

LESSON 13

Reference Your Sources Accurately

40 minutes

Behind the Content

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.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the purpose and components of accurate referencing for online material
- Identify missing elements in poorly written credits
- Develop the habit of referencing sources correctly and ethically

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.

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HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and Discuss
12 min	activity	Hands-on: Credit It Right
10 min	content	Your Turn
3 min	content	Make Sense
2 min	content	Reflect
1 min	summary	What You Covered

TEACHING MOVES

- 1. Start. Bridge fast: do not re-teach free-to-reuse libraries. Name the shift, a log only helps if a stranger can follow it. If students have no chosen sources yet, let them use invented or class-supplied examples.
- 2. Examine and Discuss. Put both credits on the board first, elicit the four field names in students' own words, then give the purpose line. Cap partner talk at 90 seconds on the hardest field to track down after the fact.
- 3. Hands-on: Credit It Right. Model card 0 aloud, ticking creator, link, licence, date on your fingers so the creator gap shows. Then run three cards, one volunteered fix each. When students disagree, ask which gap stops a reader first.
- 4. Your Turn. Do one 60-second live build of a single reference on the board, then students write three of their own. Circulate with one question: could a stranger find this and know they are allowed to use it this way?
- 5. Make Sense. Take three student examples of a fixed line. State the ethical point once and plainly: referencing protects creators, protects the student, and lets readers verify. No sermon.
- 6. Reflect. Keep this spoken. Ask which field they usually skip and at what moment they will write the credit. Nothing typed or handed up.

WHAT TO WATCH FOR

- Students treat a platform name, from TikTok or from Google Images, as a credit. Push for the creator's name and a link to the specific item. Reject from Google as a creator openly during the sort so the whole class hears the standard.
- Students assume that if no licence is stated, the material is free to reuse. Treat an unknown licence as not free to reuse until proven otherwise. Gloss CC BY 4.0 as free if you credit, and CC0 as no credit required, on first use.
- Students claim permission for filming a real person based on a verbal grand at the time. For school work, verbal is not enough. You need a name and a clear yes on record. Keep names out of the discussion and redirect to fixing the credit pattern, not reviewing past clips.

DIFFERENTIATION

- Emerging: Point them at the one-line template and let them fix the missing field only, rather than rewriting the whole credit. Pair them with a partner for the sort so they choose a bucket and one-line fix together before the class agrees.
- Developing: Have them defend one placement aloud, saying what a stranger still cannot check. Circulate and ask them to name the specific missing field rather than saying the credit is wrong.
- Proficient: Ask for five complete reference lines instead of three, drawn from real candidates for their own piece. Give them the busker or AI-generated case: what note the log needs when there is no simple creator or licence to copy.