**Facilitator’s Guide**

*Internet Search Results with a Career Focus*

**Notes to Facilitator**

***This document includes directions for facilitating the course, including:***

* Facilitation prompts (what to do, say, explain and distribute)
* Instructional examples and steps for facilitating the entire course

***Prepare for this session:***

1. First, print and review the Course Outline for Facilitator’s document at least a week before facilitating this session.
2. Print and review this document at least a week before facilitating the session
3. Print all materials for the session

***Course Timing:***

This session is **95 minutes** in total length. However, the session is meant to fit both the needs of you and your participants:

* Specific areas of this 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 and includes two examples per internet search tip.** 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.

**How to Use This Document to Facilitate**

This document is composed of a color-coded table to help you facilitate the course. Prompts are included for each facilitation point.

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| Prompt Color  & Name | Facilitation Point |
| **Module Break** | Located at the beginning of each module, this prompt indicates a new module. |
| **Tip Break** | Located at the beginning each new tip, this prompt indicates you have closed facilitation on one tip and will move on to the next.  *NOTE: This prompt is only applicable in module 3.* |
| **Time** | This prompt indicates how long a module or activity will take to complete. |
| **Do** | This prompt indicates when you will need to instruct the participants to complete a task. |
| **Ask** | This prompt indicates when you will need to ask a question of the participants |
| **Explain** | This prompt indicates course content you will need to explain to participants.  *NOTE: You do not need to read all content in this section, but you will want to cover the main points included. At times a participant may need more explanation, and these additional points can help answer questions.* |
| **Say** | This prompt indicates a sentence or sentences you should say.  *NOTE: Most of the time, these sentences are included to help you transition from one area of content to the next.* |
| Activity | This prompt indicates an activity will follow. It will also indicate when an activity requires a worksheet. |

***NOTE: The remainder of this document includes instructions for facilitating the course.***

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| Module 1: Introduction and Overview |

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| **Time** | This module will take **10 minutes** to complete. |
| **Do** | Introduce yourself:   * State your name * Share personal background (for example, you may want to discuss why you wanted to facilitate this session, or how you got involved in adult education) * You should also give a personal example of a time you had difficulty navigating the Internet to find a resource and how the content in this course may have helped you |
| **Ask** | Ask for participant introductions, including:   * Name * Why the participant attended this course |
| **Explain** | The content covered in this course:   * The Internet is the go-to place to find information on just about anything you’re looking for. Everything — from peanut butter cookie recipes, to how to enroll your child in school — is on the Internet. Even if you lived a hundred years, it’s probably more information than you will ever be able to sift through. * And, one of the most important things you’ll use the Internet for after graduation is finding a job. Almost every business nowadays exclusively uses the Internet to post job openings. And, like the number of websites, the number of job postings online can be daunting. * Whether you’re looking for a cookie recipe, or your next job opportunity, the trick to navigating the Internet successfully is to have the skills needed to find the specific information you want quickly and easily. And that’s what we will help you do in this course. |
| **Explain** | Give an overview of how the course will be facilitated by explaining:   * Throughout this course, we will teach you how, and give you time to practice using, a few tips that can help you navigate the Internet more successfully. * Each tip included in this course is also presented in the context of conducting a job search. The goal is that following this course, you will have the skills and ability to navigate the * Internet to find useful and relevant materials, including helping you find your next job opportunity. |
| **Activity** | **If your timing permits,** use the below questions to hold a quick discussion around the below questions.  Focus the discussion on engaging the participants in the forthcoming course content.  Hold a brief discussion (no more than 2-3 minutes) around these questions:   * How have you used the Internet to search for information? * Have you struggled finding information? Why?   Solicit responses. |

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| Module 2: Discovering Internet Search Opportunities and Challenges |

