

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

- Prepare the four decision headings on the board for students to fill.
- 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.
- Class way of saving drafts ready; paper or devices for storyboarding

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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 today's make, not a delay before building.
- Keep examine-and-discuss short so students are writing interest and takeaway by about minute 8.
- Circulate during hands-on for genuine interests and one-sentence takeaways that name the audience inside the sentence. Students lock interest and takeaway before drawing boxes.
- Default done bar is four beats with format on each and a short why on one beat only.
- Hard-cap Plan A at about 4 minutes (one keep/swap/rewrite), Plan B as a 90-second pass, then by minute 6 of that step every student is on their own plan for 60 seconds before saving. No volunteer reads. 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: stop them; this lesson is plan only.

DIFFERENTIATION

- Support: open / explain / show / close beat shape is 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: fifth or sixth beat, or a deliberate format trade-off note.