

COPYRIGHT IN THE REAL WORLD

Music, Movies, Software, e-Books, Video Games

Purpose

To help students identify creators and collaborators, understand the consequences of copyright law, and create responsibly.

Key concepts

- Art and media found online should be respected in the same way we respect other media, like books and DVDs being sold in a store.
- Copyright means the right to make a copy. When we share digitally, we should ask, “Do I hold the right to copy?”
- Creative Commons allows artists to tell users how their work can be used or shared.



Grades: Appropriate for Grade 5

Time required: 30 minutes

Preparation

Equipment needed:

- Computer/TV screen to show video
- An essay written by a student in the class
- A slideshow that needs music—slideshow can include class photographs or photographs from students.
- Internet access

Notes to Presenter:

- Download the videos for this presentation at www.iKeepSafe.org/COPYRIGHT and www.copyrightinformation.org/iKeepSafe

Introduction:

Respecting others' work is important

Hold up the student essay. Ask the class to identify what you are holding. You may want to read a short section. Talk about how this essay is well-written and amazing.

What if I thought this essay was so interesting, I let my nephew copy it? He's in the 5th grade, and I know he needs a good grade in his class. Does that sound like a good plan? *[Allow students to respond.]* Why do you disagree with my plan? What's wrong with my nephew using [Fiona's] essay?

[Take responses: "It's copying", "It's cheating", "It's stealing", "It's not honest", etc.]

You're right! If I let my nephew copy Fiona's essay, it would be cheating. It's not his work, and he'd be violating copyright rules. Copyright protects all kinds of art including school papers, but today we are going to talk about how copyright works with movies, music, and other media online. Copyright protects

the artists and creators who make all the songs, video games, e-books, software, and movies we love. Copyright also protects all the people artists and creators employ to help produce and distribute their work: sound engineers, sales people, marketing managers, summer interns, makeup artists, mail room people, and even the water boy! Copyright makes sure all these people get paid for their work.

It's important to understand when you share a song or a movie, you are not just sharing—you are reproducing it (making another copy). Copyright means you hold the right to make a copy. When we share, we should ask, "Do I hold the right to copy? Unless you have permission from the artist, you are violating the copyright."

Because making copies of movies and songs is so easy, it's easy to forget that it might be illegal. What are some ways we might think we're sharing when, actually, we're duplicating? Or in other words, what devices allow us to share media in ways that easily violate copyright?

[Take Responses:

- *Emailing or sending (via Bluetooth) a song to a friend*
- *Filming a movie with your phone at the theater*
- *Downloading (P2P, torrents, or sharing from MP3 players)]*

ASK: What are the consequences for bad sharing?

[Take Responses:

- *Poor quality (illegal copies are often low resolution or reproduced poorly)*
- *Legal fines (some theaters will arrest and fine people caught copying movies with digital devices)*
- *For downloading: Malware, viruses, ads, etc.*
- *Artists don't receive money for their work (makes it difficult for them to continue making art/songs/videos)]*

ASK: Have you ever made something online? What was it? *[Video, photo, drawing, etc.]*

ASK: How would you feel if someone used your work for a school project without asking you?

ASK: Have you ever wanted other people to use something you made in their project? How did you let them know? *Encourage all responses. Help students feel the importance of respecting others' work.*

We can respect artists and create our own work responsibly by following copyright laws.

Lesson

REVIEW (OPTIONAL): *If time permits, you may want to show the K-4 videos and have a brief discussion about the concepts that each of these videos teaches:*

Would you like to see what the [] are learning about copyright? The [] are learning about []. *Show videos.*

Kindergarten: "RESPECT THE PERSON: Give Credit"—Two friends learn the importance of respecting names on artwork (attribution).

Grade 1: "It's Great to Create"—Two friends discover the fun and benefit of creative collaboration.

Grade 2: "Permission & the Right to Decide"—A child decides how her photographs will be shared.

Grade 3: “SHARING: Sometimes Digital Sharing Isn’t Really Sharing”—A student artist discovers how illegal copying hurts.

Grade 4: “SHARING: Good Sharing Versus Bad Sharing”—Two friends experience the process of creating, performing, and permission.

Copyright is the RIGHT to MAKE A COPY—it allows artists to protect their work from being stolen. If a song or movie is copyrighted, you can’t copy it, download it, or use it in your own work without permission. However, Creative Commons allows artists to tell users how and if their work can be used by others. For example, if a musician is okay with their music being downloaded for free—they will offer it on their website as a “Free download.” An artist can also let you know how you can use their work by using a creative commons license.

DISCUSSION

Ask the following questions

Where do you go to buy legitimate copies of music and movies? *[iTunes, Amazon, etc]*

Does anyone know where you can find music & movies that are free and legal to use in your own creative projects or for personal use? *[Let students respond. They may not know any sites.]*

One place we can go is the Creative Commons website. *[Show the Creative Commons webpage: <http://creativecommons.org/about>] This website helps us understand how we can license our own works to share and how we can use other creators’ works responsibly. [Show the Creative Commons introductory video: http://mirrors.creativecommons.org/movingimages/webm/WannaWorkTogether_480p.webm]*

It also has a search portal that allows us to search for photos, music, and other media with creative commons licensing. *[Show the Creative Commons search page: <http://search.creativecommons.org/>].* For movies and television, we can go to the Center for Copyright Information *[Show the Center for Copyright Information page: <http://www.copyrightinformation.org/a-better-way-to-find-movies-tv-music/>].*

Emphasize that when students are doing school work, you expect them to respect artists’ copyright and only choose images, music, video, etc. that are licensed to share (possibly with attribution) OR works that are in the public domain.

