

Searching well: from question to good results

40 minutes

Evaluating Online Content

Outcome 2.3

WHAT THIS LESSON DOES

Race five rounds of real searching: fastest correct answer, shortest search that still works, spotting the slot somebody paid for, rescuing a dead search, and one round on a topic of your own. Then the whole class plays a scored round on their own devices.

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 get there in fewer words than anyone else
- Read a results page critically, telling adverts and sponsored results from organic ones

BEFORE THE BELL

- Rule a scoreboard with one column per table. Points are by table, never by pupil.
- Put a timer where the room can see it. Rounds are 2, 3, 2, 3 and 4 minutes, stopped dead.
- Round 2's rule matters: shortest search that still finds a real answer. A short search returning junk scores nothing. Read the winning string and the longest string out one after the other.
- The four lines in round 5 are the log and the next lesson depends on them (topic, best search string, one ordinary result worth keeping, who published it). They must be saved the class way; a browser tab will not survive on a shared device.
- If your filter hides adverts, round 3 still runs: pairs say what a paid slot would look like and exactly where on the page it would sit. Do not wait for one to appear.
- Pupil devices are needed for the race and for the whole-class game. Without them, run the race from the board, as the No devices? box on the hands-on step describes, and skip the game step, giving those eight minutes to round 5 and the Make sense discussion.
- Timer visible; a scoreboard on the board with a column per table; the class starting question written up
- Student devices with browser access, or teacher device and board for the whole-class version; scoreboard by table; class way of saving the four lines from round five

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HOW THE LESSON RUNS

4 min	introduction	Start
6 min	activity	Examine and discuss
15 min	activity	Hands-on: the search race
8 min	activity	Class Play: ad, result, or something else?
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 in the discussion step, then run the sort fast. The whole-class game at the end asks about those same items, so the sort is worth the four minutes it takes.
- Keep scoring to a number on the board between rounds. A long discussion after each round kills the pace the race depends on.
- In round 4, hold the one-change rule. Asking a failed pair what their change pulled in instead is where the learning is.
- If the clock beats you, drop round 4, never round 5.
- In the game, take the room's split before revealing the answer.
- Finish by naming the limit of the skill in the Make sense step: a good search gets you better candidates, and judging whether to trust them is next lesson's work.

WHAT TO WATCH FOR

- Rewording rather than shortening in round 2: ask for the word count out loud.
- Naming a result as sponsored from how it looks rather than from a label: push for the label and the position.
- Treating a shopping carousel or a quote box as a source that has been checked.
- Leaving round 5 in a browser tab: it must be saved the class way or the next lesson has nothing to work with.
- Letting the game run past its eight minutes and losing the Make sense discussion.

DIFFERENTIATION

- Support: pairs, one device, one writer. The four lines in round 5 are a fill-in frame, not free writing.
- Support: a topic list is offered in round 5 so nobody stalls choosing.
- Extension: in round 2, challenge early finishers to beat the current shortest working search in the room.
- Extension: in round 5, add one line on who published the result and why that publisher would know.