

Evaluating Online Sources: CRAAP and AI Verification

60 minutes

ICT1: Introduction to the computer and word processing

Outcome M1.U3.1

WHAT THIS LESSON DOES

You learn a five-part CRAAP test to check any claim from web pages, social posts or AI answers. After practising on short examples you write one-line verdicts for three of your own search log sources.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U3.1	Understand the concepts and associated risks of the internet and the World Wide Web.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Apply Currency, Relevance, Authority, Accuracy and Purpose to web, social and AI sources
- Judge claims by what can be verified, not by whether a source looks official
- Compare your first gut reaction to a source with what CRAAP actually shows, using short claim-and-source examples
- Write one-line CRAAP verdicts for three Search Log sources and update 02_search_log

BEFORE THE BELL

- Ensure each student has their 02_search_log from the earlier searching lesson (path: Project_Portfolio → 02_research → 02_search_log).
- Read through the worked plumber TikTok sample on the Common issues step so you can say each CRAAP letter aloud at pace when you model it.
- Reassure absentees: missing sources are added at the start of Portfolio Build, not treated as a fault.
- Students need their Project Portfolio open at 02_search_log from the earlier searching lesson. No extra printouts required.
- Display the CRAAP table on the board or screen. Plan to read each row aloud with its Irish example.
- Interactive is on the lesson page. Spotlight three cards for about 4 minutes, then challenge-mode placement of all six for about 9 minutes.
- Have one sample source ready to model on the board (plumber TikTok sample is already on the page). Optional: invite one student log line.
- Students need cloud access to Project_Portfolio → 02_research → 02_search_log. Support anyone missing the earlier Search Log. Aim to bank two verdicts per student before the bell if the group is slow.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
7 min	content	Key concepts
13 min	activity	Flip your instinct: sort the sources
6 min	content	Common issues
20 min	activity	Portfolio Build
4 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- NEW 15 Sep: making a link read like a link is now included, about 3 minutes. Select the words, attach the address, then click to test it. An untested hyperlink is worse than a pasted address.
- Start with whole-class gut reactions to the warm-up, then spotlight only three claim-source pairs before dragging.
- Read the CRAAP rows aloud rather than leaving the table as silent reading, because a table skimmed in silence rarely sticks.
- Model verifying a claim and writing the exact one-line verdict (with Checked against stem) before releasing Portfolio Build.
- Cue the class together to open the log; circulate for "looks grand" verdicts and missing Checked against lines.
- Keep reflection short so the summary still fits.

WHAT TO WATCH FOR

- Students trust sources because they look official. Solution: Focus on the author name, date and one claim that can be checked elsewhere.
- Students accept AI answers without verification. Solution: Require the Checked against stem on every source, and open at least one listed link for AI answers.
- Students mix up relevance and accuracy. Solution: Explain relevance is topic fit while accuracy needs evidence from a source you can open.
- Students type verdicts in a random place. Solution: Require a CRAAP verdict line directly under each of the three chosen sources.

DIFFERENTIATION

- Support: Provide a simple CRAAP checklist with the plain questions from the table.
- Support: Name the deciding CRAAP letter for a student who is stuck, then have them finish the plain-English reason.
- Extension: Have students evaluate a fourth source or find a stronger replacement for one don't-use source.
- Support: Allow pairs during the sorting activity if needed; Portfolio Build verdicts should still be each student's own log.