ACTIVITY

1. *Show your slideshow to the class and explain that you need a song to go with it.*
2. *Visit the Creative Commons licensing webpage: <http://creativecommons.org/licenses/>*
3. *Show students the different licensing icons. Explain two or three icons specifically.*
4. *Go to the Creative Commons search page (<http://search.creativecommons.org/>)*
5. *Ask students to search in the music section and find a song that can be used in the slideshow. Search can be done as a class, small groups, or individually.*
6. *Vote on song choice, and add song to slideshow following guidelines of CC license.*

DISCUSSION

What should you do if you can’t find copyright information?

[Use a different work, create your own work]

ROLE PLAY SCENARIOS

OPTIONAL VIDEO: “Copyright Matters”—Two youths tell how copyright affects their family.

Discuss the following situations—

- Your brother has a really great job writing lyrics for songs. He gets paid royalties whenever the songs are downloaded. While listening to one of your favorite songs with some friends, they ask if you can email the song file to them. What do you do?

[Possible responses: Explain how copying the song would be a kind of cheating or stealing—but you can listen to the song again, check the singer’s website for song downloads which are free, show your friends where/how they can buy the song.]

- Your aunt sings country music. She’s not famous yet, but she’s selling more and more songs online. She’s a really good singer. You are working with a friend on a video slideshow about your week at summer camp. Your plan is post it on Youtube when you’re finished. Your friend wants to use a song they own, but you know it’s copyrighted, what can you do?

[Possible responses: Explain that you don’t have permission to use the song, find a song the artist is offering as a free download, find a song with a creative commons license.]

- Your dad works on lighting for movies. Part of the money that goes towards his pay comes from DVD sales after the movie is released. While watching a movie at your house, your friend asks if you can copy the DVD to his iPod. What can you say to explain how this hurts all the people involved in making the movie?

[Possible responses: Explain how many people work to make films; when a movie is downloaded or copied illegally, those artists don’t get paid.]

Copying music and movies illegally hurts the artists, but it can also hurt the person making the copy. We’re going to watch a short video clip about the consequences of illegal copying. As you watch the clip be thinking about what you think the consequences will be.

PLAY VIDEO: “Copyright in the Real World: Music & Movies”
(Download from www.iKeepSafe.org/COPYRIGHT.)

VIDEO SUMMARY: *Students learn about the consequences of violating copyright in this video. Two friends are at a movie theater. One begins recording the movie with his iPhone and is caught by the theater manager.*

DISCUSSION

Let’s talk about the consequences. What do you think happened to the girl recording the movie on her iPhone? *[After listening to responses, make sure the students understand they will be fined, and possibly arrested (depending on the theater’s policy).]*

REVIEW: In school we are graded on how well we answer questions or perform on tests. Artists are “graded” or valued by how many people buy their work. If a person copies a movie (with a phone or other device) there are legal consequences. There are also financial consequences for the artist or creator. They lose money, and possibly their job. More importantly, they are less able to continue creating songs and movies for us to enjoy. However, if we are aware of copyright and creative commons, we can support the work of other artists and responsibly create our own work.

Wrap-Up

It’s an important responsibility to be aware of how an artist wants their work shared or used. If you are aware of these guidelines, you can be a part of promoting art and music.

Optional Activities

If time permits, see “Activity Sheet Grade 5: Creative Commons—Music Share”. This could be used as an in class activity or homework.

Additional Resources

Find more information about copyright, "a better way to find movies, TV, and music," and the Copyright Alert System at the CENTER for COPYRIGHT INFORMATION: www.copyrightinformation.org/

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ACTIVITY SHEET GRADE 5

Creative Commons: Music Share

Activity Objective

Grades: Appropriate for Grade 5 **Time required:** 20 minutes

Materials needed:

- A song the student recorded on iPad or other digital device.
- Internet access
- Paper

Students will understand the process and concept of copyright and creative commons.

Activity

Visit the Creative Commons licensing webpage: <http://creativecommons.org/licenses/>. Show students the different license icons. Explain two or three icons specifically. Ask the students to write for 3 minutes about how they want their song to be used by others.

DISCUSS

How do you want your song to be used? [*When students respond, ask: Why do you want your song shared/used in this way?*]

[OPTIONAL: Upload songs to a class website or blog with creative commons licenses. Have students create another work of art using the songs according to the creative commons licenses.]

Discussion:

How do you feel about allowing other artists use your work in their own art? What if they use it in art you don't like?

Encourage all responses.

Wrap-Up

Knowing how to allow other artists to interact with our work allows us to responsibly participate within a collaborative community.

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