Search and Research Using Google

Objectives:

- To get participants familiar with less known features of Google and other search engines within it so that they can search for relevant information in a more effective manner
- To make participants aware of the effects of their YouTube consumption on their emotional health and provide them with tools to manage their consumption
- To make participants aware about the concerns with Google and provide them with other alternatives

Pre-workshop tasks:

- Prepare Miro board
  Note: To use Miro in the workshop, the facilitators will have to create a Miro board similar to the board linked above. This video provides a guide to using Miro for workshops.

- Get the slides ready

- Get the following activity sheets ready for reference
  - Google Ngram Viewer
  - Google search techniques
  - Reverse Image Search
  - You and YouTube
  - I used to think . . .and I now think . . .

Facilitator Notes:

- *If you are using a whiteboard tool such as Miro, make sure that the participants are familiar with it. You can do a brief 20-30 minutes session on Miro at the beginning of the workshop, and then proceed with the workshop's flow.*

- *In case it's not possible for you to use such tools, you can adapt all the uses of Miro in the lesson with the use of Sticky notes and newsprint papers in a physical workshop.*
- *Delivering this workshop requires a certain level of content related knowledge from the facilitator's side. Please refer to the relevant resources under "**theme 1: Finding and Consuming Digital Contents**" of the toolkit to learn the stuff you find unfamiliar in this guide.*

Tools used:

- [Miro](#)

Topic	Objectives	Description
Intro and Energizer 15/15 mins	Introduce participants to some unknown, fun and intellectually appealing feature of Google Get participants familiar with their group members	Share your screen and introduce the [Google Ngram viewer](#). Facilitator - "The Ngram viewer analyzes the books in Google's database and plots the number of occurrences against the year in which the books were released." *Facilitator notes: Refer to this [activity sheet](#) to learn more about the activity.* Provide them with 6 minutes for this activity. Before starting the activity, inform them that each group should select a representative who will present their work on the group's behalf.
Google search techniques 20/35 mins	Get participants to test a few techniques to optimize Google search experience	Facilitator - Although Google is a powerful search engine, sometimes it can be difficult for us to make Google "understand" what we are looking for. Have you been through such situations? Get participants' responses and Inform them that we are now going to do some tasks and, in the process, learn some techniques to make better use of Google search. Refer to [this activity sheet](#) to learn about the activity. Provide them with 3 minutes per task, i.e. 12 minutes in total. After every task, ask any one team to share their results and the process they followed. Introduce the technique as mentioned in the activity sheet mentioned above before moving on to the next task.

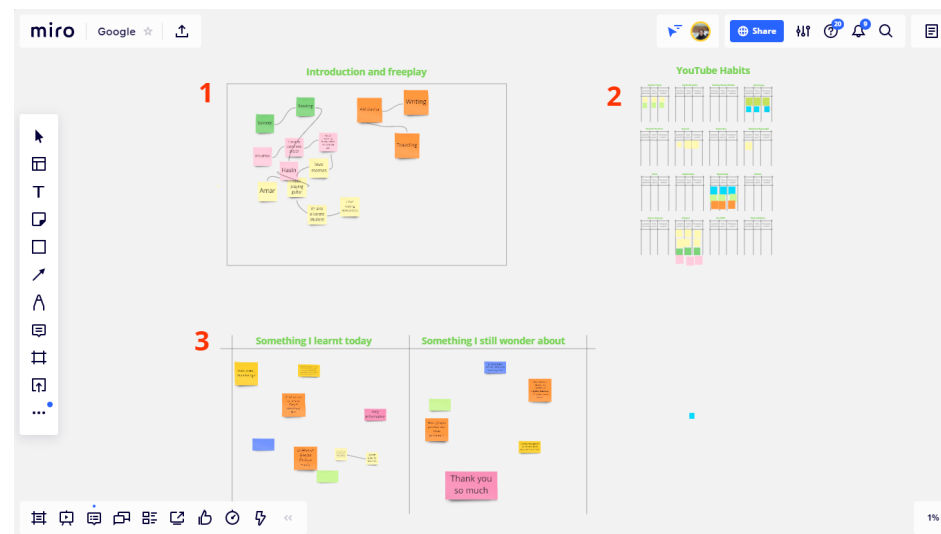| Reverse Image Search	Get participants to see how reverse image search can be used to find information about a photo or image	Inform participants that we will now be looking at other important search engines within Google.
15/50 mins		Facilitator - "We have a challenge for you. You'll have to find some information about some images."
		Present your screen and show them the blog that contains the challenges.
		Image Challenges
		You saw this place on a postcard and you really want to visit it but you don't know it's name. Can you find out what place is it?
		You want to try this famous Japanese cuisine but you don't know what it is called. Can you come up with the name?
		Inform participants that they'll be doing this activity in the same group as earlier. Provide them with 10 minutes for it.
		Once participants are ready, share the link to the blog.

