

LESSON 13

Build a source-evaluation checklist

40 minutes

Evaluating Online Content

Outcome 2.5

WHAT THIS LESSON DOES

Create a shared source-evaluation checklist using five key areas: author, purpose, evidence, currency and cross-checking. Work together to word clear questions, test them on a sample source, refine the list and save it for future use by the class.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.5	Develop a checklist for evaluating and verifying information from a range of digital sources.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Develop a checklist for evaluating and verifying information from digital sources (LO 2.5)
- Word checks (author, purpose, evidence, currency, cross-checking) so any student could apply them without help
- Test and improve the shared checklist, then save it the class way for reuse

BEFORE THE BELL

- Prepare any printed materials for Source A if pairs will work offline.
- Review previous lesson notes on source comparison for quick recap.
- Agree the class method for saving the finished checklist (shared folder or class account).
- Teacher device with the list-builder on the board; optional student devices if pairs draft wording first
- Agreed class method for saving the checklist (shared folder or class account)

Build a source-evaluation checklist

HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
11 min	activity	Hands-on: build our checklist
14 min	activity	Your turn: test, improve and save
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Scribe the agreed questions on the board to keep the whole class aligned. Pre-load starters so typing is editing. Assign each pair two headings so coverage is even.
- Cap the build: one strong check per heading by late in the build step; protect the test-and-save half. The student aim line makes the adopt-first cap visible to the class.
- Model one check on Source A, then pairs run Author, Evidence, and Purpose only before call-outs and save.
- Circulate during pair testing to prompt groups to cite specific evidence.
- Save is non-negotiable; optional pair swap or remaining checks only after the list is saved.

WHAT TO WATCH FOR

- Using vague checks not based on the source; correct by insisting on yes/no/not sure answers from the text.
- Omitting the author's role in the author check; remind students to include position or expertise.
- Letting the build overrun so the list is never tested or saved; cut to one check per heading and move on.
- Chasing a perfect five-check run from every pair before saving; use the three priority checks and save.

DIFFERENTIATION

- Support: Provide starter questions to adapt; stay on the three priority checks and the class model.
- Extension: Remaining Currency and Cross-checking checks, optional pair swap after save, or Source B (named school science page, updated last month, links a sleep-research summary, no product).
- Support: Group students needing assistance with those ready to lead wording discussions.