

Sourcing material you are allowed to use

40 minutes

Following My Interests Online

Outcome 1.4

Outcome 3.8

Outcome 4.8

WHAT THIS LESSON DOES

Learn to find images and, where practical, music or sound effects that are free to reuse. Sort sourcing situations into licence categories and start collecting material while keeping a source log of every file.

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
4.8	demonstrate how to reference online-sourced material accurately, safely, and ethically

WHAT STUDENTS SHOULD BE ABLE TO DO

- Find images and, where practical, music or sound effects that are genuinely free to reuse (LO 1.4; prepares the material and source log you will need when you create your montage under LO 3.8)
- Explain why found on the internet is not a licence
- Start a source log naming every file and where it came from

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.
- Pairs working on paper keep the source log in their notebook under the same headings; nothing needs printing
- Write the three licence categories and the short CC0 / CC BY / attribution gloss on the board in advance
- Check Pixabay and Freesound on the school network; plan the Freesound workaround (bookmark-only, or Pixabay-only audio) so students never create accounts in class
- Plan a 2-minute board model for the gather step: one Pixabay image, licence read aloud, one full log line written up

Sourcing material you are allowed to use

HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
4 min	activity	Hands-on: Free to reuse or not?
8 min	activity	Class Play: everyone answers
12 min	activity	Your turn: Gather and log
3 min	content	Make sense
2 min	content	Reflect
2 min	summary	What you covered

TEACHING MOVES

- Model the first sourcing card at the board (20 seconds of pair talk, then a pair drags and defends), then move to Class Play, where every student sorts all nine
- Model reading licence terms on the board using one Pixabay example before students gather
- Circulate during the gather activity to review log entries for completeness
- The sort accepts every drop without marking it, so a card in the wrong bucket is something to talk through
- Default student path is Pixabay-only; two images logged in full counts as finished
- This lesson does not require prior image, audio or video editing skills; it builds the permission-and-log habit before later making work

WHAT TO WATCH FOR

- Assuming any file found online can be used freely - redirect to checking specific licence conditions
- Omitting source details in the log - display a complete example line for reference, including the with-credit shape
- Using general search engines instead of specified libraries - remind students to visit Pixabay (or the agreed sound source)
- Students trying to sign up for Freesound mid-lesson - redirect to a bookmark, or stay on Pixabay only

DIFFERENTIATION

- Support: Write one full example log entry on the board for students to copy the shape of
- Support: Allow paired work on the sorting activity and the gather
- Extension: Challenge students to locate a third file and summarise its licence terms