# Lesson 2: Licensing appropriate images

## Introduction

The aim of this lesson is for learners to be able to insert appropriate images into the document that they formatted in the previous lesson. Learners will be able to pick images that are suitable for the intended purpose, understand copyright issues when choosing images, and utilise features of a word processor to be able to format the images to fit with their articles. The learners will give feedback on each other’s work, then respond to the feedback by making their final changes.

## Learning objectives

* Select appropriate images for a given context
* Apply appropriate formatting techniques
* Demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences
* Demonstrate the ability to credit the original source of an image

## Key vocabulary

Word processor, appropriate, copyright, licensing, Creative Commons, text wrapping, cropping, recolouring

## Preparation

**Subject knowledge**:

* You will need to be familiar with the copyright law, and specifically, the licensing surrounding the use of images ([Creative Commons](https://creativecommons.org/licenses/), [copyright law](https://www.copyrightservice.co.uk/copyright/p01_uk_copyright_law)).
* You will need to be familiar with inserting images into the word processing software that you use in your setting, and be able to demonstrate how to:
  + Insert an image
  + Crop and resize
  + Text wrap
  + Recolour

**You will need:**

* [Slides](https://ncce.io/med1-2-s) (ncce.io/med1-2-s)
* Inserting images: [document for teacher demo](https://ncce.io/med1-2-a2-w) (ncce.io/med1-2-a2-w) and [solution](https://ncce.io/med1-2-a2-s) (ncce.io/med1-2-a2-s)
* Explorer task: [worksheet](https://ncce.io/med1-2-a4-w) (ncce.io/med1-2-a4-w) and [answers](https://ncce.io/med1-2-a4-s) (ncce.io/med1-2-a4-s)
* [Homework activity](https://ncce.io/med1-2-w) (ncce.io/med1-2-w)

## Assessment opportunities

* **Starter activity:** Learners will answer questions, which will show if they are able to select images appropriately and justify their choices
* **Activity 1:** Learners will complete a practical activity followed by questions and answers, which will show if they can demonstrate an understanding of copyright and creative commons
* **Activity 2:** Learners will complete a practical activity, in which you can assess what they have achieved in relation to selecting appropriate images and inserting them into their document.

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*Timings are rough guides*

|  |  |
| --- | --- |
| Starter activity (Slides 2–5)  5 mins | **Introduction and starter activity**  Have slide 2 on the board as learners enter the room, so that they can think about the answer while the class is settling and the register is taken. Briefly discuss each scenario.  This activity could be done using a show of hands or mini whiteboards if you have them. All of the learners should give an answer with a brief justification of why they have picked each image. You could use online software such as Mentimeter to make sure that all learners submit an answer independently. |
| **Activity 1**  (Slides 6–15)  15 mins | **Discussion**  Allow the learners to think about the question on slide 6 and ask for a show of hands for each option. Address with learners that by law, copyright protection is automatically given to the owner of an original piece of work and that there are potential consequences of breaking this law.  Show the 3-minute video embedded in the slide to the class.  **Creative Commons activity**  The learners will now be shown two scenarios. They should use the Creative Commons website (the hyperlink is on the slide) to work out which licence should be applied. If you feel that it is right for your class, learners could work in pairs.  Allow about 2 minutes per scenario for the learners to find the answer, then show the answer. |
| **Activity 2** (Slide 17)  10–15 mins | **Inserting images**  Ask the learners to open their ‘Help save the Earth in three easy steps’ document from last lesson.  Demonstrate how to insert an image from the Creative Commons website into the document, and how to apply appropriate formatting techniques such as:   * Crop and resize * Text wrap * Recolour * Referencing the source   Allow the learners around 10 minutes to insert and format three images. |
| **Activity 3**  (Slide 18)  8 mins | **Feedback**  Discuss with the class that the next activity is to give feedback to one another.  The learners could complete the feedback sheet by hand on printouts, or electronically.  Allow learners to swap computers and to make a comment on the other person’s work to suggest a minimum of one change that they would make to their work to help them meet the criteria.  **Tips:**   * Demonstrate to learners how to make comments on each other's work using the word processing software. * You may wish to move to slide 19 before you allow the learners to return to their computers to read the feedback. Slide 19 reminds learners that feedback should be supportive, and that they should reflect on it fully before they disagree with it. |
| **Activity 4**  (Slide 19)  5–10 mins | **Reflection and editing**  Use the remainder of the lesson to allow the learners to reflect on the feedback and make changes. Ask the learners not to delete the original comment.  If any learners finish the activities, they could do an explorer task on Creative Commons licensing. The task requires the learners to visit the Creative Commons website and work out what specifically each licence allows. |
| **Plenary**  (Slide 20)  3 mins | **Conclusion**  Display slide 20 on the board, with questions allowing the learners to reflect on the lesson.  If you like, you could ask these questions as an exit ticket to the lesson to check whether students have met the learning objectives. |
| **Homework**  (Slide 21) | **Homework activity**  Distribute the news article to learners. Their homework is to determine whether or not they think that it is a real story and explain why.  Learners should complete this ahead of the next lesson as it prepares them for the content. |