| | | After the given time is up, ask participants if they managed to figure out all the challenges. Ask someone to volunteer and tell us about the results they got and demonstrate briefly the process they followed.

Ask - For what purpose would reverse image search be useful?

Facilitator note: Refer this video on reverse image search for details on the process. You can share this link to google image search as a hint to the groups that are struggling. |
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| **Google Scholar**

10/60 mins | Make participants aware of Google Scholar as a search engine for academic research articles

Get them familiar with some important features of Google Scholar and its search results | Ask participants if they have any experience with using Google for research purposes, i.e. searching for research papers and journal articles.

If any participants respond with a yes, ask them to briefly share their knowledge on the topic. Use this as a segue to introduce Google Scholar. Present your screen and inform participants that you'll be briefly explaining about Google Scholar.

Go to scholar.google.com and give a brief tour of 5 mins on the following topics:

- The interface of Google scholar
- How Google Scholar ranks articles
- Ways to check credibility of articles
  - Number of citations
  - Date of publication
  - Authors
- Filters to optimize search
  - Custom time range
  - Searching within citations |
| **You and YouTube**

(20/80 mins) | Get participants to understand how YouTube consumption affects moods and emotions

Get participants to reflect on their YouTube consumption | Ask participants if they think they are aware of their YouTube consumption. |

	Help participants learn to make and use YouTube tracker tool	
		Do a quick, fun activity where the facilitator makes statements about consumption of a specific YouTube content for a specific amount of time. Participants respond promptly to each statement by stating how they would feel after watching it. Some examples of statements facilitator can make are: ● You watched a 10 minutes long montage ● You watched a 20 minutes long tik tok compilation ● You watched a reaction video for 25 mins ● You watched a 5 minutes documentary clip about children in poor parts of the world ● You watched a 10 minutes compilation of cute wildlife moments ● You watched a 15 minutes long DIY video Ask - What do you think was the key idea of this activity? After getting their responses, say - our YouTube consumption affects our moods and emotions. With the next activity, we shall learn to manage this. Share screen and show the Miro frame where they are doing the next activity. Refer to this activity sheet to learn about it in detail.

		Show them an example of doing the activity and share the link to the Miro frame. Give them 5 mins to complete the activity. Participants do this activity individually. Facilitator - How can we manage our YouTube consumption and keep it on the healthy side? Get their responses orally or through writing and sum it up with the fact that one reason behind unhealthy consumption is unawareness about our habits. Recall the YouTube Tracker from the activity they just did and ask - can it be used to monitor our YouTube consumption? Emphasize that unhealthy consumption automatically reduces when people become aware of it.
Concerns with Google 5/85 mins	Make participants aware of the concerns with Google and provide them with alternatives to it	Inform participants that for the final part of the workshop we'll have a look at the most common concerns with Google. Ask - What major concerns about Google are you aware of? Acknowledge their responses and talk about **online privacy** and Google's **collection of user's data.** ● Talk briefly about why Google tracks our data and how it's used to generate user specific ads ● Propose non-tracking websites such as DuckDuckGo as possible solutions
Reflection and closure 10/95 mins	Get participants to think about how their thinking has changed during this workshop Highlight the key ideas from the workshop	Project the slide for reflection on the screen and ask participants to complete the sentences: **I used to think . . . and I now think . . .** *Facilitator notes: Read this activity sheet to know more about this activity* As closure, tell participants that because the internet now has too much information, it's necessary for digital citizens to learn to use search engines like Google in a more effective manner. It is also necessary for us to monitor our consumption so that we don't drift into the unhealthy side.