**Course Outline For Facilitator**

*Internet Search Results with a Career Focus*

**Notes to Facilitator**

***This document includes key preparation materials for facilitating this course, including:***

* Participant and course background information
* An outline of the overall course
* Notes for facilitating each section of the course
* A list of essential course materials

***Prepare for this session:***

1. Print and review this document at least a week before facilitating the session
2. Print and review the facilitator’s guide (includes facilitation prompts, instructional examples and steps for facilitating the entire course)
3. Print all materials for the session

**Background for Facilitators**

Currently, many adult participants without high school diplomas or high school equivalency credentials lack the necessary skills to properly search the Internet. These skills are crucial as the primary goal for many adult learners is to obtain employment.

Being able to conduct productive job searches is key to finding employment opportunities. Digital literacy is also a necessity for gaining employment. Therefore, this course aims to provide adult basic education participants the ability to self-navigate the Internet to search for relevant, reliable search results. These participants should also be able to demonstrate how this increased digital literacy related to Internet searching can help them successfully find relevant job opportunities.

**Course Outcomes**

At the end of this session, participants will be able to:

* Demonstrate digital literacy skills needed to use the Internet to collect information
* Demonstrate critical thinking skills needed to collect relevant and reputable Internet resources
* Demonstrate how to use the Internet to create a list of relevant, potential employment opportunities

**Course Prerequisites**

Recommended for Participant:

* Has had exposure to using (or owns) a personal cellular device (most likely a phone)
* Has had exposure to an Internet search engine

Instructor:

* Has printed and reviewed this document
* Has printed and reviewed the facilitator’s guide
* Has printed copies of course materials, including participant worksheets
* Has personal cellular device

**Key Course Materials**

Ensure you have printed and reviewed copies of these materials

1. This document (Course Outline for Facilitator)
2. Facilitator’s Guide
3. Participant **Module 2 Worksheet: Job Search Activity** to use in module 2
4. Participant **Module 3 Worksheet: Tips and Tricks** use in module 3
5. Participant **Module 4 Worksheet: Potential Job Opportunities** to use in module 4
6. Participant **Course Takeaway Worksheet** with additional resources and search tips

**Session Timing**

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| --- | --- | --- | --- |
| Time | Module Name | Page | Description |
| 10 minutes | Module 1: Introduction and Overview | 5 | The facilitator introduces him/herself, including giving an example of a time when facilitator had difficulty searching the Internet. Facilitator asks participants for introductions and establishes why we are here today. |
| 10 minutes | Module 2: Discovering Internet Search Strengths and Challenges | 7 | A discovery-focused activity aimed at helping participants demonstrate their entry-level understanding of conducting an Internet search. |
| 50 minutes | Module 3: Internet Search Tips and Tricks | 9 | A facilitator-guided demonstration focused on providing tips for using the Internet to find the most relevant and reputable sources. |
| 20 minutes | Module 4: Show What You Know | 26 | A self-driven learning activity where participants are given a worksheet that guides them through the creation of a list of potential employment opportunities. |
| 5 minutes | Module 5: Reflection and Conclusion | 28 | Facilitator reviews course content and solicits final questions. Facilitator encourages students to use the tips to help them find relevant job opportunities and make use of their tips. |

**Timing Notes**

**This session is meant to fit both the timing needs of you and your participants.** That’s why specific areas of the facilitator’s guide indicate where you may be able to cut content or examples if timing is a constraint.

**Module 3 is the session’s longest.** In this module, you may choose to facilitate or omit examples for each tip, depending on whether you’d like to shorten or extend the course length.

Alternatively, you may choose to focus on specific examples. For instance, if participants need practice on general Internet search only, you may choose to cover only the general examples provided in this guide. If participants need practice working on a job search, you may choose to cover only the job search examples provided in this guide.

