

# Lesson Plan

<b>Date</b>	
<b>Period</b>	
<b>Class</b>	
<b>Lesson</b>	Lesson 2 – Information, reliability, accuracy and bias

<p><b>Context of the lesson</b> Where this fits into the “Big Picture”</p>	<p>In this unit student learn to assess the validity of information. They will be able to identify biased and inaccurate information and avoid that which they deem to be unreliable. Students learn techniques to help them search for information more effectively. Students are asked to select a contentious issue and to gather information from various sources in order to make an unbiased presentation to others. They consider the usefulness, provenance, reliability, status and bias of the information they collect and use.</p>	
<p><b>MLO for this lesson.</b> What will pupils know/understand by the end of the lesson</p>	<p><i>Know:</i> The different component parts of a URL</p> <p><i>Understand:</i> What you can find out about a website from different parts of a URL</p> <p><i>Be able to:</i> Identify websites which contain facts from those which contain opinions</p>	
<p><b>Teacher input/Activities.</b> What the pupils should undertake with approximate timings.</p>	<p>Greet and settle students. Take register and collect in homework whilst students are working on the starter activity.</p> <p><u>Starter activity.</u> Ask students to log on. Put students into pairs and ask them to look at the following site. Ask them to use some of the eight point criteria to help them decide whether it is genuine or a spoof site.</p> <p><a href="http://www.stopabductions.com/">http://www.stopabductions.com/</a></p> <p>Feedback to the class.</p> <p><u>Teacher led discussion</u> Remind students what they learned last week. Tell them that they can find out a lot about a site by the URL or web page address. Go through ‘understanding URLs.ppt’</p> <p><u>Student task.</u> Hand out a copy of ‘understanding URLs.doc and ask students to complete this individually. Go through the answers with the class. Ensure that students understand the relevance of being able to tell information from a URL and explain that they should be looking at web page addresses when trying to decide if information is likely to be reliable.</p> <p><u>Teacher led discussion – fact or opinion</u> Tell students that although they can tell a lot about a website by its URL, a lot of the time they will have to use their own judgement as to whether information on the website is reliable or biased. Ask students if they understand the meaning of the work ‘bias’ Tell them that when an author of a website wants to persuade you to believe their opinion and point of view, it means that the information on that site is likely to be biased.</p>	<p>10 mins</p> <p>15 mins</p> <p>5 mins</p> <p>10 mins.</p>

	<p>Explain that you are going to quickly check whether they can identify the difference between facts and opinions.</p> <p>Show the Powerpoint 'Fact or Opinion' slides 1-8 and ask students to identify which statement is fact or opinion.</p> <p>Show slide 9 and ask the class:</p> <ul style="list-style-type: none"> <li>• Is this a fact or an opinion?</li> <li>• Does the fact that a statement is a quote with its author named, change your view about the likely accuracy of the statement</li> <li>• Do you consider a statement to be more reliable if the author happens to be an authority in their field?</li> </ul> <p>Show slide 10 Tell pupils that this are quote was from a very well respected man who was an authority in his field at the time. Even some statements made by experts have proved to be wrong, especially in science and technology.</p> <p>Show slide 11. Explain that information should be both <i>accurate</i> and <i>reliable</i> if it is going to be considered <i>valid</i> for any investigation.</p> <p><u>Student task</u> Show slide 12 Ask students to visit the sites shown and decide whether they are likely to contain facts or opinions.</p>	5 mins
<p><b>Review/Summary</b> At least 5 minutes before end.</p>	<p>Explain to their partners what:</p> <ul style="list-style-type: none"> <li>• the term URL means.</li> <li>• each different part of the URL.</li> <li>• the difference between fact and opinion</li> </ul>	5 mins
<p><b>Extension work</b></p>	<p><a href="http://www.teach-ict.com/xml/finished/5226/student_revision.htm">http://www.teach-ict.com/xml/finished/5226/student_revision.htm</a></p> <p><a href="http://www.teach-ict.com/xml/finished/693/qopt.htm">http://www.teach-ict.com/xml/finished/693/qopt.htm</a></p> <p><a href="http://www.teach-ict.com/xml/finished/5267/racing.htm">http://www.teach-ict.com/xml/finished/5267/racing.htm</a></p> <p><a href="http://www.teach-ict.com/ks3/unit8_3/starters/ks38point2applequiz.htm">http://www.teach-ict.com/ks3/unit8_3/starters/ks38point2applequiz.htm</a></p>	
<p><b>Homework</b></p>	<p>Hand out a copy of lesson2 homework. Students should read the newspaper article and highlight or underline the statements which are fact and those which are an opinion.</p>	

<b>Materials required</b>	<a href="http://www.stopabductions.com/">http://www.stopabductions.com/</a> Understanding URLs ppt Understanding URLs task Understanding URLs task answer sheet Fact or opinion.ppt Lesson2 homework Lesson2 homework answers <a href="http://www.teach-ict.com/xml/finished/5226/student_revision.htm">http://www.teach-ict.com/xml/finished/5226/student_revision.htm</a> <a href="http://www.teach-ict.com/xml/finished/693/qopt.htm">http://www.teach-ict.com/xml/finished/693/qopt.htm</a> <a href="http://www.teach-ict.com/xml/finished/5267/racing.htm">http://www.teach-ict.com/xml/finished/5267/racing.htm</a> <a href="http://www.teach-ict.com/ks3/unit8_3/starters/ks38point2applequiz.htm">http://www.teach-ict.com/ks3/unit8_3/starters/ks38point2applequiz.htm</a>
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*You may:*

- Guide teachers or students to access this resource from the teach-ict.com site
- Print out enough copies to use during the lesson

*You may not:*

- Save this resource to a school network or VLE
- Adapt or build on this work

**A subscription will enable you to access an editable version and save it on your protected network or VLE**