

Teaching Guide.

True or False?

Introduction

The 'True or False' workshop was developed by the Digital Schoolhouse and V. Allen from Millais School to introduce and reinforce the idea that not all news found online is trustworthy and reliable. The aim is to get the pupils to question what they see on the Internet. Is it real? Is it biased? Is it false?

Pupils will look at firstly what is fact and opinion and how some opinions can be biased. They will then look at how searching for information has changed and how books can have a greater reliability than online sources. For schools that have a library this workshop is a great way to build in a visit. Encouraging students to explore printed sources of information can be a great way to compare author's viewpoints.

Pupils will look at how to check the validity of the information they have found on the internet, via their WebQuest and then get a chance to create their own. This along with the range of keyword which have been incorporated into this material will allow the pupils to have a toolkit of questions when using the internet, which will enable them to identify reliable information and keeping them safe online.

Computing Programmes of Study Links

Key stage 2

- 2.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 2.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Key stage 3

- 3.8 create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- 3.9 understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns

Progression Pathway bands covered

COM = Communication & Networks: Pink, Yellow, Orange, Blue, Red, Black(B*)

IT = Information Technology: Pink, Yellow, Blue, Purple, Red, Black(B*), White

Reference

PC1	Obtains content from the world wide web using a web browser
PC2	Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private
PC3	Knows what to do when concerned about content or being contacted
YC1	Navigates the web and can carry out simple web searches to collect digital content
YC2	Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online
OC3	Recognises what is acceptable and unacceptable behaviour when using technologies and online services
BC3	Recognises that persistence of data on the internet requires careful protection of online identity and privacy

Reference

PI2	Understands that people interact with computers
PI4	Knows common uses of information technology beyond the classroom
YI4	Shares their experiences of technology in school and beyond the classroom
BI3	Understands the potential of information technology for collaboration when computers are networked
PI2	Recognises ethical issues surrounding the application of information technology beyond school
RI3	Identifies and explains how the use of technology can impact on society
B*I5	Explains and justifies how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues
WI1	Understands the ethical issues surrounding the application of information technology, and the existence of legal frameworks



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governing its use e.g. Data Protection Act, Computer Misuse Act,
Copyright etc.

Computational Thinking Strands

DE - Decomposition

Ref. Activity

De1	Breaking down artefacts (whether objects, problems, processes, solutions, systems or abstractions) into constituent parts to make them easier to work with
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AB - Abstraction

Ref. Activity

Ab1	Reducing complexity by removing unnecessary detail
Ab2	Choosing a way to represent artefacts (whether objects, problems, processes or systems) to allow it to be manipulated in useful ways
Ab3	Hiding the full complexity of an artefact, whether objects, problems, processes, solutions, systems
Ab6	Filtering information when developing solutions

GE - Generalisation

Ref. Activity

Ge1	Identifying patterns and commonalities in problems, processes, solutions, or data
Ge2	Adapting solutions or parts of solutions so they apply to a whole class of similar problems
Ge3	Transferring ideas and solutions from one problem area to another

Learning Outcomes

- 1) Know, understand and be able to explain the difference between fact and opinion
- 2) Be able to give examples of when something is biased and identify an example of this
- 3) Understand that not everything on the internet is monitored or checked
- 4) Evaluate the difference between searching for information online to that of in a library
- 5) Discuss how society has moved towards using the internet for quick answers to their questions
- 6) Be able to list the criteria to look for when deciding if a website is trustworthy
- 7) Know understand and be able to define a range of keywords such as bias, information, data etc.

Session Overview

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SESSION 1

Session Content / Activity	Resources Used	Prog. Pathway	Comp. Thinking	Computing POS Link
Introduction to the day and the health and safety elements of the day. Thunk! To get the pupils thinking about the topic which the day will be based around.	True or False.pptx			
Pupils will be asked to complete the five questions about themselves. This will allow them to see the difference between fact and opinion. That some facts are also personal information which needs to be kept safe online.	True or False.pptx, Pupil worksheet	PC2, PL2, PL4, YI1, OD1, OC3	2.7	
Pupils will then look for the answers of the next questions using books. This will allow a discussion about how society has changed and moved away from books towards the internet and computers. Pupils then need to talk to the neighbour about how they found this task and if they thought that books were more reliable than the internet.	True or False.pptx, Pupil worksheet, Library	BH1, RI1	2.5	
Class discussion about how they found the library task and how it compares to using the internet. Pupils will then uses then watch the video regarding fake news. Using this knowledge and any input from a class discussion, in teams the pupils need to decide if they think the news stories they are going to be shown are true or false. This will allow them to look for clues to false stories online.	True or False.pptx, Pupil worksheet, Video	YL2, OI1, PC1, BC1-2	2.5 and 2.7	
Web ranking will be discussed in groups. Who will always use the first website they come across? Will	True or False.pptx	YL2, OI1, PC1, BC1-2	2.5 and 2.7	

anyone scroll past page two? Why is this? Are we just lazy? How does web ranking work?

In teams or on their own, the pupils now need to find the answers to the WebQuest, to do this they will have to use the keywords in a search engine and check that they are happy with their choice of website. Pupils will have to be able to explain what measures they took to ensure this information is correct.

True or False.pptx,
Pupil worksheet

YL2, OI1, PC1, BC1-2

2.5 and 2.7

Pupils will now have to come up with their own WebQuest, however they are going to have to find the questions and the answers, on a topic of their choice. They will have to be careful to use biased information and that the answers are available on the internet

True or False.pptx,
Pupil worksheet

YL2, OI1, PC1, BC1-2

2.5 and 2.7

Files/Resources

Filename	Resource Type	Purpose/Description
True or False.pptx	PowerPoint	Main teaching PowerPoint
Student Worksheet – true or false	PDF & Docx	Student worksheet with research questions
Keywords	PDF & Docx	Keywords of terms in the workshop

PLEASE NOTE: The activities outlined in this workshop pack are a suggested outline of how the workshop can be delivered. It is envisaged that teachers will adapt the resources and the organisation of them according to the needs of their class.