

LESSON 4

Copyright, fair use, plagiarism and intellectual property

40 minutes

Understanding Myself When Engaging Online

Outcome 1.4

WHAT THIS LESSON DOES

Explore the rules around reusing content from the internet. Understand intellectual property, copyright, fair use and plagiarism. Sort examples into fair reuse, needs permission, or infringement. Debate a grey case and form your own view on when reuse is fair.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.4	Debate the ethical and legal issues around sourcing and sharing content from the internet, including the concepts of copyright, fair use, plagiarism and intellectual property ownership.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Debate the ethical and legal issues around sourcing and sharing content from the internet (LO 1.4)
- Sort everyday reuse cases into fair use, needs permission or credit, and plagiarism or infringement
- State in your own words when it is fair to reuse someone's work

BEFORE THE BELL

- No additional physical materials or printing are required for this lesson.
- Write the two tribunal sides on the board before students enter (strongest case for fair reuse / strongest case against).
- Teacher device with the lesson open on the board
- A device each, students signed in; the board shows the join code

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HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	Examine and discuss
4 min	activity	Hands-on: Fair or not?
8 min	activity	Class Play: everyone answers
10 min	activity	Hands-on: Grey-case tribunal
4 min	content	Make sense
3 min	content	Reflect
3 min	summary	What you covered

TEACHING MOVES

- Board text in Examine is only the four check questions. Speak term glosses on first card touch in the sort.
- Model the four checks on the first sort card only (about 60 seconds), batch-lock the two clear cards (homework; full song), then spend talk time on the classmate-drawing card and the free-photo-without-credit card. No pair phase.
- Spend the last two minutes of the sort only on cards the room still disputes.
- During the tribunal, call on students from both pre-assigned sides to keep the discussion balanced. Keep the two-minute argument cap visible.
- Protect the hard stop into Make sense so every class states the fair-reuse principle aloud.

WHAT TO WATCH FOR

- Assuming all school projects count as fair use; remind students that amount taken and effect on the original still apply.
- Thinking credit alone makes reuse fair; explain that permission may still be needed in some cases, and that full public or commercial copies are not fixed by credit.
- Believing unmarked online content has no owner; stress that intellectual property exists regardless of watermarks.
- Parking the song or stickers card in Needs permission or credit because "an ask would help"; redirect: as described those are full public or commercial uses without any right, so Plagiarism or infringement fits best.

DIFFERENTIATION

- Support: Provide the four checks as a printed prompt card for reference during activities.
- Extension: Invite students to invent an additional case that needs permission or credit and sort it with the same frame.
- Support: During whole-class sorting, invite a less confident student to apply just one check (for example "who made it?") before others build on it.