

COPYRIGHT IN THE REAL WORLD

Images and Print

Purpose

To help students identify creators and collaborators. To help students understand copyright guidelines and consequences.

Key concepts

- There are many different kinds of artists and creators producing the media we experience digitally.
- Artists may give permission for people to use their work in several different ways. Many artists want others to share and collaborate with their work.
- Copyright is the right to make a copy. When we share, we should ask, “Do I hold the right to copy?”
- There are real consequences for using work illegally.



Grades: Appropriate for Grade 6

Time required: 30 minutes

Preparation

Equipment needed:

- Computer/TV screen to show video
- Some work of art you made (writing, sculpture, photographs, etc)
- *[Optional]* Internet with screen for showing examples of copyright and creative commons

Notes to Presenter:

- Download the video for this presentation at www.iKeepSafe.org/COPYRIGHT and www.CopyrightInformation.org/iKeepSafe.

Introduction

Respecting others' work is important

Display something that you (the teacher) created. This could be a photograph, painting, needle art, origami, etc. Tell your class the story of why and how you made it.

ASK: What kind of creations have you made? *[When students answer, ask why they made it.]*

ASK: Where do we find other people's works of art? *[Homes, museums, galleries, etc. If a student mentions "online," give praise, and explain that you are going to talk about digital and online sharing.]*

ASK: Can we find art online? What kinds of art can we find on the Internet? *[Movies, music, games, photographs, writing and books, etc.]*

ASK: Have you ever used these kinds of materials online in a school project? Do you know if you used this artwork the way the artist wanted? Did you check for copyright? *[Allow students to respond.]*

Think about the art you made—How would you feel if your art was used without your permission? What if it cost you a lot of money to make your creation, and then you couldn't make money because someone posted it online and everyone could get it for free?

Encourage all responses.

We can be responsible and respect writers and creators—and be creative and collaborative—by following copyright laws and creative commons licensing.

Lesson

REVIEW (OPTIONAL): *If time permits, you may want to show the K-5 videos and have a brief discussion about the concepts that each of these videos teaches:*

Example: "Here's what the [5th graders] are learning about copyright? The [_____] are learning about [_____]. *Show videos and review concepts.*

NOTE: This is a good opportunity to review principles of creativity, ownership, and permission that may help your class internalize copyright in a personal way.

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.

Grade 5: "Copyright in the Real World: Music & Movies"—A girl discovers the consequences of illegal copying.

We're going to spend a few minutes talking about copyright and how we can use and share print (or writing) and photographs responsibly.

In school, if we copy a friend's answers on a test or homework assignment, what happens?

[There are consequences:

- *We don't get the opportunity to learn on our own.*
- *If we get caught, we might be suspended, given a failing grade, or sent to detention.*
- *Copying/plagiarizing affects our academic reputation.*

In the digital world, it's harder to see the effects of copying, even though the effects can be more serious.

There are many people who make their living creating media online. Even though many works are published by one person, there is usually a team of people working to make that media possible for us to experience online. *[Discuss examples: news article—the writer, the web design team, the editor, the copyeditor, the secretary; movie—director, actors, camera men, lighting specialists, special effects engineers, etc.]*

Copying art without permission means all the people who helped create what we copied face consequences too. They may not receive the money they need to take care of their families. They could lose their job. Or, they might not be able to continue making work we enjoy and use online.

It's important to make sure we are using others' words and images in a way that follows their plan—their RIGHT to COPY, or copyright. Copyright means you hold the right to make copies. When we share, we should ask, "Do I hold the right to copy?"

DISCUSSION

Where do you go to find images and print (books, articles, etc.) that are free and legal?

[Many students may not know where to find these materials. Show students the Creative Commons search webpage (<http://search.creativecommons.org/>) and the Center for Copyright Information page (<http://www.copyrightinformation.org/a-better-way-to-find-movies-tv-music/>)]

Show students the Creative Commons Licensing webpage: <http://creativecommons.org/licenses/>. Show students the different licensing icons. Explain two or three icons specifically.

ROLE PLAY SCENARIOS

Your mom is a photographer. She photographs rare birds that live in your town. Her photographs are used in online articles about conservation, and she gets paid for their use. One day, your friend suggests you use a photograph he found online of a frog in your class newsletter. What should you do?

[Explain to friend how he needs to check the copyright; find a photograph with a creative commons license that allows you to use it in your newsletter.]

Your dad is an editor. He edits all kinds of different news articles posted online. He gets paid for his work and loves it. While working on a report for school, you notice your group is copying parts of articles into the report without following copyright guidelines. What should you do?

[Explain to friends consequences for violating copyright in academic work (called plagiarism); make sure quoted sections are correctly cited.]

Your older sister has a blog with a lot of followers. She writes funny stories about her life and her friends. She doesn't get paid, but she hopes some day her blog will be sponsored with ads. When looking at your friend's blog online, you notice one of your friends has been copying parts of other writers' blogs onto her blog as if she wrote it. What should you do?

[Explain to your friend how copying ruins a writer's reputation; explain how their blog could be blocked or taken down if the other blogger complains.]

I'm going to show you a short video about copyright. While we watch it, think about how copyright affects your life and future goals.

PLAY VIDEO: "Copyright Matters" (Download at www.iKeepSafe.org/COPYRIGHT.)

VIDEO SUMMARY: *In this video, students learn about why copyright matters to themselves and the people they care about. The video shows two real-life situations where artists are affected by illegal sharing.*

DISCUSSION

Point out the copyright notice and music attribution at the end of the video for an example of copyright and attribution.

ASK: Why does copyright matter to you?

ASK: How might copyright impact your family?

ASK: How will copyright help you in the future with your goals?

Encourage all responses. Help students understand that collaboration is good as long as there is permission to use materials and that materials are cited correctly.

Wrap-Up

There are serious consequences for illegally sharing, using, or copying others work. These consequences are financial (fines, loss of job); technological (viruses, malware); academic (failing grade, suspension); and even emotional (finding work used in unauthorized ways); in addition, using others' work without permission prevents the creation of more art.

If you understand and respect copyright and creative commons, you can protect artists, and responsibly contribute your own art to the community.

Optional Activities

If time permits, see "Activity Sheet Grade 6: Creative Commons—Photo Share".

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 6

Creative Commons: Photo Share

Activity Objective

Students will understand the process of deciding how they want to share their own work.

Grades: Appropriate for Grade 6 **Time required:** 20 minutes

Materials needed:

- Create a class Flickr account (www.flickr.com)
- Cameras or iPads/iPods for photos. Students may use their own devices or bring a photo they already own.

Activity

- Visit the Creative Commons licensing webpage: <http://creativecommons.org/licenses/>
- Show students the different licensing icons. Explain two or three icons specifically.
- Have the students upload their own photograph to the class Flickr account.
- Ask them to decide how they want their photograph to be used by other users.
- [Optional] Ask the students to make a work of art with the photographs posted to the class Flickr account (e.g., adding text, making a slideshow)

Discussion: *Review uploaded photographs and CC licenses. Choose a photograph.*

How can this photograph be used by others in the class? Others on the website?

How do you feel about sharing your work this way?

Wrap-Up

As creators, we need to be aware of how we want others to use our work and also be respectful of how other creators want their works shared and used.