

Open Source and Creative Commons

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U3.3

WHAT THIS LESSON DOES

In this lesson you explore Creative Commons licence types and open source as parallel permission systems. You watch a live search-and-record demo, then find freely reusable images on approved libraries and document their licence or site terms for your Something Real investigation.

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

- Explain open source and Creative Commons licence types (CC-BY, CC-BY-SA, CC0)
- Find reusable media on Wikimedia Commons (with Openverse, Unsplash, or Pexels as fallbacks)
- Download freely reusable images (CC or site licence) with recorded licence terms

BEFORE THE BELL

- Bookmark Wikimedia Commons and one strong file page with a clear CC licence for the live demo.
- Print starter tables with the four headers for students who need support.
- List two or three fallback investigation topics for students without a settled Something Real angle.
- Confirm the school network reaches Wikimedia Commons, and note which fallback libraries work if it does not.
- Optional: print the Matching worksheet for a two-minute scaffold before the card sort.
- Have one licensed image page and one unlicensed image page ready; prepare 2-3 fallback investigation topics for students without a locked topic
- Print the Matching worksheet if you want a two-minute pre-sort scaffold; keep Wikimedia Commons bookmarked for the demo
- Open the drag-sort on the board before this step
- Bookmark a strong Wikimedia Commons file page; prepare one filled sample notes row on screen or on paper; optional Unsplash/Pexels page for site-licence contrast
- Keep the demo file page projected during the search
- Confirm network access to Wikimedia Commons; verify or create 09_specialism/sm4/; have starter table (headers ± sample row) for support students

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HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
12 min	activity	Which licence fits?
10 min	content	Worked example: find and record one image
3 min	content	Common issues
18 min	activity	Independent practice
4 min	content	Reflection
3 min	summary	Lesson summary

TEACHING MOVES

- Make sure every student has a written investigation angle in the first minute, because nobody can search usefully without one.
- Model the full Wikimedia Commons workflow on the board before independent practice, and leave the sample row you fill in visible while students work.
- Keep the whole class on Wikimedia Commons by default and treat the other libraries as fallbacks.
- Circulate during practice looking for empty rows and vague sources; two complete documented images is the minimum for everyone.
- Run the reflection as a short whole-class discussion rather than written work.

WHAT TO WATCH FOR

- Students use images without visible licences, so send them back to the file or photo page.
- Confusing CC-BY with CC-BY-SA, so keep returning to what share-alike means for an edited version.
- Recording vague sources such as 'Google', so insist on the exact site and the licence or site-terms string.
- Saving to Desktop or Downloads because 09_specialism/sm4/ was never created, so check the folder before the timers start.

DIFFERENTIATION

- Support: the printed starter table with the four headers, and a partner for the first search if a student is stalling.
- Extension: a third image, or a CC-BY-SA image with one sentence on share-alike after cropping or adding text.
- Support: pair students for the licence sorting discussion so the talking happens before the placing.