

Source the material for your montage

40 minutes

Following My Interests Online

Outcome 1.4

Outcome 3.8

WHAT THIS LESSON DOES

Today you gather the images, audio and clips needed for your montage from free-to-reuse libraries. You check licences carefully, complete a source log for each file and replace any items that cannot be used legally before moving on.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.4	debate the ethical and legal issues around sourcing and sharing content from the internet (including the concepts of copyright, fair use, plagiarism and intellectual property ownership)
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

- Gather the images, audio and clips your plan needs from free-to-reuse libraries (LOs 1.4, 3.8)
- Check each licence as you go and fill in a source log
- Replace anything you cannot licence now rather than at the end

BEFORE THE BELL

- Prepare the four source-log fields on the board for reference.
- Nothing needs printing: students keep the source log and the needs checklist in their notebook, or wherever the class keeps its work, under the four headings on the board.
- Check that school devices can reach the free-to-reuse libraries the class uses, and confirm the class saving method.

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
20 min	activity	Hands-on: gather your materials
5 min	activity	Your turn: log, gap-check, replace
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model one complete source-log entry of your own on the board during Examine and discuss, so students who have not filled the log before can see the standard, then get devices open quickly.
- Park anyone still sketching a three-box plan on the reduced target (one image and one audio, each logged); do not hold the class for their storyboard.
- Circulate during the hands-on gathering to prompt licence checks.
- Tell the class early what they are aiming to finish with: at minimum, one image and one audio with full log lines; and one clip or other planned file logged too if they get that far.
- Open the gap-check step with a 30-second standing hands-up check so pair-help starts immediately; keep that step to the circled gaps rather than a full re-log.
- Invite students to share strong log examples during the Make sense discussion.

WHAT TO WATCH FOR

- Students skip licence checks before downloading: remind them to read the licence note first.
- Incomplete source logs missing credit lines: display the required fields on the board throughout and point back to the worked example you boarded.
- Leaving gaps until later: run the quick pair-up check in the first 30 seconds of the replace step.

DIFFERENTIATION

- Support: Have a student who needs it write the four headings in their notebook first, beside the worked example on the board.
- Support: Reduced gather target for plan-sketchers (one image and one audio only).
- Extension: Ask students to find two options for each media type and compare the licences, or log one backup for their riskiest file.
- Support: Pair students needing help with a peer during the replace activity.