

LESSON 11

Searching well: from question to good results

40 minutes

Evaluating Online Content

Outcome 2.3

WHAT THIS LESSON DOES

You will turn a vague question into precise search terms, run an internet search, and learn to spot sponsored results versus ordinary ones. You will also start a search log on a topic of your choice.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.3	Conduct an internet search to gather information on a specific topic of interest.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Conduct an internet search to gather information on a topic of interest (LO 2.3)
- Turn a vague question into precise search terms and refine them
- Read a results page critically, telling adverts and sponsored results from organic ones

BEFORE THE BELL

- Prepare blank paper or notebooks for students to record their search terms and observations (the log block is also on the student screen in Your turn).
- Write the class starting question on the board ahead of time: Do gaming headsets damage hearing?
- Student devices with browser access, or teacher device and board for whole-class directed search
- Student devices with browser access; class way of saving short logs ready

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HOW THE LESSON RUNS

4 min	introduction	Start
7 min	content	Examine and discuss
12 min	activity	Hands-on: live search challenge
10 min	activity	Your turn: your topic, your search log
4 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model rewriting the vague question live on the board during the discussion step; keep that step to the two example strings and three labels only.
- Circulate the room during pair activities to prompt refinements to search terms; protect the refine over the optional publisher check.
- If school filters hide ads or carousels, still run the skill: mark any Sponsored/Ad/Promoted label seen, or ask what a paid slot would look like, then move to refine.
- Use whole-class discussion in Make sense so three pairs share a refined string, a Sponsored/Ad tell, and an ordinary result worth keeping; land the synthesis lines after the shares, from your notes, not from the student screen.
- Keep the personal log bar at topic, vague line, two search versions, one starred ordinary result; the one-line why is optional if time is tight. A third refine is extension only.

WHAT TO WATCH FOR

- Students keep vague terms like the original question; remind them to drop filler words and specify details.
- Students open the first sponsored result; point out the labels and suggest scrolling to ordinary results.
- Students do not record their searches; point them to the on-screen log block and prompt them to note the exact terms used each time.

DIFFERENTIATION

- Support: Use the on-screen log block in Your turn (vague question, Search 1, Search 2, starred title, optional one-line why).
- Extension: Challenge students to refine their search terms a third time and compare results, or add one line on who published the starred result.
- Support: Pair stronger students with those needing help during the live search challenge.