

1 About this unit

UNIT SUMMARY

In this unit, children will understand that **copyright** rules exist to protect original content creators. They will review a scenario to work out if copyright rules apply and what the rights and responsibilities are of the parties involved. They will then review how copyrighted content could be used in school, and provide alternatives for this.

REPORTING ROUTES

In Year 5, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111)
- clicking the CEOP button.

These points should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

ONLINE SAFETY FOCUS

In this unit, children will:

- understand that copyright laws exist to protect original content creators
- understand that content they choose to use or upload on the internet may be subject to copyright laws
- further develop their understanding of rights and responsibilities as digital citizens.

ENGAGING PARENTS AND CARERS

- Children will take what they have learned from this session and share it with their parents by searching for copyrighted content at home.
- Consider running an online safety session for parents to help them to support their children's understanding of copyright rules.

TEACHER KNOWLEDGE

- Copyright protects rights of those who create content. People need to ask permission to copy, remake or share the creator's work or they can buy it from the creator. Copyrighted content is protected by the law.
- **Fair use** means using a small part of someone else's creation but it must be used for different purposes, be completely changed and the user cannot make money from it.
- A **creative commons** licence allows a user to use, rework and republish content as long as the original creator of the content is acknowledged. Different creative commons licences exist and do have limitations so should always be checked before use.
- Review the definitions of the following terms using the glossary on page 64: **copyright**, **fair use**.

CROSS-CURRICULAR LINKS

Computing

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

2 Getting ready

ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 5 pupils are learning about copyright and fair use laws.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term Year 5 pupils have been learning about copyright and fair use laws and how they can ensure they are not breaking these rules. All children have been asked to search for examples of

copyrighted material at home. These might be books, magazines, CDs or vinyl. Please support them in their learning by helping them to find examples.'

THINGS YOU NEED

- Interactive whiteboard with sound
- Any children's book

THINGS TO DO

- Double-check the content of all websites before sharing in class.
- Familiarise yourself with the steps of this activity before running this online safety session.
- Download and test the copyright and fair use video listed in *Useful links*.
- Print and photocopy the *Copyright and me* photocopiable master – one per child.



MY RISING STARS RESOURCES

- *Copyright and me* (.pdf)



OTHER RISING STARS RESOURCES

- There are links here with *Switched on Online Safety Unit 4.5 – We are respectful of digital rights and responsibilities*.
- To reinforce the concept of intellectual property and copyright rules, this lesson can be used in conjunction with *Switched on Computing Unit 5.5 – We are bloggers*.



INCLUSION/THINGS TO CONSIDER

- The concept of copyright law can be difficult to understand and may be intimidating for some children. Reinforce its positive use so that children do not worry unnecessarily.



USEFUL LINKS

- Official government publication on copyright and intellectual property: www.gov.uk/topic/intellectual-property/copyright
- YouTube copyright rules explained: www.youtube.com/yt/copyright/en-GB/
- Video about copyright and fair use (2 minutes 44 secs.): www.commonsensemedia.org/videos/copyright-and-fair-use-animation

3 Running the lesson



Resources

- Video about copyright and fair use: www.commonsensemedia.org/videos/copyright-and-fair-use-animation
- *Copyright and me* photocopiable master – one per child

Possible outcomes

- Children will list examples where copyrighted content could be used in school, and then provide possible solutions to avoid copyright infringement.
- Children find examples of copyrighted material with their grown-ups at home.

Step 1: Introducing the session

- Explain to the children that in this online safety lesson they are going to discuss what is meant by copyright and fair use.
- Remind children that we are all creators of lots of different content and work that we like to share and celebrate. Copyright and fair use rules protect the rights of creators and prevent others from stealing their work without payment or acknowledgement.

Step 2: Learning about copyright

- If appropriate, watch the copyright and fair use video (see *Useful links*) or explain the meanings of these two different terms.
- Ask the children to explain the meaning of copyright and fair use in their own words. What are the differences between them?
- Show children an imprint (acknowledgements) page from a book being read in class. Ask the children what they can see on this page that indicates the publisher has followed copyright rules. Point out acknowledgements and thanks for photos, authorship, editing, publishing, etc. Explain that all these acknowledgements and thanks give credit to the original creators.
- Explain that copyright applies to both print and digital media. If we read a book and find information that supports our research, copyright rules still apply. We cannot copy it into our own creation without acknowledging the owner or buying the work.
- Write the copyright symbol on the interactive whiteboard. Explain that this symbol helps to remind us that we must follow copyright rules.

Step 3: Being mindful of copyright laws

- Now read out loud the following scenario: *Rav creates a video of his friend at home playing a video game. He adds his favourite music as a soundtrack and then uploads the final file to YouTube.*

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- Ask the children to discuss who owns the video. What are the rights and responsibilities of the interested parties in this scenario? What copyright rules need to be followed?
- Go through each interested party in turn:
 - Rav, the creator of the video, owns it. He has the copyright.
 - Rav's friend does not own the video but does have a right to privacy (*Unit 4.5*). Rav must seek permission from his friend before uploading the content.
 - YouTube doesn't own the video, nor can it decide if the video is copyrighted. By uploading the video, Rav has given YouTube the right to list it but YouTube also has the responsibility to respond if someone puts in a copyright complaint.
 - The video game developer does not own the video but they own copyright of the game. They can seek removal of the video from YouTube if their copyright has been infringed.
 - The artist and record label who created the music do not own the video but they do have copyright over the music. They can seek removal of the video from YouTube if their copyright has been infringed.
- Ask the children what might happen if the copyright complaint is found to be correct. In this example, YouTube will block the video and may close the user's account.

Step 4: Raising awareness of copyright in school

- Explain to children that music for school productions needs to be purchased, and until recently, the song 'Happy Birthday' wasn't allowed to be broadcast publically because of ownership rights. Does this surprise them?
- Ask the children to think of any examples where copyrighted content might have been used in school. For example, in school work, assemblies, school plays and concerts, signage.
- Hand out copies of the *Copyright and me* photocopiable master. Ask children to write down all examples where copyrighted information may have been used in school, and then for each of these, come up with a solution for how copyright infringement could be prevented. For example: finding copyright free images, buying copyrighted images or music, using creative commons or free use content and crediting the creator, creating original content.

Step 5: Summing up

- Explain that copyright laws protect people's work from being used without permission. As digital citizens we have a responsibility to ensure we abide by copyright rules. If we choose to publish those ideas, for example, in a book or on the internet, copyright laws protect our creations from being used without permission!

4 Taking it further

- Encourage children to look for examples of copyrighted material with their grown-ups at home. This could be printed material such as books or magazines, or music, such as CDs or records. Can they work out who owns the copyright?