

### Note Before Starting

Although it would be useful to show Wikipedia pages at the front of the classroom, we understand that some schools will have blocked the IP address and therefore this session can be completed offline. At times teachers may choose to print pages for learners to use in the classroom, suggestions will be made throughout.

### Learning Objectives

- To understand what Wikipedia is.
- To understand what is true and false about Wikipedia.
- To explore what a neutral point of view is.
- To explore what makes a reliable source.
- To understand how Wikipedia differs from other sources of information online.
- I **know** what is true and false about Wikipedia.
- I **can** identify when something is written from a neutral point of view.
- I **can** identify a reliable source.
- I **know** how Wikipedia differs from information found on social media.

### Links to the Wider Curriculum

**PSHE / Citizenship:** Democratic and civic engagement, finding reliable information, especially around elections.

**English:** How encyclopedic writing differs from other forms of writing. How to write from a neutral point of view.

**Research skills across the curriculum:** What counts as a reliable source.

**Computing:** Algorithms and how they push content.

### Key Vocabulary

Could be used to pre-teach learners with additional needs/SEN

<b>Encyclopedia</b>	A summary or general overview of a topic. A starting point for further research, with references pointing to more in-depth work.
<b>Neutral point of view</b>	Content that is presented proportionally and without opinion or bias. When there are genuine disagreements on the facts, both sides are presented.
<b>Reliable source</b>	Reliable sources are independent, known for neutrality and fact-checking. This allows others to verify the information you are including, as they can find the sources for themselves.
<b>Open knowledge</b>	Also known as free knowledge, open knowledge is knowledge that is free to use, reuse and redistribute without legal, social or technological restrictions.
<b>Wiki</b>	A website or database developed collaboratively by a community of users allowing any user to add or edit content.
<b>Algorithm</b>	A list of rules used to solve a problem. This may be used to suggest content to users of social media.

Lesson Plan

Could be used to pre-teach learners with additional needs/SEN

Time	Activity	Notes
5 -10 mins	<p><b>Introduction and Starter Discussion</b></p> <p><b>Introduction to lesson.</b></p> <p>Learners can have printed copies of the <b>Key Terms</b> in the teacher notes if available, to look at throughout the session.</p> <p><b>Discussion</b> questions on <b>slide 3</b>, to be completed briefly in small groups/pairs then as a whole class.</p>	<ul style="list-style-type: none"> <li>• It would also be good to use these key terms to pre-teach learners with additional needs / SEN.</li> <li>• Some students may have been told not to use Wikipedia and some may think it is unreliable.</li> </ul>
10 mins	<p><b>Teacher-Led Section 1</b></p> <p>Teacher to <b>explain slides 4-7</b> on what Wikipedia is.</p> <p>The visual on <b>slide 7</b> is very detailed and would be useful for students to have a printed copy.</p> <p>Explain neutral point of view, <b>slide 8</b></p>	<ul style="list-style-type: none"> <li>• If access to Wikipedia is available, teachers can demonstrate the various components (such as talk page and history) on a screen, using a page of the students' choice.</li> </ul>
10-15 mins	<p><b>Written Activity 1</b></p> <p><b>Activity</b> about neutral point of view on <b>slide 9</b>. This could be printed so that students can highlight the non-neutral terminology if they wish.</p>	<ul style="list-style-type: none"> <li>• This could be an individual or paired activity, or completed on the board as a class dependent on student needs.</li> <li>• Depending on time and capability of learners, teachers could ask students which style of writing (opinion or neutral) they prefer reading and which they prefer writing, and consider the strengths of each.</li> </ul>
5 mins	<p><b>Teacher-Led Section 2</b></p> <p>Teacher to <b>explain</b> what a reliable source is using <b>slide 10</b></p>	
5-10 mins	<p><b>Written Activity 2</b></p> <p>Learners can use <b>Think, Pair, Share</b> to complete the activity on <b>slide 11</b>.</p>	<ul style="list-style-type: none"> <li>• Depending on the capability of learners, an explanation of <b>peer-reviewed</b> could be given.</li> <li>• As a stretch activity, students could identify their own examples of reliable and unreliable sources.</li> <li>• If <b>Think, Pair, Share</b> is not appropriate for learners, alternatives could be used, such as discussing as a whole class or staying in pairs.</li> </ul>
5 mins	<p><b>Informal Class Quiz</b></p> <p><b>True False quiz</b> on <b>slide 12</b>. Teachers to conduct this as a class, learners can raise hands or use individual white boards to indicate answers.</p>	<ul style="list-style-type: none"> <li>• This is very informal, learners should understand that it is a fun exercise to prompt some discussion about the answers.</li> <li>• Students could work in pairs if appropriate.</li> </ul>

Lesson Plan

Time	Activity	Notes
10 mins	<p><b>Discussion 2</b></p> <p><b>Discussion</b> in small groups using <b>slide 13</b>, to be brought into a whole-class discussion using <b>slide 14</b>.</p>	<ul style="list-style-type: none"> <li>• Depending on time and capability, learners can discuss whether they think Wikipedia is a better place to get information from than social media. They may have conflicting views, for example if they get information from influencers they trust this may have an impact.</li> <li>• If time, revisit the previous discussion. Have learners changed their minds based on the information in these slides?</li> </ul>
5 mins	<p><b>Teacher-Led Section 3</b></p> <p>Teacher to explain <b>slides 15</b> and <b>16</b>.</p>	
Exit	<p><b>Exit Activity</b></p> <p>Exit activity on <b>slide 17</b>.</p>	<ul style="list-style-type: none"> <li>• A photo of the post-it notes can be used as evidence of learning, and perhaps turned into a summary of key points.</li> <li>• Can be a paired activity if appropriate.</li> </ul>