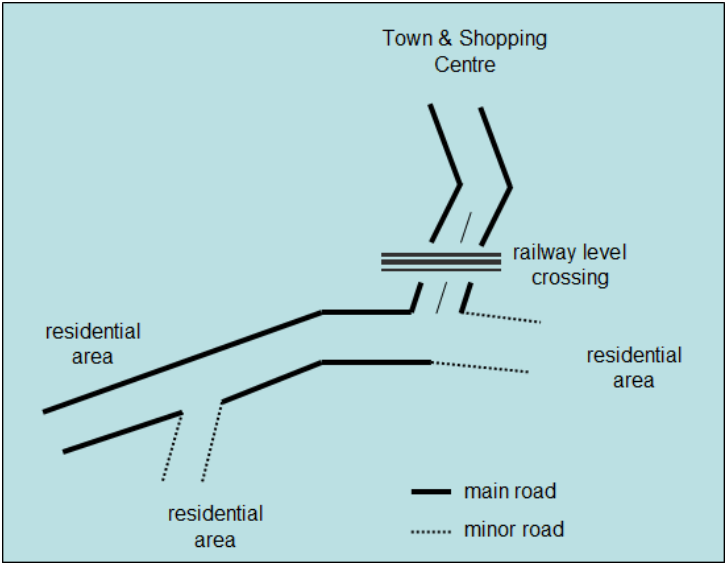

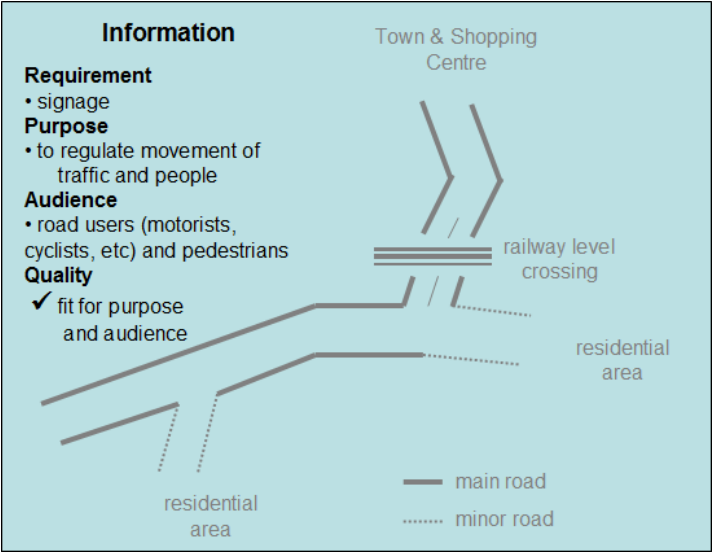



Lesson 4	Study Module 3: Finding and selecting information (1/2)	Time
Lesson objective	In this lesson students are learning how to: <ul style="list-style-type: none"> • find and select reliable information appropriate for purpose and audience 	
Learning outcomes	At the end of the lesson students will be able to: <ul style="list-style-type: none"> • identify the information requirements and audience of a task • construct efficient searches • evaluate websites 	
Specification coverage	L1: 2.1, 5.1, 6.1 L2: 2.1, 4.1, 5.1, 5.2	
Resources Study Module 3 SAM Mark scheme Images: L4.1-Road-layout L4.2-Real-road-junction L4.3-Rail-crossing-audio L4.4-Give-Way-text L4.5-Give-Way-sign L4.6-Lesson4-Objectives L4.7-Fit-for-purpose L4.8-Copyright-not-right-to-copy Key vocabulary Information requirement Fir for purpose and audience	Starter <i>Note: this Starter is longer than most others. It covers this lesson and the next.</i> Show student the image L4.1-Road-layout.  <p>The diagram shows a road network on a light blue background. At the top, a 'Town & Shopping Centre' is indicated. Below it, a 'railway level crossing' is shown with two parallel lines and a gap. A 'main road' (solid line) runs horizontally across the middle. From the left, a 'main road' branches off downwards and then right, crossing the main road. From the right, a 'main road' branches off downwards and then left, crossing the main road. Both these roads are labeled 'residential area'. A 'minor road' (dotted line) branches off from the main road on the left and goes down. Another 'minor road' branches off from the main road on the right and goes down. A legend at the bottom right shows a solid line for 'main road' and a dotted line for 'minor road'.</p> <p>Ask them what information is needed to avoid accidents on the three roads shown. Tell students to work in pairs and give them three minutes to identify what information is needed and where.</p> <p>Introduce the feedback session by limiting responses to just one piece of information per pair. Tell students they need to say who the information is for. Ask several pairs - no repeats allowed.</p>	15 mins

