

Strand 3 showcase: present your montage

40 minutes

Following My Interests Online

Outcome 3.1

Outcome 3.8

WHAT THIS LESSON DOES

Present your completed digital montage to a small group. Explain its theme, purpose, audience, main choices and how you credited sources. Offer peers one strength and one sharper question on their work, then reflect on the feedback you receive.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.1	Analyse an example of digital media content to identify the theme, purpose and audience.
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

- Present your digital montage and explain its theme, purpose, audience and choices (LOs 3.1, 3.8)
- Explain your crediting decisions
- Give and act on peer feedback: one strength and one sharper question

BEFORE THE BELL

- Ensure all students have access to their montages or a fallback such as a storyboard or screenshots.
- Use Start to pre-open every montage (or fallback) so the hands-on step does not burn minutes on paths, logins or shared-device recovery.
- Prepare the four-point presentation frame, feedback rules, sentence starters and a visible per-turn timer (90 seconds-2 minutes present / 1 minute feedback) for display on the board.
- Student devices with montages pre-opened in Start; recovery path for missing files
- Student devices with montages pre-opened; groups of 3 (4 only if needed); board shows frame, starters and timer

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HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and discuss
14 min	activity	Hands-on: Present your montage
5 min	activity	Your turn: Act on the feedback
6 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model the presentation and feedback process live using a simple example.
- Default to mixed-ability groups of three (four only if numbers force it).
- Keep the sentence starters and the per-turn timer on the board throughout. The four-point frame is on screen in the activity, so it does not need writing up.
- Circulate during presentations to support groups and prompt deeper questions where needed.
- If any group still has a fourth presenter with under 3 minutes left, trigger the cut path immediately.
- If fewer than 6 minutes remain in the hands-on step and not everyone has presented, finish presentations only and move feedback notes into the next step.
- Protect the make-sense harvest even after a messy showcase; trim the hands-on, not the close.

WHAT TO WATCH FOR

- Students forgetting to point to a specific credit line during their presentation - remind them to select one example in advance.
- Providing vague feedback such as it is good - encourage specific comments tied to the four points.
- Feedback that lands on the person rather than the montage - reframe onto order, audience, format, caption or credit.
- Not identifying a concrete change based on feedback - guide students to link feedback directly to an adjustment in order, format or credit.
- Letting groups of four run full-length show-throughs - cap at a key sequence and keep feedback to two lines only.

DIFFERENTIATION

- Support: Put these starters on the board or a strip. Presentation: "This montage is about... / I want the viewer to... / It is really for... / I chose this because... / This credit is here because..." Feedback: "One strength was... because..." / "One sharper question: why did you... / who is left out of...?"
- Support: Nervous presenters may run once with a partner for 1 minute before the group turn.
- Extension: Challenge students to consider how audience feedback might influence future montage topics.