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| Module 1: Introduction and Overview |

***Overall content for this module:***

* High-level overview of what will be covered during the course

***Module Outline:***

* Facilitator and participant introductions
* Review expectations for courses
* Introduce overall course design

***Materials needed:***

* Facilitator’s guide

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| Module 2: Discovering Internet Search Opportunities and Challenges |

***Overall content for this module:***

* Participants are given an excerpt from a completed resume and asked to use it to find relevant job opportunities for the resume.
* Facilitator-led debrief on activity

***Module Outline***

* Introduction to module
* Distribution of Module 2 Worksheet: Job Search Activity
* Explanation of activity
* Participants take 5 minutes to complete the activity, including:
  + Read the worksheet
  + Access indeed.com on their cellular device
  + Use information from the excerpt to navigate indeed.com and find relevant job opportunities for the provided resume
* Students report out on their thought process, results and challenges.
* You guide discussion/debrief. Questions included in this discussion:
  + What was your outcome?
  + What was your first step and what  process did you follow?
  + How successful were you in finding what you started out looking for?
  + What challenges did you run into?

***Materials needed:***

* Facilitator’s guide
* Facilitator personal cellular device
* Participant cellular device (if participant does not have their own device, they may pair with the facilitator or another participant to complete this exercise)
* Module 2 Worksheet: Job Search Activity

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| Module 3: Internet Search Tips & Tricks |

***Overall content for this module:***

* Facilitator demonstrates 5 Internet search tips
* Participants follow along using Module 3 Worksheet

***Module Outline***

* Module Introduction
* Distribution of Module 3 Worksheet: Tips and Tricks
* Explanation of 5 internet search tips. Following each tip, you will model two examples of how to use the tip:
  + A general example of how this tip would apply to any Internet search
  + How this tip could apply when using the Internet to find a job opportunities
* During tip 5, facilitator distributes Course Takeaway Worksheet

***Notes on this module***

* You may choose to facilitate or omit examples for each tip, depending on whether you’d like to shorten or extend the course length.
* Alternatively, you may choose to focus on only job-search or general examples.

The table below includes the names of the general example and the job search example:

|  |  |  |
| --- | --- | --- |
| Tip | General Example (#1) | Job Search Example (#2) |
| Keywords | Statue of Liberty | Food Prep Deli Clerk |
| Site Specific Searches | Student Registrations | Septic Tank Work |
| Multiple Search Engines | The Family Dog | Outdoor Landscaping |
| Relevancy | Current Events | Coffee Shop Attendant |
| Advanced Search | Google Advanced Search | Indeed Advanced Search |

**For both the student registrations and current events examples, you will need to do some prework before the session. Both require to you choose an example relevant to your area and your participants.**

***Materials needed:***

* Facilitator guide and personal cellular device
* Participant cellular device
* Module 3 Worksheet: Tips and Tricks

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| Module 4: Show What You Know |

***Overall content for this module:***

* Participants are asked to apply the knowledge provided in module 3 to create a list of potential employment opportunities
* Facilitator to answer questions/guide participants as needed

***Module Outline***

* Module Introduction
* Distribution of Module 4 Worksheet: Your Potential Job Opportunities
* Participants complete worksheet, which asks them to record information in two sections:
  + Part 1: Your potential job opportunities:
  + Part 2: Your search parameters (parameters are constructed by recalling information learned in module 3)
* Participants asked to use the information on the worksheet and their cellular devices to complete an internet search for job opportunities that are relevant to them:
* Participants record 2-5 potential opportunities and are given 10 minutes to complete the activity.
* Facilitator answers students questions during the activity

***Materials needed:***

* Facilitator guide
* Facilitator personal cellular device
* Participant cellular device
* Module 4 Worksheet Potential Job Opportunities

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| Module 5: Reflection and Conclusion |

***Overall content for this module:***

* Provide a summary of the content covered in the course
* Answer any final participant questions

***Module Outline***

* Facilitator reviews course content, including any learnings they had from completing the assessments/activities.
* Facilitator solicits any questions
* Facilitator encourages students to revisit activities completed in the course and distributes takeaway job aid that provides additional assistance

***Materials needed:***

* Facilitator’s guide