Lesson 4	Study Module 3: Finding and selecting information (1/2)	Time
<p>Browser</p> <p>Search engine</p> <p>Search criteria</p> <p>Evaluation</p> <p>Validity</p> <p>Accuracy</p> <p>Authority</p> <p>Copyright</p>	<p>Starter (continued)</p> <p>Conclude by showing students the image L4.2-Real-Road-Junction (looking east towards the level crossing)</p>  <p>If students did not include information provided by sound, show them the image L4.3-Rail-crossing-audio, the flashing lights are accompanied by sound.</p>  <p>Tell students that you will show them a photo taken from one of the minor road. Show them the image L4.4-Give-Way-text.</p> 	

Lesson 4	Study Module 3: Finding and selecting information (1/2)	Time
	<p>Starter (continued)</p> <p>Ask them if such a text sign is appropriate - if not, why not? (Text is not fit for purpose as it takes motorists too long to read, style inappropriate). Show them image L4.5-Give-Way-sign. Why is this fit for purpose?</p>  <p>Briefly draw attention to the bill boards in the background. Ask students for key features of bill board posters.</p>	
	<p>Share lesson objectives</p> <p>Introduce the lesson objectives by recapping the scenario at the start of the lesson. Show them the image L4-6-Lesson4-Objectives.</p>  <p>Stress that - before they start to look for information - they need to understand what is required and ensure that they select only information that is fit for purpose and audience.</p> <p>Conclude that in this lesson and the next they will learn to find information on the internet, select only what is appropriate and save it - and apply what they learnt about files, folders and storage in the previous two lessons.</p>	5 mins

Lesson 4	Study Module 3: Finding and selecting information (1/2)	Time
	<p>Browsers and search engines</p> <p>Check that students understand the difference between</p> <ul style="list-style-type: none"> • a browser (to view and navigate pages on the world-wide-web), and • a search engine (a program that looks through databases of web pages to find those that match state criteria). <p>Ask students in which of the two (browser or search engine) you would expect to find bookmarks or favourites. Check understanding by asking one student to explain how each helps users.</p> <p>Switch from browsers to search engines and ask students what text they would enter into a search engine to find pages on road safety. Explain that detailed searches are more efficient as they produce more relevant hits and reduce the likelihood of having to cope with information overload.</p> <p>Steer the conversation towards narrowing down a search by adding search criteria such as a particular group, e.g. children.</p> <p>Show students how they can use operators to narrow down searches, e.g. AND, OR, NOT, =, <, >, <=, =<.</p> <p>Stress that finding hundreds of text documents on road safety is of no use when you need an image.</p> <p>Show students the advanced search facility of the browser and encourage them to use it.</p> <p>Note:</p> <p><i>Each browser has its own advanced search interface - they have in common that they enable users to enter combinations of search criteria, e.g. target audience or sub-section, e.g. schools, educational, file type, e.g. .ppt, .pdf, language, e.g. in English or Welsh, and/or a specific website, e.g. http://www.ipso.gov.uk, the Intellectual Property Office, http://www.licensing-copyright.org/</i></p> <p>Demonstrate that they get information overload with just using 'road safety' - and progressively more manageable returns or hits when narrowing the search by adding criteria such as children or specifying a particular file type or website e.g. www.dft.gov.uk)</p>	15 mins

