Learning Online: Researching Your Project

Scheme of work

	Lesson 1	**Lesson 2**	**Lesson 3**
Length	Approx. 1 hour.	Approx. 1 hour.	Approx. 1 hour.
Objectives	• To explore the use of different search terms when researching with search engines. • To reflect on how search terms and the research question might affect search results.	• To define primary and secondary sources of information. • To practice writing in a critical way. • To identify good and bad sources of information.	• To define plagiarism. • To identify methods of avoiding plagiarism. • To produce guidance on referencing and avoiding plagiarism

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

Starter activity	Learning objectives
On sticky notes, students identify the main three places they would look for information when researching for a project.	- To explore the use of different search terms when researching with search engines. - To reflect on how search terms and the research question might affect search results.

Main activities	Resources required
In pairs, students list all the different search terms they might use if they had to research **"How do electric cars contribute to efforts to reduce climate change?"** Each pair then completes the exercise on Step 1.6 and adds additional search terms they might now use to their original list. Teacher talks through the Boolean operators on Step 1.8 then asks students to create more detailed search terms for an advanced search. The class then plays a form of bingo with their search terms – students call out search terms with their operators and cross them off if someone else it. Students will get points for any search terms not identified by others. The student with the highest points wins.	1. Access to the FutureLearn course. 2. Devices to complete the exercise.

	Assessment for Learning
	Search term bingo

	Differentiation
	SEND: Peer support and teacher scaffolding **Low ability**: Peer-learning **Stretch and Challenge**: Peer-teaching

	Plenary
	Students reflect on how their research question might influence their search terms.

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Lesson 2 plan

Starter activity	Learning objectives
Students attempt to write their own definition of a primary and secondary source of information. The class then watches the video on Step 2.2 and students amend their definitions accordingly.	• To define primary and secondary sources of information. • To practice writing in a critical way. • To identify good and bad sources of information.
Main activities	**Resources required**
Class watches the video on Step 2.5, then ask students to write a single sentence example for each of the three phases of critical thinking. Students swap their examples with each other and peer-mark them with the guidance of the teacher. In groups of up to three, students create a table or mindmap to list the tell-tale signs that is a source is reliable or unreliable. Students individually complete the exercise in Step 2.7 before returning to their groups to add to their mindmap or table.	1. Access to FutureLearn course. 2. Devices to watch the videos and complete exercises.
	Assessment for Learning
	Example critical thinking sentences. Reliability mindmap
	Differentiation
	SEND: Videos have subtitles **Low ability**: Peer-learning **Stretch and Challenge**: Peer-teaching and peer-marking
	Plenary
	Students reflect on why it's important to engage in critical thinking and summarise their thoughts in a short paragraph.

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Lesson 3 plan

Starter activity	Learning objectives
Students discuss the question: **"Is it wrong to use someone else's work in your own?"** before feeding back to the class. The teacher scaffolds their responses until they achieve the definition of plagiarism (such as on Step 2.7). Students write this down.	• To define plagiarism. • To identify methods of avoiding plagiarism. • To produce guidance on referencing and avoiding plagiarism

Main activities	Resources required
Split the class into groups of up to three students and ask them to create a mindmap of ways they can avoid plagiarism. This should include what information they might need to record from their research. The teacher goes through the information listed in Step 2.8 to ensure all points are included on the mindmaps. Students then individually create a leaflet or poster that summarises how to avoid plagiarism and reference others' work, including top tips.	1. Access to FutureLearn course. 2. Materials and paper for poster/leaflet making.
	Assessment for Learning
	Verbal contributions. Mindmaps. Poster/leaflet.
	Differentiation
	SEND: Peer support and teacher scaffolding **Low ability**: Peer-learning **Stretch and Challenge**: Peer-teaching
	Plenary
	Students write a short reflection about what they've learned on the best ways to go about researching for a project.