure all understand them.
<p>Grammar Practice</p> <p>Handout:</p> <ul style="list-style-type: none"> ● <i>Asking Questions</i> <p><i>This grammar practice uses verbs that appear in the Job Scams section. The handout uses language from the website to keep the focus on the verb forms.</i></p>	<ol style="list-style-type: none"> 1. Review the formation of past tense questions with “did” as needed with the group. 2. Distribute the <i>Asking Questions</i> worksheet for learners to complete individually or in pairs, as they choose. Allow learners to use the Job Scams section of the website for reference as needed. 3. Review answers in the whole group. Ask learners to point out where the verbs can be found on the website. Take time to practice the different pronunciations of the –ed ending on the different verbs. 	<ol style="list-style-type: none"> 1. Review the formation of past tense questions with “did” as needed with the group. 2. Display a poster-sized version of the <i>Asking Questions</i> worksheet, or project it on the Smartboard. Complete the worksheet orally with the class as a whole group. If learners are able, distribute individual copies of the worksheet for them to complete as the group works. 3. Have learners locate the verbs in the <i>Job Scams</i> section of the website and point out where they are.

<p>Treasure Hunt</p> <p><i>This activity is intended to ensure that learners absorb the two main points of the Job Scams section:</i></p> <ul style="list-style-type: none"> ● Scammers always ask you to pay in advance ● No one can promise you a job 	<p>Direct learners to the What To Do page. Have them work individually or in pairs, as they choose, to read the page and answer two questions:</p> <ol style="list-style-type: none"> 1. What is the biggest sign of a job scam? 2. Who can promise you a job? <p>Review answers in the whole group. Have learners show you where in the text they found the answers to the questions.</p>	<p>Direct learners to the What To Do page. Have them work individually or in pairs, as they choose, to read the page and answer two questions:</p> <ol style="list-style-type: none"> 1. What is the biggest sign of a job scam? 2. Who can promise you a job? <p>If learners are not able to do this on their own, use a shared computer and read the text together.</p> <p>Review answers in the whole group. Have learners show you where in the text they found the answers to the questions.</p>
<p>Independent Practice</p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> ● <i>Avoid Scams!</i> 	<ol style="list-style-type: none"> 1. Put learners in pairs or small groups and distribute the <i>Avoid Scams!</i> worksheet. 2. Direct learners to the What To Do page. Have each group develop a presentation for other adult learners on how to avoid a job scam, using the handout for guidance. Work with the groups to organize their presentations. 3. Have groups give their presentations to the rest of the class, with each group member doing part of the presentation. 4. Have groups give their presentations to other class groups when possible. 	<ol style="list-style-type: none"> 1. Direct learners to the What To Do page. Work with the whole group to develop a presentation for other adult learners on how to avoid a job scam, using the <i>Avoid Scams!</i> handout for guidance. Keep the presentation simple: Use short sentences and bulleted lists that will work as notes for individual speakers. 2. Have individual volunteers practice giving parts of the presentation to the rest of the class. Allow them to select the part(s) they feel comfortable with and present those first. Proceed until everyone has given each part of the presentation at least once. 3. If learners are up to it, have them give the presentation to another class group.
<p>Extension / expansion</p>	<ol style="list-style-type: none"> 1. Have learners add the information they have gained about job scams and scammers to their individual copies of the <i>Scams and Scammers</i> worksheet. Then have them work in pairs to compare answers. 2. Review answers in the whole group to ensure that all have developed comprehensive understanding. 3. Use the information that has been added to the chart so far as the basis for discussion of similarities and differences. 	<ol style="list-style-type: none"> 1. Work with learners in the whole group to add the information they have gained about job scams and scammers to the class master copy of <i>Scams and Scammers</i>. If learners are able, have them copy this information to individual copies of the worksheet. 2. Use the information that has been added to the chart so far as the basis for discussion of similarities and differences.

Assessment

Handout:

- *Two by Two*

1. Distribute the *Two by Two* sheet and have learners complete it individually.
2. Discuss answers in the whole group. Talk about how learners could obtain answers to the questions they still have. Use the sheet as the basis for an oral discussion of new knowledge and ongoing questions. The sheet can also be used at the beginning of the next lesson to review information, answer questions, and serve as part of the introduction to the next lesson.

1. Distribute the *Two by Two* sheet and have learners complete it individually.
2. Discuss answers in the whole group. Talk about how learners could obtain answers to the questions they still have. Use the sheet as the basis for an oral discussion of new knowledge and ongoing questions. The sheet can also be used at the beginning of the next lesson to review information, answer questions, and serve as part of the introduction to the next lesson.