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| **Time** | This module will take **10 minutes** to complete. |
| **Explain** | Give an overview of the module by explaining:   * We will complete an activity aimed at navigating the Internet to find a job * You will have 5 minutes to complete the activity on your own, and then we will discuss as a group the job opportunities you found. |
| Activity | The below activity requires **Module 2 Worksheet: Job Search Activity**. Pass out this worksheet to participants now. |
| Do | Ask participants to pull out their cellular devices.  *NOTE: If participant does not have their own device, they may pair with the facilitator or another participant to complete this exercise)*  Instruct participants to take 5 minutes to complete the activity. Instruct them to follow these steps:   * Read the excerpt * 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 * Record at least one job opportunity on the worksheet |
| Time | Give participants 5-7 minutes to complete the exercise. |
| Say | “Let’s talk about what you found, and how you completed the activity.” |
| Do | Guide a discussion/debrief by asking the following questions:   * What was your outcome? Solicit responses. * What process did you follow? Solicit responses. * How successful were you in finding what you started out looking for? Solicit responses. * What challenges did you run into? Solicit responses.   Compare responses from the debrief/discussion to course content:   * Example: Participant may say they had trouble deciding how to search. Facilitator may say that throughout the course we will practice constructing keywords that will make a search easier to complete. * Example: Participant may say there were too many search results. Facilitator may explain that the tips we will cover in the course are aimed at pinpointing our searches so that we get fewer search results. |
| Say | “You did a great job working through this first exercises. Whether you had an easy time completing the activity, or ran into challenges, in this course we are going to focus on some tips that can help you search the Internet to more easily find what you need.” |

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| Module 3: Internet Search Tips & Tricks |

