

Referencing Information Accurately

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U2.1

WHAT THIS LESSON DOES

In this lesson you discover the importance of accurate referencing for credible investigations. Practice formatting references including author, title, source, date published, URL and date accessed before creating your own list of project sources from the search log.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M4.U2.1	Search the internet to gather information on a specific topic of interest and accurately reference the material.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain why referencing supports credible investigation
- Format references with author or organisation, title, source, date published or not stated, URL, and date accessed
- Create sm4_references with at least five project sources from the search log (minimum three complete in class)

BEFORE THE BELL

- Prepare a board or flipchart with the six fields and the one-line class reference pattern.
- Confirm every student can open sm4_search_log.xlsx; plan pairing plus a same-period mini catch-up (three URLs into the log) for anyone missing it.
- Pick one live demo URL with a clear page heading for the projector demonstration in From page to reference.
- Optional: print the multi-line field scaffold for literacy support.
- Verify every student can open sm4_search_log.xlsx (or plan mini catch-up / pairing) before the warm-up ends; board ready for the class reference pattern
- Write the six fields and the one-line class pattern on the board before class
- Demo one full six-field reference on screen before students type; optional: pre-style a demo file
- Pick one live demo URL and open it before this beat; board checklist of six fields
- Plan two circulation checkpoints; spot-check folder path and three complete project sources before dismissal
- Dismissal spot-check: sm4_references path and minimum three project sources

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HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
12 min	activity	Step-by-step task
3 min	content	Common issues
10 min	content	From page to reference
17 min	activity	Class practice
4 min	content	Reflection
4 min	summary	Lesson summary

TEACHING MOVES

- Model the first reference on screen while saying each of the six fields aloud.
- Build a reference from a live page on the projector before releasing the class to work on several sources of their own.
- Circulate with oral field checks after the first extra project reference and after the third.
- Use whole-class discussion for reflection (two volunteers).
- Spot-check portfolios at the end for sm4_references and at least three project sources (samples do not count).
- Verify the files in class rather than relying on homework-only completion, because this is portfolio evidence.

WHAT TO WATCH FOR

- Missing author or title: guide students to the organisation name and the page's main heading.
- Homepage URL only: insist on the full page address from the address bar.
- Forgetting date accessed: remind them to use today's date.
- Omitting the date published slot: use not stated when the page has none.
- Counting model samples toward the three or five: samples show format only.
- Inconsistent field order: reinforce the board pattern throughout.

DIFFERENTIATION

- Support: the multi-line field scaffold under My project sources, which the step-by-step task already builds; keep one field per line.
- Support: pair students for the first source only, and keep the URL the student's own where possible.
- Extension: a fifth and sixth source; a different source type (PDF, ETB page); the How I will use these sources note in the summary extension.