

Respecting Copyright

Target Audience

Key Stage 3

Lesson Aim

Pupils will begin to understand how to respect copyright online.

Learning Objectives

LO: begin to understand what copyright is and the consequences of breaking copyright law

LO: consider the importance of copyright on the internet

LO: begin to understand strategies to acknowledge online ownership of content

National Curriculum Links

Curriculum Area Strands: Pupils should be taught to...

ICT	1.4 b. recognise issues of risk, safety and responsibility surrounding the use of ICT. 2.3 b. reflect on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work.
Citizenship	1.2 a. explore different kinds of rights and obligations and how these affect both individuals and communities.

Timing: 1 x 35 minute lesson	Key Vocabulary: copyright, software, filesharing
Preparation: Familiarise yourself with the materials	Organisation: Individuals and pairs
Resources: Respecting Copyright PowerPoint, interactive whiteboard/projector and screen	

Lesson Outline

35 Minutes

Starter Slides 1-4	What do pupils know about copyright and the law?	10 minutes
Activity Slides 5-10	Consider the scenarios: what would a good digital citizen do?	15 minutes
Plenary Slide 11	Discuss what might go on a copyright poster and finish for homework	10 minutes

Lesson

Starter Activity: 10 minutes

Review the learning objectives and ask the pupils what they know already about copyright law. Consider slide 3 – what is meant by an offence? Have the pupils heard what the consequences may be? Move on to slide 4 and discuss the recent headlines about what is being put in place to prevent copyright infringement. How do the pupils react to this? Did they know that there were real life consequences for breaking the law online? Teachers may want to share with their pupils that fact that the criminal age of responsibility is 10!

Activity 1 15 minutes

Consider Mike Ribble's digital compass and remind the pupils of how it can be useful to help them make decisions about appropriate behaviour online. Introduce the scenario activity. (See teacher's notes for scenarios below). This activity can be done as a class and the teacher can guide class debate or alternatively the teacher may want to print the slides out and laminate them for small group discussion. Give the groups 15 minutes to discuss the scenarios then bring the group back together and ask for feedback.

Plenary 10 minutes

Reconsider the learning objectives and ask the pupils if their opinions of copyright on the internet have changed. A possible homework activity may be for pupils to design a small poster to be used beside computers to help remind pupils of the importance of respecting other people's creations on the internet.

Teachers notes for scenarios:

Scenario 1: Phil could do a number of things. The wrong thing to do would be to copy the photo he requires. Encourage pupils to consider the positive options available. Phil could

1) Approach the member of staff who is helping with the play and see if there is the possibility of paying for the image. 2) Send Michelle an email to see if she will release the photo free of charge for the school play 3) Offer Michelle a donation from ticket sales of the play.

Scenario 2: Jay has done the right thing in paying for the Framer5 tracks. This is a great way to support upcoming bands – as well as going to see them live! Unfortunately Jay has made a bad decision in uploading this track to a filesharing service. By doing this he is breaking copyright law and could be liable to prosecution and a hefty fine. The law aside, using filesharing networks to upload and download copyrighted files is not a great idea. Teachers may want to visit this site

<http://www.childnet.com/sorted/filesharing.aspx> to understand what their pupils may inadvertently download when seeking to access popular games, music and other content. Childnet has created a leaflet about music online for teachers and parents with a section for children on this website

<http://www.childnet.com/music/index.html> .

Scenario 3:

Images are a great way to make a presentation more interesting and Wikipedia can be a useful source of images. If you click on an image often there is information outlining if the image is subject to copyright law or not. In this case Sahra is able to use the image as it is not subject to copyright law.

Disclaimer: It's worth remembering that Wikipedia can be added to and edited by anyone so we have to trust the information provided by the person who has uploaded the image.

Scenario 4:

See above – unfortunately in this case Jamie is not able to use this image without seeking the permission of the copyright holder. It is probably a good idea to see if you can find the image elsewhere with an email address you can use to contact the copyright holder.

Scenario 5:

A good digital citizen would seek the permission of the owner of the site. As the owner's information is on the website it is a good idea to send the owner an email to request this permission. As a class discuss what the pupils think they would do if there was no information about the owner of the site and nothing to suggest that the image was subject to copyright – they could potentially use the image making sure to reference the website where they found it.

Scenario 6:

Sal has found a music track that has been made available to the general public through a creative commons license see <http://creativecommons.org/> the creator of this piece of music is happy for the public to copy, distribute and advertise the piece of music as long as the publisher credits the creator.

Extra information for teachers:

This resource has been created to challenge the culture of ignoring ownership of content online. It's important for every user of the internet to be a good digital citizen and to consider appropriate behaviours when legal sanctions are not easy to enforce.

This lesson plan and resources do not seek to provide concrete guidance to using online content merely direction to allow teachers to guide open discussions about this topical subject. Should teachers require specific advice about copyright they may find this factsheet useful

http://www.copyrightservice.co.uk/copyright/p01_uk_copyright_law

Follow up activities may be for pupils to repeat this exercise with a homework topic.

Recommended websites: <http://www.teachingcopyright.org/>

<http://mediaeducationlab.com/teaching-about-copyright-and-fair-use>

http://blog.lib.umn.edu/copyinfo/scenarios/cat_teaching.html

<http://www.teachers.tv/video/37326>

<http://www.jisclegal.ac.uk/Default.aspx?tabid=463>

<http://www.ltscotland.org.uk/5to14/resources/illustrations/index.asp>