

TEACHER GUIDE

Unit

The information web.

Unit Description

How to find and evaluate digital information using search engines, and prompt engineering for LLMs.
Identifying what is credible and citing sources.

Career

I'm a blogger.

Every unit is based on a career to help students see the relevance of what they are learning to the real world and to help schools achieve Gatsby benchmarks by linking curriculum learning to careers.

Career overview

As a blogger I write interesting articles for people to read online. To do this I find and evaluate information often using search engines and large language models. It is important that I identify what is credible and trustworthy. My goal is to gather accurate and reliable information to support my posts.

Key question

How can we critically and creatively find, evaluate, repurpose, and publish information online?

Every unit is designed to help students answer one over-arching key question relating to the units four knowledge statements.

Unit objectives: knowledge statements

1. **Know** how to use online search engines including AI to find information and images.
2. **Know** that information and images found online are not always true, real or may be biased.
3. **Know** how large language models can be used to repurpose information for an audience and the implications for AI models.
4. **Know** how to use software such as Adobe Express, Google sites or Blogger to create a blog site.

Unit outcomes

1. Learn it workbooks evidencing the learning journey.
2. Make it workbook evidencing application of learning with an artefact.
 - a) A blog.
 - i) Research and fact-checking: using a search engine to find information assessing its accuracy.
 - ii) Sourcing images: finding relevant images to complement the text.
 - iii) Repurposing information: using a large language model to repurpose information with a writing style that is engaging for the audience.
 - iv) Using drag and drop page building tools to create a simple webpage.
3. Review it workbook evidencing assessment and review.

Prior learning / spiral curriculum

No previous learning is necessary because all units have been developed in a modular way to allow you to plug them into your existing scheme of learning.

However, if you are following our recommended pathway for curriculum 2028 here is how this unit fits into the year 7 → 9 progression pathway.

The big picture: a three-year progression

Once the national curriculum programme of study has been released, we will update this section with how this unit fits into a progressive pathway across Key Stage 3.

How the three units connect

Once the national curriculum programme of study has been released, we will update this section with how this unit fits into a broader theme of units.

Contents

In addition to this teacher guide this unit also includes the following resources:

- Folder: Extension work. Use these activities to extend any lesson or for 7–8-week terms.
 - 1 teacher extension answers.
 - 1 student extension workbook.
- Folder: Homework. Use these activities for work outside of the lesson. They are independent of the lessons and can be set at any time.
 - 1 teacher presentation.
 - 3 videos.
 - 3 video scripts.
 - 3 worksheets.
- Folder: Lesson 1 – Learn it. This lesson addresses the key question and first knowledge statement.
 - 1 lesson plan.
 - 1 introduction video.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.
- Folder: Lesson 2 – Learn it. This lesson addresses the key question and second knowledge statement.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.
- Folder: Lesson 3 – Learn it. This lesson addresses the key question and third knowledge statement.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.
- Folder: Lesson 4 – Learn it. This lesson addresses the key question and fourth knowledge statement.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.
- Folder: Lesson 5 – Make it. This lesson provides an opportunity for students to evidence their learning.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.

- Folder: Lesson 6 – Review it. This lesson provides an opportunity for students to check their understanding of the key vocabulary and knowledge statements plus dedicated improvement and reflection time.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
- Folder: Reading. Use these activities to support reading initiatives in your school.
 - 3+ two-page reading passages with 5 questions.

PowerPoint format is used for workbooks as it allows for easy sharing on displays, animations, simultaneous collaboration and pasting without disrupting content on other pages. All PowerPoints have been checked for compatibility with Google Slides.

Differentiation

Differentiation should be provided through “adaptive teaching”. This is defined as, “The opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations”. This also meets the expectations of Deborah Eyre’s [High Performance Learning](#) strategy. Differentiation is provided by instruction and support rather than by task.

