

LESSON 4

Sourcing Material You Are Allowed to Use

40 minutes

What You Are Really Looking At

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.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify media that can be reused under appropriate licences
- Distinguish between material discovered online and material licensed for use
- Establish a source log to record details of every file collected

BEFORE THE BELL

- Prepare printed source log templates if pairs will work on paper
- 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 (teacher download, 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

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and Discuss
12 min	activity	Hands-on: Free to Reuse or Not?
12 min	content	Your Turn: Gather and Log
3 min	content	Make Sense
2 min	content	Reflect
2 min	summary	What You Covered

TEACHING MOVES

- 2. Examine and Discuss. Put the three buckets on the board (free without credit, free with credit, not free) with the CC0 and CC BY gloss beside them. Say the key line out loud: found on the internet is not a licence. Do not paste long licence text.
- 3. Hands-on: Free to Reuse or Not? Run in explore mode. Read each card aloud, then give pairs 20 seconds to decide bucket and reason before nominating a pair to drag and defend. Rotate the lead each card so a few voices do not run the board.
- 4. Your Turn: Gather and Log. Model live first: find one Pixabay image, read the licence line under Download aloud, write one full log line on the board. Then release students for two files. Circulate checking licence is readable, credit recorded, nothing from streaming or random search sneaking in.
- 5. Make Sense. Ask one student to read a complete log line and one incomplete line aloud, then let the class name the missing field. Restate the principle: free-to-reuse libraries help, but you still read each file and still write it down.
- 6. Reflect. Keep it spoken and short. Take one or two voices on which file type is hardest to judge, and one or two on how they would want their own photo treated.

WHAT TO WATCH FOR

- Students assume a file with no watermark, or one that copies easily, is free to reuse. Name the rule directly: no licence shown means you do not know, so treat it as not free. Streaming tracks, memes and TV stills are easy to copy but not free.
- Students think putting something in a school project counts as fair or private use, so a licence does not apply. Ask them the reflect question in reverse: if this were your photo, what would you want the other person to have done first? The log is how you prove you respected that.
- Students grab many files fast and skip the credit field, planning to fix it later. Hold the line that two files fully logged beats three half-logged. Point anyone with a with-credit file at the worked example line so they record the creator name now.

DIFFERENTIATION

- Emerging: Start them on Pixabay images only and have them copy the board's worked log line field by field for their first file. Pair them with a partner so one reads the licence aloud while the other fills the log.
- Developing: Have them read their licence line back to you and say which bucket it falls in before they download. Ask them to check a partner's log for one missing field.
- Proficient: Give them the grey case: a friend says use my photo. Ask what evidence of permission they would want in the log. Have them add a third file or find one CC BY file and record the creator name correctly.