

Reference your sources accurately

40 minutes

Publishing Online

Outcome 4.8

WHAT THIS LESSON DOES

Today you will examine incomplete credits to identify what details like creator or licence are missing and then write accurate references for sources you intend to use in your work.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.8	Demonstrate how to reference online-sourced material accurately, safely and ethically.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Demonstrate how to reference online-sourced material accurately, safely and ethically (LO 4.8)
- Spot what a bad credit is missing: creator, link, licence or permission, date
- Reference a small set of your own sources correctly as a habit, not an afterthought

BEFORE THE BELL

- Prepare examples of weak and strong credits for side-by-side board display.
- Ready a checklist of the four reference fields for quick reference.
- Teacher device and board for the drag-sort interactive
- A device each, students signed in; the board shows the join code
- Student devices or notebooks; class way of saving work ready

Reference your sources accurately

HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and discuss
4 min	activity	Hands-on: credit it right
8 min	activity	Class Play: everyone answers
10 min	activity	Your turn
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Display weak and strong credits side by side on the board first; elicit the four fields before the purpose paragraph.
- Model the drag-sort with card 0 slowly, ticking creator / link / licence / date on fingers; put the four-field board sentence up during the model.
- Cap spoken fixes to one volunteered line per card; if behind after card 2, teacher-led think-aloud on card 3 and move on so Your turn and Make sense still happen.
- Open Your turn with a 60-second live board build of one starter source, then students write three of their own.
- Circulate the room to prompt students on reference completeness; point support students at the one-line template.
- Select student examples to share during the make sense section.

WHAT TO WATCH FOR

- Skipping the access date: prompt students to add when they opened the page (pages change).
- Crediting only the platform: emphasise naming the actual creator.
- Incomplete links: encourage full verifiable URLs.

DIFFERENTIATION

- Support: Offer the one-line template listing the four fields to complete.
- Extension: Require references for five sources instead of three; optional early-finish drag-sort card (bay map, missing date) if the live set finishes early.
- Support: Allow paired work for the credit sorting activity.