

# Lesson 1: Searching the web

## Introduction

In this lesson, learners will be introduced to a range of search engines. They will be given the opportunity to explain how we search, then they will write and test instructions. Next, they will learn that searches do not always return the results that we are looking for, and will refine their searches accordingly. Finally, they will be introduced to the two most common methods of searching: using a search engine and the address bar.

## Learning objectives

To identify how to use a search engine

- I can complete a web search to find specific information
- I can refine my search
- I can compare results from different search engines

## Key vocabulary

Search, search engine, Google, Bing, Yahoo!, Swisscows, DuckDuckGo, refine

## Preparation

### Subject knowledge:

- You will need an awareness of internet searching, and an understanding of the search engines introduced in the starter activity.
- You will need an understanding of how to refine search terms to get more relevant results ('Refining a search' activity).
- You will need to be aware that there are two ways to conduct a web search: from within a search engine and using the address bar (omnibox).

### You will need:

- [Slides](https://ncce.io/csn6-1-s) (ncce.io/csn6-1-s)
- [Activity sheet](https://ncce.io/csn6-1-a1-h) (ncce.io/csn6-1-a1-h)
- Internet-connected devices with a web browser

## Assessment opportunities

**Starter activity:** You can assess learners’ awareness of a range of search engines.

**Activity 1:** You can assess how well learners can write an accurate set of instructions and provide peer-to-peer feedback.

**Activity 2:** You can assess how well learners can refine a search using logic or prior knowledge.

**Plenary:** Learners should be able to explain the different ways that we can search.

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*Timings are rough guides*

<p><b>Introduction</b> (Slides 2–3)</p> <p>10 mins</p>	<p><b>Introducing search engines</b></p> <p>Introduce the lesson and the learning objectives.</p> <p>Display slide 3. Ask learners what the purpose of each of these websites is. Explain that they are all search engines. Ask learners which of these search engines they are familiar with.</p> <ul style="list-style-type: none"> <li>● Bing – this is the search engine by Microsoft</li> <li>● Google – this is the most popular and widely used search engine worldwide</li> <li>● DuckDuckGo – this is a search engine that places an emphasis on users’ privacy</li> <li>● Yahoo! – prior to Google, this was the most popular search engine</li> <li>● Swisscows – this is a family-friendly search site that does not store users’ data, and uses Bing for web search</li> </ul> <p><b>Note:</b> You could include alternative or additional search engines to reflect any preferences that your school may have.</p> <p>Each of the images on slide 3 is a clickable hyperlink, so that you can show learners the search engines.</p>
<p><b>Activity 1</b> (Slides 4–6)</p> <p>20 mins</p>	<p><b>How do we search?</b></p> <p>Give learners the ‘How do we search?’ activity sheet, and display slide 4. Ask learners to work in pairs to write a full set of instructions for someone</p>

	<p>to conduct a search to answer the question, “In what year was Mahatma Gandhi born?”. Explain that even if they know the answer, they still need to write instructions, as the person who will follow them may not know the answer.</p> <p><b>Note:</b> If you like, you could replace the question above with one that is more relevant to another classroom topic; the focus of the activity is the process, rather than the answer.</p> <p>Ask learners to swap their instructions with another pair, ensuring that they have written their names on their instructions, so that they can be returned after they have been reviewed.</p> <p>Ask learners to test the instructions, using an internet-connected device with a web browser, and write their feedback on the activity sheet, then return it to the pair who wrote the instructions.</p> <p>As a class, agree a shared set of instructions, and record them on a flip chart or whiteboard, so that they are visible for the rest of the lesson.</p>
<p><b>Activity 2</b> (Slides 7–8)</p> <p>10 mins</p>	<p><b>Refining a search</b></p> <p>In this activity, learners will search for terms that have more than one meaning (in this case, the terms are place names). This activity will demonstrate to learners that searches may not always produce the information that they are looking for.</p> <p>Without mentioning place names, ask learners to search for:</p> <ol style="list-style-type: none"> <li>1. Rugby</li> <li>2. Sale</li> <li>3. Boot</li> </ol> <p>Ask learners to make brief notes about their search results. They are likely to find information about the sport of rugby, retail sales, and boots as footwear.</p> <p>Show slide 8 and explain that you were planning a trip to visit family and friends in Rugby in Warwickshire, Sale in Greater Manchester, and Boot in Cumbria. Ask learners why their initial searches were not very helpful.</p> <p>Ask learners how they could improve their search, and note ideas on a whiteboard or flip chart. Give learners the opportunity to search again.</p>

<p><b>Plenary</b> (Slides 9–11)</p> <p>10 mins</p>	<p><b>Search box and address bar</b></p> <p>Explain to learners that there are two common ways to conduct a search: using the search box in the search engine itself, or typing the term into the address bar of the browser (sometimes referred to as the ‘omnibox’).</p> <p>The video on slide 9 explains the difference between the two methods, which is summarised as follows:</p> <ul style="list-style-type: none"><li>• Within the search engine: The search will be carried out by the search engine that you have chosen</li><li>• Using the address bar/omnibox: The search will be carried out in the default search engine. This is determined by a setting within the browser that you are using.</li></ul> <p><b>Conclusion</b></p> <p>Review the learning objectives (slide 10) and point forward to the next lesson (slide 11).</p>
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