

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

- Class Play needs a device each and students signed in. Start it from the step on the board; the join code appears on screen for them to type in.
- 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).

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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

- The board in Examine and discuss shows only the four checks. Give each term its one-line meaning when a card first raises it, in the sort or in Class Play.
- Model the four checks on the first sort card only, then move straight to Class Play, where every student sorts all five. Spend the talk after each round on the classmate's drawing and the free photo with the name left off.
- If a round splits the room, take one reason from each side before you give the card's home.
- During the tribunal, call on students from both pre-assigned sides to keep the discussion balanced. Keep the two-minute argument cap visible.
- Close the tribunal on time and move into Make sense, so that every class states the fair-reuse principle aloud before the lesson ends.

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: Keep the four checks on the board through the sort and Class Play.
- 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.