

Lesson 5	Study Module 3: Finding and selecting information (2/2)	Time		
<p>Lesson objective</p>	<p>In this lesson students are learning how to:</p> <ul style="list-style-type: none"> manage and acknowledge information selected for use in own work 			
<p>Learning outcomes</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> save information appropriately acknowledge sources and information they use evidence how they manage information saved from the internet 			
<p>Specification coverage</p>	<p>L1: 2.1, 5.1, 6.1 L2: 2.1, 4.1, 5.1, 5.2</p>			
<p>Resources</p> <p>Study Module 3 SAM Mark Scheme Images: L4.8-Copyright-not-right-to-copy L5.1-Copyright-protected L5.2-Task1-Task3</p> <p>Key vocabulary</p> <p>Copyright Plagiarism</p>	<p>Starter</p> <p>Show the image L4.8-Copyright-not-right-to-copy which concluded the previous lesson.</p> <div data-bbox="673 907 971 1267" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Copyright</p> <p style="text-align: center;">= the right to copy</p> <p><input type="checkbox"/> true <input type="checkbox"/> false</p> <p style="text-align: center;"><small>Tick one box</small></p> </div> <p>Invite students to summarise what they have found out, what search criteria they used, what websites they judged to be best.</p> <p>Conclude the starter summarising that copyright is not a right to copy or show students image L5.1-Copyright-protected.</p> <div data-bbox="489 1485 1157 1852" style="border: 2px solid green; padding: 10px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Copyright</p> <p style="text-align: center;">= the right to copy</p> <p><input type="checkbox"/> true <input checked="" type="checkbox"/> false</p> <p style="text-align: center;"><small>Tick one box</small></p> </td> <td style="width: 50%; padding: 5px;"> <p><small>International symbol: ©</small></p> <p>Legally protects the owner from having their work used without permission. It protects information such as texts (e.g. books), photographs, images, music, sound recordings, video and broadcasts.</p> <p><small>Advice:</small></p> <ul style="list-style-type: none"> • if in doubt, don't use it • if you do, acknowledge source / owner </td> </tr> </table> </div>	<p style="text-align: center;">Copyright</p> <p style="text-align: center;">= the right to copy</p> <p><input type="checkbox"/> true <input checked="" type="checkbox"/> false</p> <p style="text-align: center;"><small>Tick one box</small></p>	<p><small>International symbol: ©</small></p> <p>Legally protects the owner from having their work used without permission. It protects information such as texts (e.g. books), photographs, images, music, sound recordings, video and broadcasts.</p> <p><small>Advice:</small></p> <ul style="list-style-type: none"> • if in doubt, don't use it • if you do, acknowledge source / owner 	<p>5 mins</p>
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	<p>Share lesson objectives</p> <p>Introduce the lesson and share learning objective and outcomes.</p>	<p>5 mins</p>		

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	<p>Test Tips</p> <p>Ask students how much time they spend on the internet every day. Then tell them that in the test they have access to the internet for just 15 minutes or 12.5% of the 2-hour paper, that it is <u>one</u> block of time, right at the <u>start of the test</u>.</p> <p>Stress that it is not just the marks for Task 1 that depend on how well they do in the first 15 minutes. They will need the information they find, select and save in Task 1 when they are doing Task 3 - without access to the internet.</p> <p>And, by the way, the first 15 minutes includes time for reading through all the tasks because - as they learnt in the previous lesson - they must establish the information requirements, audience and purpose before they can search, select and save appropriate information.</p> <p>Show students image L5.2-Task1-Task3 to illustrate that some marks available in Task 3 depend on successful completion of Task 1 in the first 15 minutes of the test.</p> <div data-bbox="405 931 1241 1456" style="border: 1px solid black; background-color: #e0ffe0; padding: 10px; margin: 10px 0;"> <p>Test</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Task 1</p> <p>Internet for 15 mins</p> <p>Info found ✓</p> <p>Marks</p> </div> <div style="font-size: 2em; color: green;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Task 3</p> <p>No internet</p> <p>Info used ✓</p> <p>Marks</p> </div> </div> </div>	10 mins
	<p>Managing selected information for future use</p> <p>Tell students that they have just 15 minutes on the internet to practice searching for and selecting information, then saving and pasting it into a new document.</p> <p>Before you 'start the clock', remind students what they learnt as good and efficient practice in previous lessons:</p> <ul style="list-style-type: none"> • Is the website reliable (apply evaluation criteria from previous lesson) 	20 mins

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	<p>Managing selected information for future use (continued)</p> <ul style="list-style-type: none"> • Where and how do I record the sources I selected? (it is best to copy the URL directly from the address browser window and paste into a text document with a date) • How can I save the information I have found? (lessons on managing data, e.g. appropriate folder structure, meaningful file names / file types, accessible storage area - not the internet!) • How long will it take to download it? (if the speed is slow, what do I do while I am waiting?) • Is the information in a format that I can work with? Do I have the necessary software? • How much editing do I have to do? How long will it take? <p>Agree with students a theme for a picture search. Ask them to complete Skill Builder 3.5 and tell them to start their picture search on the website creativecommons.org.</p>	
	<p>Evidencing management of saved information When the time is up, ask students to take screenshots of the folder(s) and files they have created, paste the screenshots into a new document and save it. Who can do this in the shortest time?</p> <p>Tell students that, in future lessons, they will have to take many more screen shots and save them with their name, date and other information in the footer. What can they do to avoid repetitive typing and save themselves time? Answer: create and save a personalised screenshot template.</p>	10 mins
	<p>Plenary</p> <p>Remind students of the learning objective and recap on what they have learnt in this and the previous lesson.</p> <ul style="list-style-type: none"> • It is not enough to find just any information, they must select information that is fit for purpose and audience and comes from a trustworthy source. • They must record and acknowledge their sources of information, and • For the test, they must be able to show with a screenshot how they have managed the information selected for easy retrieval and use (files, folders, storage - and entries in Favourites / Bookmarks). <p>Alternatively, use Tips for finding reliable information on the internet (page 9, Study Module 3).</p> <p>Remind students what skills they need by going through the Skill Check (page 10, Module 3).</p> <p>Introduce the homework task by stressing time constraints in the test.</p>	10 mins

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Homework	<p>Time trial: 20 minutes</p> <p>Challenge students to:</p> <ol style="list-style-type: none"> 1. find and select appropriate information from the internet, and save it efficiently 2. paste one picture and one paragraph of text into a new document and save it 3. produce evidence of their searches (!), sources, folders and files in a separate document and save it (no print-outs!) 4. write down source(s) used. <p>Topic: plagiarism</p> <p>Requirement</p> <ul style="list-style-type: none"> • to acknowledge other people's work <p>Purpose</p> <ul style="list-style-type: none"> • to avoid being penalised for 'plagiarism' <p>Audience</p> <ul style="list-style-type: none"> • Key Stage 4 students 	20 mins