

Reference everything you used

40 minutes

The Student Project

Outcome 4.8

WHAT THIS LESSON DOES

In this lesson students convert entries from their research log into complete references in the agreed format. They identify any untraceable sources and replace or remove them to ensure full credit for all material used in their project.

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

- Reference every source in your project accurately and consistently (LO 4.8)
- Turn every research-log source into a proper reference in the agreed format
- Remove or replace any untraceable source rather than leave it uncredited

BEFORE THE BELL

- Ensure every student has their research log and draft project open.
- Have a blank reference list ready for those without one set up.
- Pre-write the agreed reference format on the board as a labelled checklist, including the copy-ready template line: Creator | Title/description | Link | Date accessed | Licence/permission, plus the full sleep worked example, before the bell.
- Students need research logs and drafts; agreed reference format and worked example pre-written on the board
- Agreed reference format checklist and full sleep example pre-written on the board before the bell
- Student devices with research logs and drafts; class way of saving work ready; board template visible

Reference everything you used

HOW THE LESSON RUNS

3 min	introduction	Start
5 min	content	Examine and discuss
14 min	activity	Hands-on: turn your log into references
12 min	activity	Your turn: flag, replace or cut
2 min	content	Make sense
2 min	content	Reflect
2 min	summary	What you covered

TEACHING MOVES

- Circulate the room during hands-on steps to coach students without rewriting references for them.
- Keep Examine oral teach to about two minutes: board is pre-written; students check the example against the five fields, then devices.
- At about minute eight of Hands-on, run the 60-second stand-and-show (one finished reference or one incomplete flag), then back to work.
- Step 4 must-do is recovery pass + decision note on every incomplete + save. Partner check is optional if-time only; skip it if decisions need the minutes, and still reach Make sense.
- Use the 'Make sense' step for brief whole-class sharing to reinforce the ethical message.

WHAT TO WATCH FOR

- Leaving sources incomplete instead of flagging them; remind students to replace or cut rather than guess details.
- Forgetting fields like date accessed; prompt them to include every required element from the agreed format.
- Hesitating to remove sources; stress that cutting untraceable material is a positive step.
- Copying (n.d.) without knowing what it means; remind them it is only when no publication date is on the page, and the access date still goes in its own field.
- Omitting AI help from the reference list; every AI use needs its own credit line.

DIFFERENTIATION

- Support: Point students to the board template (Creator | Title/description | Link | Date accessed | Licence/permission) and have them fill one field at a time.
- Extension: Ask students to double-check one reference against an alternative source for accuracy.
- Support: Pair students who are stuck with a peer who has finished their list; thin-log students rebuild for five minutes only, then reference what they have.