

Short Activity Title	Protecting what is ours
Author	Drew Buddie, United Kingdom
Topic	The artist in you
Competences	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence/critical thinking
Level	<input type="checkbox"/> Easy <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Difficult
Age Group	14-15 years
Duration	2 lessons, 45 - 60 minutes minutes each
Aim of this lesson	<ul style="list-style-type: none"> • Investigate issues related to intellectual property (IP). • Consider and discuss current and emerging issues related to IP and copyright from different perspectives. • Explore the different versions/applications of Creative Commons.
Introduction	When we create content we should own the intellectual property of that content. What does this actually mean? How easy is it for us to give this away to a third party when we use their site?
Tools	Internet, Web We Want publication for teens, blue and red pens to do Web We Want activities.
	<p>Read the student instruction page about being an artist.</p> <p>Get them to write down what kind of artist they would like to be and to discuss their choice with their neighbour. Look for other artists with similar interests.</p>
Process	
Step 1 – (10 minutes)	<p>What is meant by the term intellectual property?</p> <p>Set up small groups of students (2-4 per group) and ask them to take a look at the Section 1.2 in the Web We Want publication.</p> <p>Then ask them to go to one of the websites they use most often and discuss responses to the following questions:</p> <p>Where do you find Terms and Conditions statements? Why do you think this is? Is there a reason for the location of Terms and Conditions statements? For what reasons do people often agree to give away their IP?</p>
Step 2 – (20 minutes)	<p>Now get students to read this article individually:</p> <p>http://goo.gl/Ut6kQp (Huffington Post Tech)</p> <p>Class or small group discussion: ask students to describe in their own words what that story is about and to note the reason for changes being made to the Terms and Conditions? Why was this outcome important?</p> <p>Ask them to read individually this second article, by artist Hidden Eloise:</p> <p>http://goo.gl/LGk8jU</p>

Discussion: Why do you think that a tool like Twitter is immensely useful in cases like that of Hidden Eloise?

Get students to imagine that they are Hidden Eloise. Their task is to write a letter to thank supporters for their campaign to raise awareness of this issue.

Step 3 – (10 minutes)

Class or small group discussion: What is copyright? And how does it relate to intellectual property?

Get students to turn to Chapter 6, *The artist in you* to take a look at the information about Creative Commons.

Creative Commons licences exist to support the release of content for which we do not want to retain copyright. Why do people choose Creative Commons? What are the advantages and disadvantages

Step 4 – (10 minutes)

In groups, get students to compare the use of the following as methods for finding images they wish to use in their own documents:

Google Images - images.google.com

Flickr.com - www.flickr.com

Taggalaxy.com - www.taggalaxy.com

Compfight.com - www.compfight.com

Explain which is best for finding Creative Commons-licensed images.

Discuss the implications for the use images of each Creative Commons licence.

Step 5 - (10 minutes)

Ask each group to decide which of the six Creative Commons licences they would apply to content they have created. Why? Find a group with a different response and, through open discussion, document the reasons for the different choices.

Follow up options

Read about the famous image of Che Guevara taken by Alberto Korda and describe the IP issues that arose from the way that the image has been used around the world.

http://en.wikipedia.org/wiki/Guerrillero_Heroico (Wikipedia)

How would Creative Commons licensing have made a difference in this situation?

Links

<http://goo.gl/qJLDHH> (Huffington Post)

<http://goo.gl/2tQD3X>

www.creativecommons.org

www.flickr.com

www.taggalaxy.com

www.compfight.com

http://en.wikipedia.org/wiki/Guerrillero_Heroico