

Avoiding Plagiarism in Your Investigation

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U3.3

WHAT THIS LESSON DOES

In this lesson you will explore the difference between using ideas from sources correctly and accidentally presenting them as your own. You will practise identifying plagiarism scenarios and rewriting passages with proper paraphrasing and citations to protect your work.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M4.U3.3	Debate, consider and understand ethical and legal issues such as creative rights, ownership and plagiarism on the internet.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Define plagiarism and common accidental forms
- Identify quote, cite, paraphrase, and attribute from clear models
- Rewrite one investigation passage as paraphrase-with-citation

BEFORE THE BELL

- Draw or project the two-column honest-use vs plagiarism continuum before students arrive.
- Open the card sort on the board ready for talk-first then confirm.
- Have the matching worksheet available as an optional pair check or desk scaffold.
- Confirm students can reach Project_Portfolio / 09_specialism/sm4 and sm4_references.
- Draw or project the two-column continuum (honest use vs plagiarism) before the lesson starts.
- Have the matching worksheet ready as an optional pair check or desk scaffold.
- Open the drag-sort on the board before this step.
- Be ready to hide the Fáilte Ireland source claim on the board.
- Confirm students can open their sm4 investigation notes and sm4_references.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
7 min	content	Key concepts
15 min	activity	Plagiarism or acceptable use
3 min	content	Common issues
3 min	content	Close-the-source micro-practice
18 min	activity	Independent practice
5 min	content	Reflection
4 min	summary	Lesson summary

TEACHING MOVES

- Read the weak versus strong rewrite aloud, then the short quote and According to... attribute line, so all four techniques have a live model.
- Run the card sort with talk first then confirm, so the reasoning happens before anyone drags a card.
- Give the close-the-source micro-practice its full three minutes: students who go straight to their own passage without one rehearsal usually produce synonym swaps.
- Circulate during independent practice and make sure every student has the original passage, the paraphrase and the in-text citation saved by the bell.
- Keep the reflection oral with two or three share-backs if time is limited.

WHAT TO WATCH FOR

- Students change only a few words: send them back to close-the-source rewriting from memory.
- Students paste AI content without attribution: discuss adding an honest disclosure line with the citation.
- Students treat a reference-list entry alone as enough: restate that paraphrase still needs an in-text citation.

DIFFERENTIATION

- Support: matching worksheet on the desk; allow a search-log claim if no investigation sentence exists.
- Support: accept the original passage, paraphrase and in-text citation by the bell, with the full reference line finished next session.
- Extension: optional second rewrite as quote-with-citation versus paraphrase-with-citation in the summary step.