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| Time | This module will take **50 minutes** to complete. |
| **Explain** | Give an overview of the module by explaining:   * In this module, we will review five key tips for navigating Internet search results. * This module utilizes the **Module 3 Worksheet: Tips and Tricks.** * For each tip, we will review what the tip is, and we will work through a series of steps for how to use that tip. * We will record all our steps in the worksheet and use our phones to complete the search. |
| **Activity** | The remainder of this module requires **Module 3 Worksheet: Tips and Tricks**. Pass this worksheet out now. |
| **Do** | Instruct participants to pull out their cellular devices. |
| **Say** | “The first tip we are going to cover is keywords.” |
| **Ask** | **If timing permits,** ask participants the question: “If I wanted to find pizza in my neighborhood, how might I search for that?” |
| **Do** | Solicit responses to the above question. For example:   * Participants might say they would type the word pizza and/or their city name * Let them know is an example of a keyword   If possible:   * Compare their responses to the activity in module 2.   + For example, they probably constructed keywords to complete the exercise. |
| **Tip #1 (Keywords)** | |
| **Explain** | Explain **Tip #1 (Keywords)**:   * Keywords are single words, or more commonly strings of words, that are displayed within a web page. Searchers, like you, use keywords to find web pages that are relevant to what they’re searching for. * In fact, when we did the activity earlier in this lesson, your first step was most likely creating keywords to find jobs that were relevant to the resume we read. * In order to use a search engine or database effectively, therefore, you need to be able to choose the best combination of keywords. * We want to show you how to create keywords that can help you find the information you’re looking for quickly, and we want you to find the best possible Internet resources using those keywords. * Most search engines work best if you provide them with several keywords. The most important thing is to think about what you’re specifically searching for to determine the essential key words. * When you’re first selecting keywords, you may want to ask yourself some questions that can help narrow down the right phrases to search. Let’s look at an example. |
| Do | Conduct two examples showcasing how to use keywords (follow the guide below). |
| Say | “Imagine you and family are visiting New York in June and you want to check the hours of the Statue of Liberty. Let’s start with the simplest keyword: Statue of Liberty.” |
| Activity | The below activity utilizes the **“Statue of Liberty” portion** (page 1) on **Module 3 Worksheet** (keywords). Refer students to this portion of the worksheet now. |
| Do | Help participants complete the portion **Statue of Liberty of Module 3 Worksheet** (keywords) by introducing an initial Internet search by instructing participants to follow these steps:   * Construct a set of keywords for this search and record them in their worksheet * Open google, safari or a search engine on their phone * Search the keywords |
| Ask | Ask participants the questions:   * “Which was your most relevant search result?” * “Where did your most relevant search result appear?”   Solicit responses.  ***NOTE:*** Students will be presented with a lot of different search results. The results will most likely vary based on student, cellular device, search engine, etc. |
| Explain | Explain key takeaways from this first search:   * Your results for this search will vary based on many factors, including your search engine, your cellular device, the keywords you searched. * The more specific keywords you search, the higher your most relevant search result will appear. * It’s important to construct the most specific keywords and phrases to ensure the most relevant search results appear at the top of your search. This will help you find more relevant results more quickly |
| Say | “Let’s work through an example of how we might easily construct keywords to help us narrow down the results.” |
| Explain | Introduce a keyword search by explaining:   * Think about whether or not any of your keywords are exact phrases you want to search. * For instance, when you use quotation marks around a phrase, you are telling the search engine to only bring back pages that include these search terms exactly how you typed them in order. * So, if we know we want to find an exact phrase, we should put it in quotation marks * Quotation marks instruct a search engine to return results only for that exact phrase * We will first work through an example of how to complete this using **Module 3 Worksheet** |
| Do | Instruct participants to refer to their worksheet and complete the next section of the **“Statue of Liberty” portion** by:   * Open their preferred web browser * Perform a search by adding quotation marks to their initial keywords. Example:   + “Statue of Liberty” * Record in their worksheet the first search result they reach   ***NOTE:*** Participants may be presented with a lot of different search results. The results will most likely vary based on student, cellular device, search engine, etc. If time permits, ask them to discuss the differences in their results to point out that adding additional keywords may help them come to a more specific and uniform search result. |
| Say | “Since we now want to know the hours of the Statue of Liberty, let’s add the word ‘hours’ to our search.” |
| Do | Instruct participants to:   * Use their smartphones to compete the search again, this time adding the word ***hours*** to the initial search “Statue of Liberty”.   + They should type: “Statue of Liberty” hours * Record in **Module 3 Worksheet** the first search result they reach |
| Explain | Explain that results the second time will most likely be smaller in number, and more specific to the information we are looking for (Statue of Liberty hours). |
| Say | “Finally, let’s narrow this down even further by adding the time of year we want to go.” |
| Do | Instruct participants to:   * Open their preferred web browser again * Perform a search by adding the month to their initial keyword, searching “Statue of Liberty” hours June * Write in **Module 3 Worksheet** the first result they reach. * Facilitator asks participants: “What was the first search result you got this time?” Solicits responses. * Facilitator compares accuracy of the results for this final keyword search to the first and second pass at the search. These final should be more exact to the search they were trying to find (hours of the Statue of Liberty in June). |
| Ask | Ask participants the question, “What was the first search result you got this time?”  Solicit responses. |
