

Plan your digital montage

40 minutes

Following My Interests Online

Outcome 3.8

WHAT THIS LESSON DOES

Decide the story your digital montage tells by locking four decisions: your genuine interest, a one-sentence viewer takeaway, the format for each beat, and the sequence order. Test the plan with the class to ensure it works.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.8	create a digital montage on a specific topic of interest from images sourced online while applying learning regarding copyright, fair use, plagiarism, and intellectual property ownership

WHAT STUDENTS SHOULD BE ABLE TO DO

- Decide the story your montage tells and which format carries each part (LO 3.8)
- Storyboard the sequence so a viewer understands the intended message by the end
- Test whether the order does the job the maker says it does

BEFORE THE BELL

- Both example plans are in the on-screen activity in Test the order, with the questions to look at beside each, so there is nothing to display yourself.
- Agree how plans are saved the class way, whether that is a shared drive folder, class accounts or photographed paper drafts, since browser tabs alone will not survive on shared devices.

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
17 min	activity	Hands-on: plan your montage
8 min	activity	Test the order
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

ANSWERS AND LOOK-FORS

- Plan A: How our school garden actually works, Swap two beats Plan A's order fights its takeaway. Pretty flowers and a joke lead, the routine evidence is buried, and the end card undercuts the claim. Moving the Monday checklist clip forward and cutting or replacing the end card would make the order serve the takeaway. A fair alternative: a student could argue the plan works if the takeaway were rewritten to "gardens look nice until you maintain them". Either fix is legitimate. What is not legitimate is leaving order and takeaway pointing in different directions.
- Plan B: Why short Irish-language clips help beginners, Keep the order Plan B's order roughly matches its claim: phrase, hear it, see it twice in real settings, memory tip, recap. The viewer meets the same phrase in different contexts, which is exactly what the takeaway says the piece is for. This is a 90-second pass, not a deep dive: the order serves the takeaway, so keep it.

TEACHING MOVES

- Frame the plan as the thing the class makes today, not a delay before building.
- Keep examine-and-discuss short so students are writing their interest and takeaway by about minute 8.
- Circulate during the hands-on for genuine interests and one-sentence takeaways that name the audience inside the sentence. Students lock interest and takeaway before drawing any boxes.
- The expected finish is four beats with a format on each and a short why on one beat only.
- Give Plan A about four minutes and one keep / swap / rewrite call, Plan B a 90-second pass, and then by minute 6 of that step every student is on their own plan for 60 seconds before saving. Take the class call before you tap the verdict; the reveal names the swap as the strongest call and treats rewriting the takeaway as a fair alternative, so a student who argued that is not wrong.
- End with the principle that order is part of the message, not decoration.

WHAT TO WATCH FOR

- Students select a vague or invented interest: prompt them to choose something they genuinely care about.
- Takeaway statements are too long or unclear: insist on one clear sentence that names who it is for.
- Order does not match the takeaway: guide students to either adjust the sequence or rewrite the takeaway.
- Students open build tools during planning: ask them to close the tool, since this lesson is the plan only.

DIFFERENTIATION

- Support: the open / explain / show / close beat shape is already in the student step; offer takeaway sentence starters if needed.
- Support: allow pair talk during the 60-second own-plan check for those who need it.
- Extension: a fifth or sixth beat, or a deliberate format trade-off note.