# Lesson 3: Copyright or CopyWRONG?

## Introduction

During this lesson learners will become familiar with the terms ‘fair use’ and ‘copyright’. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources.

Learning objectives

To consider the ownership and use of images (copyright)

* I can say why I should use copyright-free images
* I can find copyright-free images
* I can describe what is meant by the term ‘fair use’

## Key vocabulary

Copyright, fair use

## Preparation

**Subject knowledge:**

Teachers should have an understanding of the terms ‘fair use’ and ‘copyright’ (supported in the slides). You should also ensure you are aware of your school’s procedures related to children searching for images and how to report any issues.

**You will need:**

* Slides
* Activity scenario sheets
* Activity recording sheet
* Homework
* Devices with access to Pixabay: www.pixabay.com

## Assessment opportunities

**Introduction:** To assess where the learners currently gain access to pictures online.

**Activity 1:** To assess what the learners know about fair use and copyright.

**Activity 2:** To assess whether learners can find copyright-free images from selected sources and save them to use in their web pages.

**Activity 3:** To assess whether learners have an understanding of what is acceptable and unacceptable when using pictures they find online.

**Plenary:** Assess whether learners know good places to find/generate content.

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*Timings are rough guides*

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| --- | --- |
| Introduction (Slide 3)  5 mins | **Introduction activity**  Ask the learners “Where do you get pictures from online? If you needed a picture to add to a poster or piece of work, where would you be able to find one?”. Allow time for the learners to think, pair, write, and share and record/discuss their answers. Ask the learners “Which of these places are the best/why?”. Use a class whiteboard or record using sticky notes so that the list can be referred to later in the lesson. |
| **Activity 1**  (Slides 4–7)  5 mins | **Copyright and fair use**  Ask the learners “Do you know what ‘copyright’ or ‘fair use’ means?”. Allow time for learners to think, pair, share, and feedback to the class.  Explain the terms copyright and fair use to the learners. |
| **Activity 2**  (Slides 8–9)  15 mins | **Finding and saving copyright-free images**  **Note:** *Before this lesson, discuss school procedures for searching online and appropriate steps to take if inappropriate images are found — you may need to refer to your school’s policies.*  Introduce the learners to Pixabay <https://pixabay.com/> using the video provided. Explain to the learners that this site offers images and videos to be used for free without any copyright issues.  **Note:** Some websites that offer copyright images still ask users to acknowledge the creator. However, Pixabay does not.  Once you have watched the video, open Pixabay and show the learners that they can filter their search by the type of image retrieved. Click on the **Downward arrow** at the end of the search box to filter between the following options:     * Images (All images) * Photos (real/taken with a camera) * Vector graphics (can be made as big as needed without images blurring — students will have experienced these previously if they have covered the ‘Vector Drawing’ unit in Year 5) * Illustrations (drawings) * Videos (all videos)   Model saving an image e.g. show learners how they can save to their network drive. If saving work and retrieving it in another lesson is an issue, learners could write their search term/draw a quick sketch of the images they would like on their web page on their plan from the last lesson.  Allow the learners time to find appropriate images for their work. |
| **Activity 3**  (Slide 10)  15 mins | **Copyright or copyWRONG?**  Tell the learners that they will be given some scenarios based on the theme of copyright and fair use. They will have ten minutes to read and discuss each scenario in their group and decide whether or not they are acceptable ways to use someone’s work, and will record their answers on the recording sheet. Distribute the scenario sheets and group recording sheets. Allow ten minutes for feedback to the class at the end of the group work.  **Note:** The point of this activity is to debate ethics and issues around copyright and show what the learners understand from it.  **Katie - Wrong:** You should not copy images that you find when searching online, unless you have completed the significant checks. If Katie does decide to use the image, she should acknowledge that this has come from the BBC and quote the weblink.  **Gabby - Right:** This is a piece of school work. Gabby has edited the piece in such a way to make it look completely different.  **Philip - Wrong:** You shouldn’t download music from YouTube unless it says you can, or you have completed the relevant checks.  **Abdul - Wrong:** Even though the image looks the same, he should still carry out the relevant checks.  **Pierre - Right:** This is a good way to use copyright-free images and he has even credited the creator.  **Mel - Right/Wrong:** She is right because she doesn’t breach any copyright. Learners may decide she is wrong as this approach sounds over the top. As long as Mel follows the copyright rules, she can use the images.  **Kobi - Right/Wrong:** He is creating his own work and allowing other people to use it. Some learners may say this is wrong as Kobi should get credit for his work. However, he is the copyright owner (the person who created the content) and he has chosen to let people use it for free — this is his choice.  Allow other avenues for discussion. Discuss with learners that the content that they share online is copyright and this protects us from other people making copies without our permission such as YouTube videos, etc. |
| **Plenary**  (Slide 11)  5 mins | Look back at the list from the introduction activity (places where the learners can gain images to use in their own projects). Discuss what they said at the start of the lesson.  Ask the learners which of the options listed would be a good place to look for images. Learners could hold up the number of fingers linked to the answers they think are correct. |
| **Next time**  (Slides 12-13)  5 mins | Review the assessment and summary slides. |

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