| Explain | Explain the key takeaway from this process:   * What we were doing each time we searched was constructing keywords that would help us narrow down our search results to find the exact information we are looking for. * Compare the accuracy of the results for this final keyword search to the first and second pass at the search.   + These final should be more exact to the search they were trying to find (hours of the Statue of Liberty in June). * We can see how this final search helped us get the exact information we were looking for and it appeared as one of our first search results. * Each keyword we added helped narrow down our number of results until we found the most relevant result. |
| Say | “We can also use this process of creating keywords when searching for a job. “ |
| Activity | The below activity utilizes the **“Food Deli Clerk” portion** (page 1) of **Module 3 Worksheet** (keywords). Refer students to this portion of the worksheet now. |
| Explain | Help introduce participants to the keywords example **“Food Deli Clerk” portion** (page 1) of **Module 3 Worksheet** by explaining:   * We are going to use what we just did for the general search example to find a few job opportunities. * At the beginning of this session, you probably used keywords to search for a job in the example resume we looked at. * Let’s think about what we just learned about constructing keywords to take a look at how we might construct more specific keywords. |
| Say | “Imagine you are looking for a job as a food deli clerk.” |
| Ask | Ask participants the question, “What are some questions you might ask yourself to construct some keywords? Or, think about some keywords you might search.” |
| Time | Give participants 5 minutes to complete the below task. |
| Do | Instruct participants they have 5 minutes to complete the **“Food Deli Clerk” portion** (page 1) of **Module 3 Worksheet** (alternatively, you may want to guide students through the below activity, completing it as a class):   * Pull out their smartphones and complete to complete the activity using google, safari or a search engine of their choice   + ***Alternatively, so that participants have more uniform search results, you may want to suggest they use the search engine: indeed.com*** * First, record questions or keywords for the search and record them in **Module 3 Worksheet** (under line #1 in the food deli clerk section) * Second, open their phone and conduct the search, then record the title of at least one result   Example search questions or keywords include:   * “Where do you want the position to be located?” * “What are some potential job titles?” * “What industry might the job be in?” * Keywords could include: deli clerk, food service, food cashier |
| Ask | Ask participants how the activity went. Consider asking the following questions:   * What were your results? * What challenges did you run into? * Do you think this tip might be useful for you?   Solicit responses. |
| **Tip #2: Site Specific Search** | |
| Explain | Explain **tip #2 Site Specific Search:**   * Often you want to search a specific website for content that matches a certain phrase. * Even if the site doesn’t support a built-in search feature, you can use Google to search the site for your term. |
| Say | “Imagine we knew that earlier in the week we were searching for a peanut butter cookie recipe and we knew we found it on Martha Stewart’s website. But, you lost the link. You need to find it again. We can use a site specific search to do this.” |
| Activity | The below activity utilizes the **Example portion** (page 2) of **Module 3 Worksheet** (site specific search). Refer students to this portion of the worksheet now. |
| Do | Instruct participants to refer to the **Example portion of** **Module 3 Worksheet** (site specific searches) and follow along as you explain. |
| Explain | Help introduce participants to site specific searches by walking them through the completion the **Example portion of** **Module 3 Worksheet** (page 2). First, explain:   * When creating these types of searches, the first step is, again, to determine keywords. In this case, the best search is probably “peanut butter cookies” * Next, we would type the word “site,” add a colon (example: site) * Finally, include the site name with no space in between (example: marthastewart.com) |
| Do | As you explain the steps above, instruct participants to refer to their worksheets to review the **Example portion of** **Module 3 Worksheet** (page 2).  Example:  “peanut butter cookies” + site: + marthastewart.com  *Note:* You may want to point out:   * There are three portions to completing this type of search:   1. The keywords you are searching (peanut butter cookies)   2. The site specific qualifier (site:) – you may want to point out that this qualifier text would ALWAYS appear in this type of search   3. The full site name of the internet site you want to use * There should be a space included between the phrase and the word site * The search term “site:” is called a “site specific qualifier” and there is no space between the colon * This final phrase typed into the search engine is:   + “peanut butter cookies” site:marthastewart.com – *(remember, this example appears at the top of page two in Module 3 worksheet)* |
| Activity | The below activity utilizes the **Student Registrations** **portion** (page 2) of **Module 3 Worksheet** (site specific search). Refer students to this portion of the worksheet now. |
| Explain | Help introduce participants to how they will complete the **Student Registration portion of Module 3 Worksheet:**   * Next we will look at an example of where you might use this tip in your everyday life. |
| Do | Before conducting this session, research a school district in your neighborhood or state. Choose one that offers online registration. Use that district’s website as the example for the next activity.  ***NOTE:* You will need to choose a school district near you with online student registration BEFORE you conduct this lesson to complete this section.** |
| Say | “Imagine you are trying to figure out how to register your child for the school district in our area. You know what the district’s website is, but you can’t seem to find information specific to enrollment. We can use this site specific search to do it.” |
| Time | Give participants 5 minutes to complete the below task. |
| Do | Instruct participants to complete the **Student Registration portion of Module 3 Worksheet** (page 2) by completing the following:   * Take five minutes to complete this portion * Referring to their worksheet, construct keywords that might help their search * Use their keywords to complete their own site specific search * Use their cellular devices to try the search and record their answers * Offer help as needed   *Note:* Ensure students use the example website you choose when constructing their site specific search. The name of the site should be recorded in the third blank for question #2 of the **Module 3 Worksheet**. This will help participants retrieve similar search results. You may want tell them the website name and ask them to fill in this blank before asking them to complete this activity. |
| Ask | When five minutes has passed, ask participants to share their results.  **If time permits,** you may also want to ask:   * What was easy or difficult about this example? * Do you think this tip may be useful for you to find information? How? |