Lesson 4	Study Module 3: Finding and selecting information (1/2)	Time
	<p>Check that students remember from Lesson 2 how to take a screenshot and paste it into a document.</p> <p>Ask students to work in pairs to complete Skill Builder 3.1 and then search for a leisure park called Smarts Leisure. Tell them to find out three facts about this particular leisure park - they must not talk to other pairs or compare answers whilst they are searching.</p> <p>http://www.smartsleisure.co.uk/</p>	
	<p>Evaluating websites</p> <p>Briefly talk about Skill Builder 3.1, then focus on Smarts Leisure.</p> <p>Use a show of hands to establish who found one fact, two and then three facts.</p> <p>If students have not discovered it themselves, there is only one fact about Smarts Leisure: it is fictional - it exists only as a website! It was created for Edexcel and is used by learners studying Edexcel's ICT qualifications. It says so on the page "What is smarts?"</p> <p>(http://www.smartsleisure.co.uk/pages/whatissmarts.htm)</p> <p>Tell students that over the years the website existed, many tourists actually tried to book holidays at Smarts Leisure and were looking for it on maps!</p> <p>Use Smarts Leisure to lead into a brief discussion about the reliability of websites. Introduce 'validity', 'accuracy' and 'authority' as criteria for evaluating websites.</p> <p>As a whole class exercise complete Skill Builder 3.3.</p> <p>Tell students that Ofqual, the Exams watchdog, has advised pupils in England not to rely on Wikipedia as a research tool for their coursework. It warned them that information on Wikipedia may not "be authoritative and accurate" and, in some, cases could be "completely untrue". It said that search engines such as Google and Yahoo are excellent sources of information because they pool material from lots of different sources.</p> <p>Ask students to work in pairs or small groups to complete Skill Builder 3.4. You can vary this exercise by agreeing a small number of websites for all to evaluate, and compare results as a class. Allow 5 minutes for discussion of the scores.</p>	15 mins

Lesson 4	Study Module 3: Finding and selecting information (1/2)	Time
	<p>Staying safe whilst on the internet</p> <p>Remind students of the risks to folders and files you discussed in the previous lesson. Continue the theme 'minimising risks', by talking briefly about spyware (<i>Did you know</i>, page 9, Study Module 3) and the points in <i>Tips for staying safe online</i> (page 9, Study Module 3)</p>	5 mins
	<p>Plenary</p> <p>Show students the image L4.7-Fit-for-purpose.</p> <div data-bbox="560 611 1086 1164" style="border: 1px solid cyan; padding: 10px; margin: 10px 0;"> <p style="text-align: center; color: cyan;">Fit for purpose and audience?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid green; padding: 5px; text-align: center;"> <p style="background-color: green; color: white; padding: 2px;">Yes</p>  </div> <div style="border: 2px solid red; padding: 5px; text-align: center;"> <p style="background-color: red; color: white; padding: 2px;">No</p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <p style="text-align: center; margin: 0;">Dear motorists</p> <p style="font-size: small; margin: 0;">You are on a minor road, approaching a T-junction. Kindly slow down and be prepared to stop because motorists on the main road have right-of-way.</p> <p style="text-align: center; margin: 0;">Thank you!</p> </div> </div> </div> </div> <p>Remind students of the learning objective and recap on what they have learnt in this lesson.</p> <p>Lead into the homework by showing them the image L4.8-Copyright-not-right-to-copy or asking students: Copyright means the right to copy - true or false?</p> <div data-bbox="632 1384 1018 1848" style="border: 1px solid black; padding: 10px; margin: 10px 0; background-color: #e0ffff;"> <p style="text-align: center; font-size: 1.2em; font-weight: bold;">Copyright</p> <p style="text-align: center; font-size: 1.1em;">= the right to copy</p> <p style="margin-left: 20px;"> <input type="checkbox"/> true <input type="checkbox"/> false </p> <p style="margin-left: 20px; font-size: small;">Tick one box</p> </div>	5 mins

Lesson 4	Study Module 3: Finding and selecting information (1/2)	Time
Homework	Ask students to: <ul style="list-style-type: none">• complete Skill Builder 3.2, and to add the sites they use to their evaluation table.• Find out more about copyright.	40 mins