

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

- Class Play needs a device each and students signed in. Start it from the step on the board; the join code appears on screen for them to type in.
- Read the weak and strong credits on the Examine and discuss step beforehand so you can put them up and talk through them without pausing to read.
- Play through the four cards on the drag-sort yourself so you know which field each one is mainly missing before the class argues about it.
- 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

- Show the weak and strong credits side by side first and draw the four field names out of the class in their own words before you give the short paragraph on what a reference is for.
- Model the drag-sort with card 0 slowly, ticking creator, link, licence and date on your fingers, and write the four-field pattern on the board while you do it, because three fields are present on that card and the missing creator is easy to miss in a noisy room.
- Cap the spoken fix after each card to one volunteered line, then write only the missing field on the board. If you are behind after card 2, do card 3 as a think-aloud yourself and move on, so Your turn keeps its full 10 minutes and Make sense still happens.
- Open Your turn with a 60-second live build of one starter source on the board, filling the template field by field with the class, then set them writing three of their own.
- As you circulate, ask one question: could a stranger find this and know they are allowed to use it the way you did? That catches vague platform-only credits quickly. Point students who need support at the one-line template.
- While you circulate, note three fixed lines you can ask for by name in Make sense, so those three minutes start immediately.

WHAT TO WATCH FOR

- Skipping the access date: prompt students to add when they opened the page, because pages change.
- Crediting only the platform, such as "from TikTok" or "from Google Images": push for the actual creator and a link to the specific item.
- Assuming that no stated licence means free: treat an unknown licence as not free to reuse until proven otherwise.
- Pasting a URL with no creator, or claiming permission with no name attached.

DIFFERENTIATION

- Support: offer the one-line template with the four fields to complete, and let students who have no sources of their own use the starter set.
- Support: let students sort the credit cards in pairs.
- Extension: ask for references for five sources instead of three, and if the class finishes the cards early, sort the optional bay map card (missing the date) live.