| Explain | Explain how and when to use this tip:   * You will want to use this tip when you are confident the information is on a specific site, but don't know where to look to find it. * It often faster and easier to search for a key phrase and specify that you only want results from a specific website. |
| Say | “We can also use this technique to find specific job titles on job search engines. We will practice it next.” |
| Activity | The below activity utilizes the **Septic Tank Work** **portion** (page 3) of **Module 3 Worksheet**. Refer students to this portion of the worksheet now. |
| Say | “Imagine you found a job you were really interested in on indeed.com the other day. But, you can’t remember the company name. We can use this technique to find the job.” |
| Do | Instruct participants to complete the **Septic Tank Work portion** (page 3) **of Module 3 Worksheet:**   * Search for septic tank work using indeed.com * Record search terms * Complete the site specific search using the model in their worksheet * Using the search they created in their worksheet, complete the search and record their answer in their worksheet |
| Ask | Close this section by asking:   * Has there ever been a time when you needed to find something specific on a site? * How would you use this tip? * How might it have helped you?   Solicit responses. |
| **Tip #3: Multiple Search Engines** | |
| Explain | Explain **tip #3 Multiple Search Engines:**   * Every search engine has its own way of doing things and none of them covers everything. In fact even Google--which currently holds bragging rights to the largest database of Web pages—cannot possibly find and index the entire Internet. * So when thoroughness counts, you should plan on using several search engines. * It might take a bit more time to visit two or three search engines and conduct separate searches in each one, but you're likely to get better results in the long run. |
| Say | “Imagine you are looking for a new dog to add to your family, but you’re not sure of the different breeds of dogs, and which might be a good match for your family.” |
| Time | The below activity should take **2 minutes**. |
| Activity | The below activity utilizes **The Family Dog portion** (page 4) of **Module 3 Worksheet** (multiple search engines). Refer students to this portion of the worksheet now. |
| Do | Instruct participants they have 2 minutes to complete **The Family Dog Module 3 Worksheet** by completing the following:   * Use supplied worksheet to record two qualities of a dog they would be interested in. * Next, construct keywords out of the qualities they listed.   + Examples might include: “dog breeds who are friendly,” or “dogs that like children.” * Use the search engine on their phone to search the keywords they listed in their **Module 3 Worksheet** (question 1 of The Family Dog). |
| Ask | Ask participants the question, “What were your results?”  Solicit responses by instructing participants to shout out their results.  *Note:* Examples might include a specific dog breed or a specific site. |
| Say | “Next, let’s see if we will get different results if we use a different search engine. Listed on your **Module 3 Worksheet** are two additional search engines you can use. Choose one to search a second time.” |
| Time | The below activity should take **2 minutes**. |
| Do | Instruct participants they have 2 minutes complete the second half of this activity by:   * Use their cellular devices to navigate to one of the other search engines listed on their worksheet (bing.com, yahoo.com, ask.com) * Use the same dog keywords used in the first search * Record the first search result in their worksheet * Indicate whether or not different results were given |
| Ask | Ask participants to do the following, “Raise your hand if you got a different result the second time.”  Solicit hand raises.  Ask participants the question, “What does this tell you about search engines?”  If time permits, you may want to complete a discussion on this example by asking:   * What keywords did you search? * Why did you choose the keywords? * What questions do you have about this tip? |
| Explain | Explain key takeaways from this example:   * Completing the exact same search in multiple search engines produced different results. * This is important to remember, as if you stick consistently to one site, you may miss content that is not indexed in that search engine. |
| Explain | Explain how this could relate to a job search:   * This idea that multiple search engines can produce different results also relates to job search engines. * This is because employers have a variety of job search engines to choose from when posting an open position.” |
| Say | “Let’s see how it works. There are many job search websites available. Two of the bigger ones are listed on your **Module 3 Worksheet**. Imagine you are looking for a job doing landscaping outside. Let’s use two different job search engines to performed a search.” |
| Time | The below activity should take 5 minutes. |
| Activity | The below activity utilizes the **Outdoor Landscaping portion** (page 4) of **Module 3 Worksheet** (multiple search engines). Refer students to this portion of the worksheet now. |
| Do | Instruct participants to refer to their worksheet to complete the outdoor landscaping portion of **Module 3 Worksheet**:   * Create keywords and record them on their worksheet   + Examples: grounds keeping maintenance, groundskeeper, lawn maintenance * Open indeed.com and search one set of keywords and the location participants live in * Record on the worksheet the first search result * Open careerbuilder.com and perform the same search with the same keywords and location * Record on the worksheet the first search result from this website * Indicate whether or not different results were given |
| Ask | Ask participants to do the following, “Raise your hand if you got a different result the second time.”  Solicit hand raises.  Ask participants the question, “What does this tell you about job search engines?”  Solicit responses. |
| Explain | Explain key takeaways from this example:   * We can see by this example that if we were looking for job, we may get different results depending on where we search. That’s why it’s important to check multiple job search engines when doing a job search. * Not every employer lists their job on every job search engine. If you are only performing searches in one search engine, you could be missing out on a job that might be a great fit for you. * Facilitator points out that the class job aid indicates some of the largest job search engines that participant may want to access when performing their own job searches after the course. |
| **Tip #4: Relevancy** | |
| Explain | Explain **tip #4 Relevancy:**   * As events unfold over hours, days or weeks, news often change a great deal. * What the Internet says about a scientific discovery, about a living person, a war, a new technology or a lot of other things can quickly become untrue. * So, always check the dates of your sources for the newest, most relevant resources. * If you can't tell when a source was written, then keep looking until you find a good source about the topic that does have a recent date. |