Vocabulary

Term	Definition
Blog	A web log: a set of regularly updated pages on the internet written in an informal style on topics of interest.
Audience	Who will view the content you make. Examples include children, teenagers, adults, scientists etc.
Bias	Unfairly favouring one opinion over another. LLMs can repeat unfair ideas or stereotypes they learned from the data they were trained with.
Copyright law	Gives anyone who creates something the right to control who can copy, share, or use it.
Credible	How much a source of information is believable and trustworthy.
Hallucination	When the output from a Large Language Model sounds convincing but is wrong.
Large Language Model (LLM)	Artificial intelligence software that generates human-like text from training data.
LLM collapse	Lower-quality or wrong answers output by AI when it is repeatedly trained on synthetic data.
Prompt	The input you give to AI.
Prompt engineering	Designing and refining prompts to get the most accurate, useful or creative results from AI.
Repurpose information	Using existing content in a new way without changing its meaning. For example, for a new audience.
Search engine	A tool in a browser that finds information online.
Stereotype	Widely held but oversimplified and generalised beliefs about groups of people.
Synthetic data	Artificially generated data or content not collected from real events or people.
Synthetic image	A picture created entirely by a computer, often using AI. It can be made to look like a cartoon, painting or a real photo, but it doesn't come from a camera.

Lesson overview

Detailed lesson plans for each lesson are provided in the relevant lesson folder.

Lesson	Lesson Type	Phase 1	Phase 2	Phase 3
1	Learn it	Career overview	Use a search engine, including AI responses to find information.	Understand why information found online and output from AI is not always accurate.
		Students consider what a blogger does and what skills / knowledge they need.	Students use the world wide web to find text to answer 10 questions about a topic.	🔧 Students simulate how a LLM works with a partner.
2	Learn it	Retrieval	Use a search engine to find images.	Investigate synthetic images and bias.
		Students decode anagrams, identify 3 key words and write definitions of each key term.	Students use the world wide web to find 10 images about a topic.	Students look at 20 images to decide which are produced by AI.
3	Learn it	Retrieval	Use a large language model to repurpose text for an audience.	Investigate large language model collapse.
		Students decode anagrams, identify 3 key words and write definitions of each key term.	Students repurpose the text they found in lesson 1 for a 10-year-old and a scientist.	Students use a Python program to see what happens when AI learns from its own outputs.

4	Learn it	Retrieval	Use software such as Adobe Express, Google sites or Blogger to create a blog site.	Investigate if AI will make journalists redundant.
		Students decode anagrams, identify 3 key words and write definitions of each key term.	Students create a blog for a 10-year-old using the repurposed text from lesson 3.	Students discuss 7 scenarios with a partner to decide if the journalistic task is best done by humans only, AI or humans using AI.
5	Make it	Make an engaging blog suitable for 10-year-olds.		
		Students spend 15 minutes finding information for their blog. Students spend 15 minutes repurposing information for their blog and checking its accuracy. Students spend 15 minutes making their blog.		
6	Review it	Assess	Self/Peer review.	Reflect and improve.
		Students complete a multiple-choice quiz.	Student's mark each other's answers to the quiz and self-assess or peer-review work from lesson 5.	Students RAG rate themselves against a series of "I can" statements. Students improve their work or undertake extension activities.

Homework

3 activities provided.

Students watch up to a 5-minute video about the hinterland (discovering), real-world application (exploring) or consolidation (revisiting) related to the unit. Students complete a simple sheet, with all the information required to complete it included within the video.

Homework is designed to require no parental support and is independent of any lesson.

Homework	Title
1	Where blogs come from.
2	A day in the life of a blogger.
3	AI, bias and the future of blogging.

Extension activities in the student extension workbook could also be used for homework.

Assessment

Students are graded intern, junior, associate and senior to reflect the careers-oriented approach.

Artefact

It is recommended that the Learn it workbook is used for students to record their development in learning, new knowledge and skills. They may need help with these activities in order to make progress, and therefore it is not the best work for assessment.

Instead, assess the Make it artefact workbook. This should be the best work the student can produce and will allow you to judge their independence.

 Intern	- At least one knowledge statement is achieved. - Used a search engine to find information or used the information provided about chocolate.
 Junior	- At least two knowledge statements are achieved. - Information has been repurposed for a 10-year-old audience using a large language model.
 Associate	- At least three knowledge statements are achieved. - A suitable blog has been created using information the student repurposed. - The blog contains images to make it more interesting to read.
 Senior	- All four knowledge statements are achieved. - The blog is entirely appropriate for the intended audience in the amount of text in each paragraph and the writing style. - The images are suitable for the topic and audience. - A large language model is used to assess the repurposed information in an iterative process to check suitability, accuracy and bias before use.

