

## The Facts

Name	EH	Date	November 2018	Session number/ Ref	Lesson 2 Filtering information and Referencing
Group	Yr7/8	Unit/ Project	<p>2 lessons per year group</p> <ul style="list-style-type: none"> <li>- Searching, evaluating the relevance of information</li> <li>- filtering information sources</li> <li>- evidence of referencing (find a good referencing tool as well as Harvard)</li> </ul> <p>impact of ICT on society - social, economic, political, legal, ethical, and moral issues.</p> <p>Choose a product or technology - blue tooth, wifi, LED... and research using the above criteria.</p>		

## The Preparation

Aim	Learning Objectives (Core Skills and Areas of Learning)	Resources
<p><i>What is the overall aim of the session?</i> Searching, evaluating the relevance of information and filtering information sources.</p> <p>To ensure our students are able to critically evaluate and filter information for bias, reliability, accuracy and currency.</p>	<p><i>What key things do you expect the learners to have learnt by the end of the session?</i> <b>Computing B3a</b> To understand the impact of information technology on individuals and society. <b>L3a</b> To be able to explain and evaluate how the use of technology impact s on society from the perspective of social, economical, political, legal, ethical and moral issues. <b>Computing B1e</b> To perform searches and begin to evaluate the relevance and quality of information retrieved. <b>L1e</b> To understand advanced search features and be able to retrieve relevant information on a specific subject more efficiently. <b>History B6a</b>, To understand that sources of information should be resourced to support enquiry. <b>L6a</b> To cite or reference works used as part of enquiry or response.</p>	<p><i>What resources do you need to bring with you to, or prepare in advance of, the session?</i></p>

## The Delivery

Warm up	Group roles	Essential Skills	Time
<p>Reminder of criteria for evaluating websites. They should be looking for....</p> <ol style="list-style-type: none"> <li>1. be a sceptic, don't be fooled by cool websites. What is the point of the website, what are they trying to get me to believe? Who opinions or ideas are missing?</li> <li>2. Investigate the source. Click on the about us.</li> <li>3. Act like a detective and find the same information on three sources. (get them to tell me what they are now looking for)</li> </ol> <p>We are going to filter the information today and learn how to reference it.</p>			5mins
Activity 1			Time
<p>Give them an example of two websites uploaded to padlet. Showing the rating and how that links to the criteria.</p> <p>'Upload website from your homework to the padlet and comment about it's relevance and rate it.</p> <p><a href="https://padlet.com/Elizabethutch/dv1r3iw6u702">https://padlet.com/Elizabethutch/dv1r3iw6u702</a></p>			20mins



If you have not brought a website look peer review someone else's

**Activity 2**

Why is it important to say where the information comes from?

This is called referencing and if you don't do this it is called plagiarism.

Melania Trump and Michelle Obama -speech

Martin Luther King dissertation

Justin Bieber and Usher

It can damage your reputation and even lose your job.

Worksheet for referencing - [Worksheet can be accessed here](#)

Demonstrate how to reference one of my websites from the padlet

Get them to reference their own website. If finished continue with the other good websites on the padlet.

**Cool down**

Name the components of a reference or criteria for evaluation. teacher to choose who answers.

**Time**

15mins

**Time**

**Evaluation of delivery**

Did everyone find a website and evaluate it correctly? Did they all manage a reference

**How did it go? What worked and what didn't? Reflect on the lesson and adjust for next time.**