| Activity | The below activity utilizes the **Current Events portion** (page 5) of **Module 3 Worksheet** (relevancy). Refer students to this portion of the worksheet now. |
| Do | ***Choose a recent current event before you conduct this classroom session. Use the event to instruct the participants to complete the below activity.***  Instruct participants to complete the **Current Events Portion** of **Module 3 Worksheet** (relevancy) by:   * Working alone or as a group to construct keywords for the news event search and record answers using their worksheet * Using their cellular devices and a search engine like google.com, search the keywords * Record the dates of the first three results that include dates   ***NOTES:***   * **You will need to choose a current event BEFORE you conduct this lesson to complete this section.** * Not every search will contain a date. Participants should be instructed to find the first three sites with dates (most news content contains a date, but not every result will be from a news source. * You may want to search your current event before conducting the classroom session to ensure your example is applicable. |
| Ask | Ask participants the question, “Were the search results listed in order of date?”  Solicit responses. |
| Explain | Explain key takeaways from this example:   * The order news sources appear in a search may not always be by date. * For instance, newest results don’t always appear at the top, and longer and more relevant resources may be buried. * That is why it important for participants to pay attention to dates the sources have been posted. |
| Ask | Ask participants the question, “Have you ever called a company about a job and found out that the job was already filled?”  Solicit responses. |
| Explain | Explain how this example could relate to a job search:   * Like current events and news, job postings are constantly updated, and some expire. * When conducting a job search, you will also want to pay attention to the dates jobs are posted. |
| Say | “Imagine you are using indeed.com to search for coffee shop attendant jobs in your local area.” |
| Time | The below activity should take 5 minutes. |
| Activity | The below activity utilizes the **Coffee Shop Attendant Job portion** (page 5) of **Module 3 Worksheet** (relevancy). Refer students to this portion of the worksheet now. |
| Do | Instruct participants to complete the **Coffee Shop Attendant Job portion** of **Module 3 Worksheet** by:   * Take five minutes to complete the activity. * Work as a group or individually to construct keywords for the search for a coffee shop attendant. * Record keywords in worksheet. * Using a cellular device, navigate to indeed.com to search the keywords recorded. * Record the first three dates listed for the results. |
| Ask | Ask participants the question, “What is the posting date of your first result?”  Solicit responses.  Ask the participants the question, “Were the results you recorded in your worksheet listed out of order by date?”  Solicit responses. |
| Explain | Explain key takeaways from this activity:   * The newest job postings may not appear at the top of the search. * Additionally, employers may not always update postings when job is filled, making it important to pay attention to dates to apply for the most relevant job postings. |
| **Tip #5: Advanced Search** | |
| Explain | Explain **tip #5: Advanced Search**   * Many search engines have advanced search options that are built right in and give you a chance to use all the skills we have practiced in this lesson. * These advanced features allow you to further narrow down your results with ease. |
| Say | “Google has an advanced search feature that you may want to use. An image of it is included in this worksheet.” |
| Activity | The below activity utilizes the **Course Takeaway Worksheet**. Pass out this worksheet now |
| Do | Pass out **Course Takeaway Worksheet** and ask participants to refer to page 3 of the worksheet. |
| Explain | As participants review the image included in **Course Takeaway Worksheet**, explain Google’s advanced search features:   * This feature is available on desktop PCs, so we aren’t going to show it in class. * It lets you narrow down your search results by using specific filters. * The google advanced search allows you to quickly use many of the tips we have practiced throughout this lesson, including narrowing down keywords, searching a specific site, and searching for exact phrases. * It even lets you exclude specific words from  search. * Because it is so specific, this search is most useful when doing an academic search, such as looking for specific academic-related papers or researching information for school. |
| Explain | Explain how this example of advanced search may be useful for a job search:   * Just like Google has an advanced search, many of the largest job search engines we have used today also have advanced search features. * These filters let you narrow down your search results to find job that are specifically tailored to your skills, interests and needs. |
| Say | “Imagine you are looking for a job working in a dog kennel, but you have a specific set of criteria for your new job.” |
| Time | The below activity should take 5-7 minutes. |
| Activity | The below activity utilizes **Dog Kennel Positions portion** (page 6) of **Module 3 Worksheet** (advanced search). Refer students to this portion of the worksheet now. |
| Do | Instruct participants to complete the **Dog Kennel Positions portion** of **Module 3 Worksheet** by explaining the following steps:   * Participants have about five minutes to complete this activity * Record keywords to search   + Examples: dog kennel, kennel, kennel assistant, kennel associate * Determine what type of search filters to use for their search by circling or recording their answers in their worksheet   + Note: The worksheet instructs participants to make decision on filters including desired salary, full-time or part-time, entry-level work and miles within location * Using their cellular device, open indeed.com an search using only the keyword or keywords identified for this search * After the search is complete, use the filters (located at the top of Indeed’s mobile search engine) to filter their results based on preferences they circled and recorded on their worksheet   *NOTE:* You may need to move around the room to demonstrate individually to participants where the advanced filters are on Indeed.com’s site. |
| Ask | Ask participants the question, “Why do you think you got more specific search results by adding the filters?”  Solicit responses.  Ask participants the question, “Why would be useful when searching for your own job?  Solicit responses. |
| Explain | Explain key takeaways from this tip/example:   * The beginning of a job search can be a difficult. Understanding how to sift through hundreds of job postings can be overwhelming. * Using these filters to narrow down your results, and searching for jobs by salary, industry, job title, experience level and more and help make the experience easier. * It can also help you find a job that is specific to your lifestyle, career needs and salary desires. |