Tick the statements that best apply to the student when making their artefact. Award a best-fit mark of intern, junior, associate or senior.

Multiple-choice quiz

A 24-question multiple-choice quiz assesses the 4 knowledge statements and vocabulary of the unit.

You may choose to put the quiz into Microsoft Forms or equivalent for automatic marking.

Award intern for 0-9 marks, junior for 10-16 marks, associate for 17-21 marks and senior for 22-24 marks.

Students should not open their Learn it workbook or Make it artefact workbook when completing the quiz.

Reflection

Lesson 6 provides an opportunity for students to review the work of their peers, identify and carry out improvements to their own work. It may not be necessary for teachers to mark the artefact for every unit for every student. Instead, you could take a moderation approach instead, sampling just a few pieces of work.

It is suggested that peers highlight statements on the assessment grid in yellow and teachers highlight in green to distinguish the two markers.

Grading

Consider both the mark for the artefact and the mark for the quiz to award a best-fit judgement.

National curriculum links

These will be populated when the new National Curriculum program of study is released.

Software

PowerPoint or equivalent for students to complete the workbook and teachers to show class presentation.

Web browser to provide them with access to the online tools required for completion of this unit.

Online and unfiltered sites required

A search engine with image search. This unit refers to [Bing](#) and [Google](#) but any suitable search engine can be used. The search engine needs to include AI responses/summaries. You could also use a standalone online large language model such as [Microsoft Copilot](#) or AI Mode in [Google](#).

[Adobe Express text to image](#) is used in lesson 2 to create AI images.

[Adobe Express webpage](#) or [Google sites](#) or [Blogger](#) is used in lesson 3, phase 2 to create an online blog.

The following site is used to host our homework videos for this unit:

- <https://www.tella.tv>

Extension activities

These can be used as additional activities in 7–8-week terms, for alternative homework, or for additional activities in lessons.

Extension activities are included in a separate workbook for students “Student Extension workbook.pptx”

Extension answers are included in a separate presentation for teachers “Teacher Extension answers.pptx”

Extension 1	Finding information and assessing accuracy
Activity	Research five facts about penguins. Make sure three facts true and two of the facts are false. Can a partner correctly identify which two facts are false?
Extension 2	Finding information and assessing accuracy
Activity	Have a look at the “Save The Pacific Northwest Tree Octopus” website. Is the Pacific Northwest Tree Octopus a real creature, and how do you know? What makes this site look convincing?
Extension 3	Reliability of different sources of information
Activity	Rank each source on a scale of 1-9 to indicate how much it can be trusted when looking for accurate information online. Sources on the same row can be considered of roughly equal reliability so that students only need to put them into 5 groups.
Extension 4	Use a search engine to find images
Activity	Using a search engine, find an image for each of the 15 items listed. For each item, copy, paste and resize the image to fit the table. State what the item is, does or is used for.
Extension 5	Bias in AI images
Activity	Ask AI to create an image of a gardener or ask AI to describe what a gardener looks like. In what ways did it reinforce or challenge stereotypical views?
Extension 6	Trusting sources
Activity	Did most dinosaurs have feathers? Do the research. Note down the domain of your source.

Reading

This unit includes a folder titled, “Reading”. The files in this folder contain passages of text about scenarios related to the topic and each include five questions. These resources can be used in many ways. For example:

- Guided reading and oracy activities in terms of more than six weeks.
- Cover work.
- Work for students disapplied from the lesson.
- Alternative homework.

Guided reading is where the teacher reads the text to the students who follow along with a ruler on the line being read. To support literacy, it is important that students are both supported and challenged with text that is accessible and in places more demanding. The text has been checked that it meets these criteria and is suitable for a reading age of 11–14.

The associated questions go beyond simple comprehension using a framework that provides progression from basic understanding to deeper analytical thinking. Either moving students through increasingly demanding reading skills—retrieval, vocabulary, connection, inference and evaluation or encouraging students to identify and critique the structure of an argument or explanation.