

Build a source-evaluation checklist

40 minutes

Evaluating Online Content

Outcome 2.5

WHAT THIS LESSON DOES

Design your group's source-evaluation card, then hand it to another group who take it to a real source with no help from you. Any check they cannot apply unaided is struck out. What survives becomes the class checklist, saved for the rest of the course.

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 a group who has never seen them can apply them unaided
- Test the checks by cold swap, strike out what does not survive, and save the agreed class checklist

BEFORE THE BELL

- Decide the groups of three or four in advance, and decide which group's card goes to which. The swap has to take seconds, not minutes.
- The rule that makes the lesson work: no help from the authors during the swap. Say it in the first minute and enforce it visibly the first time it is broken.
- Agree the class saving method before the lesson (shared drive, class account). The saved checklist is reached back for in Lessons 17, 40 and 45, so a browser tab on a shared device is not good enough.
- One device per group for the maker. Without devices, groups draw the card on A4 and cross out rather than cover; nothing else changes.
- Groups of three or four decided in advance; know which group's card goes to which
- Five headings on the board
- One device per group with the maker open; paper cards as the fallback
- Source A on the board so no group is hunting for the text
- Teacher device with the list-builder on the board; the class saving method agreed and ready

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HOW THE LESSON RUNS

3 min	introduction	Start
4 min	content	Examine and discuss
12 min	activity	Hands-on: design your checklist card
9 min	activity	The cold swap test
6 min	activity	Agree and save the class checklist
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Do not help with wording while the cards are being built. The swap is the feedback; a teacher-improved check has not been tested by anyone.
- Call time at nine minutes in the build so no card is half-written when they move.
- Let a restricted picture refuse to be placed rather than steering the group past it.
- Take three or four strike-outs aloud with the reason attached, not the whole set.
- Say once that a struck-out check is not a bad group: a check that only works with its author beside you is exactly what today is for.
- Eligibility rule in the final step: a struck-out check can only reach the class list if it is rewritten to fix what the tester could not apply.
- Stop adding to the list at minute four of the final step and spend the last two minutes saving it.

WHAT TO WATCH FOR

- Checks written as slogans ("check the author") rather than answerable questions.
- Authors coaching the testers across the room: stop it the first time.
- Testing without evidence: send any bare "no" back to quote the line that justified it.
- Letting the build overrun so the swap or the save is lost. Cut the picture before you cut the swap.
- Claiming the checklist is saved when it is not. Confirm it out loud in Make sense.

DIFFERENTIATION

- Support: the starter checks in the final step are available as sparks, but only after the swap, so they cannot short-circuit the groups' own wording.
- Support: a group that stalls on the build gets one prompt only: what would you have to look at on the page to answer that?
- Extension: a group that finishes the swap early tests a second card, or runs their own card against Source B (a named school science page, updated last month, linking a university sleep-research summary, nothing to sell) and reports whether it still works on a good source.
- Extension: rewrite one struck-out check well enough to get it onto the class list.