



LESSON PLAN

STRUCTURE:

Overview

Outcomes

Preparation

Procedure



App:



LESSON NAME: “DO THE RIGHT THING”: intellectual property

DURATION: 4x60min

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OVERVIEW

In the rapid way we consume, produce and reproduce media in the last few years, it is very obvious that we pay little regard for other people's work and no account of the idea of intellectual property. Unfortunately this is true not only for the youth, but also for many adults including parents, who are used to sharing content they find online without crediting the creator/owner, since they have never been taught about digital literacy at school.

Apparently it has become perfectly acceptable to download music, films and books illegally and what is more for many of us, even the teachers, using other's photos and videos and any online information and resources for and with our students in our classroom has become the norm.

It is necessary for Media consumers and creators to be fully aware of the fact that, although easily accessed, using someone else's work without permission is not only wrong but also illegal and results to potentially significant consequences.

The lesson plan is designed to enable students to understand the concepts of intellectual rights, copyright law purposes, fair use and public domain, how to recognise others' ownership on the material to be used and pay tribute to the owner and finally how to “put their fingerprint” on their own product; apart from the legal aspect they have to learn about the ethical obligations owed to the owners and vice versa. Besides, since copyrighting digital material is still a messy affair that has not yet been sorted out, the lesson plan consists a sourcesful basis for teachers and even parents to learn more about the above issues and develop citation skills setting an example for the youth.



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LEARNING OUTCOMES

Students will be able to:

- . Identify copyright issues
- . Reflect on, discuss and understand the basic concepts of copyright law and fair use- their legal rights and responsibilities with respect to copyright and technology use.
- . Understand when fair use or other copyright exceptions apply to their use of copyrighted content- CC licenses and how they work
- . Explore ways to share educational materials on the Internet in a responsible way
- . Use free and creative commons resources appropriately
- . Create their product using material in the web
- . Think critically as responsible citizens and web users
- . Work transparently and share their products incorporating different types of copyrighted and public domain resources
- . Define a copyright for their creative works
- . Justify their copyright options
- . Edit collaboratively
- . Evaluate the legal use of their own materials and options

PREPARATION AND MATERIALS

- Ask students to write an article for their school site and include photos found on a search engine
- Collect their work
- make a presentation signed under teacher's name. Make your name noticeable.
- Since teaching students to respect intellectual property can be particularly challenging for two main reasons:
 1. Because students may see this neither as a legal nor as an ethical issue.
 2. Because copyright confusion among educators has resulted to either

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being overwhelmed by information or abandoning due to ignorance, there are some more **useful resources** to enhance, if necessary, the topic to be taught (app.1)

MATERIALS

Internet connection

KWL chart (attached)

A free web tool to create a poster/infographics: Pictochart

PROCEDURE

Activate existing knowledge - arouse interest

1. Use empathy: Take the opportunity to engage students by tapping into what they already do, know or think. Show them the presentation you have made with their own material (their articles) and your noticable signature. Explain them that you may make money of that including it in your next local teacher's publication. Be ready for their reactions and arguments.
2. Write on the board the words: Copyright-fair use- Creative Commons
3. Hand in the KWL (**K**now, **W**ant to know, **L**earn) chart (attached) and urge them to fill in the "K" column; let them talk about what they know and then ask them to fill in the "W" one.

Gain knowledge and analyze information.

1. Students are shown the videos and take notes. They are also given the useful links below for more information. Their task is to gather information on the following:
 - . Copyright-definition
 - . What things can be copyrighted? What about ideas?
 - . Copyright duration and the public domain
 - . Fair use- definition
 - . limitations on copyrights- under what circumstances
 - . Best practices for attribution
 - . How to properly Cite and Attribute Creative Commons Photos
 - . Licence your work (CC)

<https://www.youtube.com/watch?v=tk862BbjWx4>



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https://www.youtube.com/watch?v=CJn_jC4FNDo

https://www.youtube.com/watch?v=n_ClvSSkCx4 by AU Alum

Kristian Perry (fair use)

<https://www.youtube.com/watch?v=AKTNTqaSTrY> by auxiermichele (Copyright)

<https://www.youtube.com/watch?v=bAyaXyYM3Eo>

Useful links:

https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

<http://foter.com/blog/how-to-attribute-creative-commons-photos/>

https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

2. They are grouped in teams of 4-5 and discuss on their notes. The teacher monitors and gives help.

Act, compose, share

1. Students are asked to fill in the “L” column of their KWL chart: The “L” column works both as a self-evaluation and a source to proceed to action and creation.
2. Activity: make your “DO THE RIGHT THING” infographics using Pictochart: <http://piktochart.com/>
The groups are asked to reflect upon and demonstrate what they have learned co-creating infographics with their new gained knowledge to be posted in their class or school’s site and also saved as a pdf or image and printed for the classroom/lab walls.
3. They define a copyright for their creative works
4. In class they Justify and evaluate their copyright options.



App 1

more useful resources

The Educator's Guide: <http://www.theedublogger.com/2012/02/09/the-educators-guide-to-copyright-fair-use-and-creative-commons/>

-Glossary of terms: <http://www.teachingcopyright.org/handout/glossary>

-Fair use: <http://www.teachingcopyright.org/handout/fair-use-faq>

-Copyright: <http://www.eucopyright.com/>

<http://www.eucopyright.com/en/copyright-and-related-rights>

<http://www.teachingcopyright.org/handout/copyright-faq>

<http://www.eucopyright.com/en/why-protect-copyright>

-Public domain: <http://www.teachingcopyright.org/handout/public-domain-faq>

-What Is Creative Commons- Should You Use It?

<https://youtu.be/AeTIXtEOpIA> By Creative Commons Aotearoa New Zealand with support from InternetNZ From plccanz's channel

-Do you think you can cheat? <https://www.tineye.com/> (To search images IN REVERSE)

-How much of someone else's work can I use without getting permission?

<http://www.eucopyright.com/en/how-much-of-someone-e>

-The Complete Guide To Fair Use & YouTube <http://www.adweek.com/socialtimes/fair-use-youtube/62896>

<http://www.youtube.com/yt/copyright/fair-use.html#s-work-can-i-use-without-getting-permission>

-How can Students Can Search for Creative Commons Images:

<https://www.youtube.com/watch?v=9CQ9ks0hXRI>

Free resources for music:

<http://cctrax.com/>

<https://musopen.org/>

<http://incompetech.com/music/royalty-free/> <http://freemusicarchive.org/>

<http://audionautix.com/> <http://archive.turbulence.org/soundtransit/>

<http://soundbible.com/>

Free resources for photos:

<https://unsplash.com/>

<http://photopin.com/>

<http://foter.com/>



<http://compfight.com/>

<http://etc.usf.edu/clipart/>

<https://pixabay.com/>

<http://visual-lit.wikispaces.com/Toolbox> compiled by Nancy Sharoff



		
TOPIC: DO THE RIGHT THING		
STUDENT'S NAME:		
K what I Know	W what I Want to know	L what I have Learnt