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| Module 4: Show What You Know |

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| Time | This module should take **20 minutes** to complete. |
| Say | “In this last working module, we will give you an opportunity to practice all the tips we have covered in this course. We will show you how you can use everything we’ve talked about today to start to find relevant job opportunities, based on your skills and experiences.” |
| Time | The below activity should take 10 minutes to complete. |
| Activity | The below activity utilizes **Module 4 Worksheet: Potential Job Opportunities**. Pass out that worksheet now. |
| Do | Pass out **Module 4 Worksheet: Potential Job Opportunities** and explain how to complete the activity:   * Participants have 10 minutes to complete **Module 4 Worksheet** Follow the instructions on the worksheet to complete part 1 listing potential job opportunities:   + List 1-3 jobs you have held   + Brainstorm 1-3 skills you have that might be attractive to potential employers   + Brainstorm 1-3 potential locations for a job you might be interested in   + Brainstorm 1-3 potential jobs you might be interested in * Follow the instructions on the worksheet to complete part 2 constructing your search parameters:   + Write down at least three keywords you might use in this search   + Write down any special characters you might use and how you would use them to narrow down your search results   + Write down which search engines you will use for this search * After completing part 1 and part 2 of the worksheet, use the information and a cellular device to complete an Internet search for relevant job opportunities. * Record potential job opportunities from the search results in **Module 4 Worksheet**.   ***NOTE:*** Participants should record at least 2-5 results. |
| Do | As participants complete the activity, walk around the room to answer any questions they may have.  After ten minutes, move on to ask the below questions. |
| Ask | Ask participants the following questions and solicit responses:   * In the first activity of this course, you used a resume to do a job search. How did completing this activity compare to this experience constructing your own? Was it easier or more difficult? * Was it easier this time to complete a job search? Why? |

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| Module 5: Reflection and Conclusion |

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| Time | This module should take **5 minutes** to complete. |
| Explain | Explain overall content covered in the course:   * The trick to navigating the Internet successfully is to have the skills needed to find the specific information you want quickly and easily. Hopefully that’s what we helped you do in this course. * The five tips covered in this session (main tip titles bolded below):   + **Keywords** are single words, or more commonly strings of words, that are displayed within a web page. Searchers, like you, use keywords to find web pages that are relevant to what they’re searching for.     - When creating keywords, don’t forget to use quotation marks, when possible, to search for specific phrases   + Use **site specific searches** to find content that lives on a specific site.   + Every search engine has its own way of doing things and none of them covers everything. So when thoroughness counts, you should plan on using **multiple search engines**.   + News and available job opportunities often change a quickly. So, always check the dates of your sources for the newest, most **relevant** resources.   + Many search engines have **advanced search options** that are built right in, allowing you to further narrow down your results. |
| Ask | **If timing permits,** ask participants the question, “What was the most valuable tip you learned in this session? Why?”  Solicit responses. |
| Do | Close the session by:   * Encourage participant to revisit activities completed in the course when searching for a job (including **Course Takeaways Worksheet**). * Thank participants for their time and release them from the session. |