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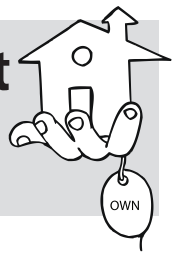
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Student assessments are an important component of i-SAFE. When beginning the i-SAFE program with these lessons, i-SAFE strongly encourages educators to administer the pre-assessment online at <http://auth.isafe.org/selftest/index.php>.

To verify a School ID#, login at www.isafe.org, go to the My Info page and select “Find your school ID.”

Upon completing the i-SAFE lessons, please direct your students to take the online post-assessment. Assessment data can be used by your school/district as a reliable measurement of its Internet safety education policy.

Creativity in the Classroom: Creative Ownership and Copyright



Unit Guide–Level E

Suggested grade level 4

Theme

Just as the American Constitution has a Bill of Rights for citizens in the physical world, there is a basic set of rights extended to every cyber citizen. Among those, cyber citizens of all ages have rights such as the right to privacy, free speech, and to protect what they own online. This group of lessons and activities will age-appropriately examine the concepts of intellectual property and creativity on the Internet and the rights that copyright provide for creative material.

Curriculum integration options

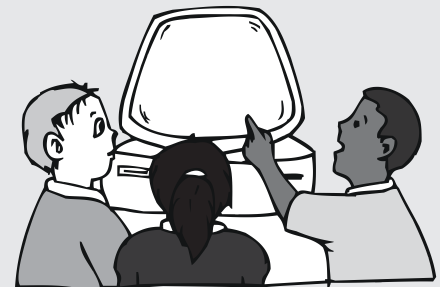
This material is suitable to integrate into a variety of traditional elementary school subject matter including computer/technology, social studies (study of citizenship and/or community), music, or library/media (study of digital citizenship) classes.

Unit Overview

This unit is designed to enable critical-thinking activities and to age-appropriately promote conceptual understanding of unit objectives. The materials will provide educators with a variety of options and modes to adequately address the diversity of learning styles found in these grade levels.

The unit is comprised of:

- Level E Unit Guide
- Copyright reference for teachers
- Lesson plan 1: Respect and Online Property
- Lesson plan 2: Copyright Know-How
- Lesson/Activity plan: Vocabulary Reinforcement – Level E
- Lesson/Activity Plan: Create It – Copyright It! suggested for grades 3 or 4
- Reproducible student reference and activity pages as indicated in the lesson and activity plans
- i-Buddy Flash activity to reinforce intellectual property concepts and vocabulary
- Short PowerPoint lesson with teacher's guide: Copyright is KEWL
- Enrichment Activity Plan: Originally Ours! Copyright Collages



Learning Objectives

Note: Due to the abstract nature of the concepts in this unit, at this grade level, complete mastery of learning objectives is not expected. However, the introduction and development of the concepts will facilitate scaffolding of knowledge and understanding to enable mastery when appropriate.

Students will develop an age-appropriate understanding of the following:

- vocabulary used in the unit
- property on the Internet can be owned just like physical property
- the copyright symbol indicates ownership of intellectual property
- the importance of using the copyright symbol
- it is stealing from real people if one copies/downloads material from the Internet without permission
- it is against the law to download videos, music, etc. from the Internet without permission
- the meaning of refusal skills

Performance objectives—Students will:

- relate the term “intellectual property” to something that is created in a person’s mind
- demonstrate a relationship between good character and behaviors that show respect for intellectual property
- identify different types of media as intellectual property: writings, music, videos, computer games, etc.
- identify a person’s creative work as being personally owned by them
- associate one’s own creative work as their personally owned property
- demonstrate how to age-appropriately indicate copyright of one’s own work with the copyright symbol, “circle C” – ©, year, and name
- demonstrate examples of refusal skills to use regarding illegal use of intellectual property
- create a project that demonstrates and shares knowledge about positive ways to treat intellectual property found on the Internet
- refer to the project to demonstrate age-appropriate understanding of intellectual property ownership concepts

Implementing the lessons

Step 1: Pre-Assessment

Prior to implementing the first i-SAFE lesson for the year, administer the i-SAFE online pre-assessment at **www.isafe.org** by clicking on the link, Assessments. To verify School ID#, login at **www.isafe.org**, go to the “My Info” page and select, “Find your School ID”.

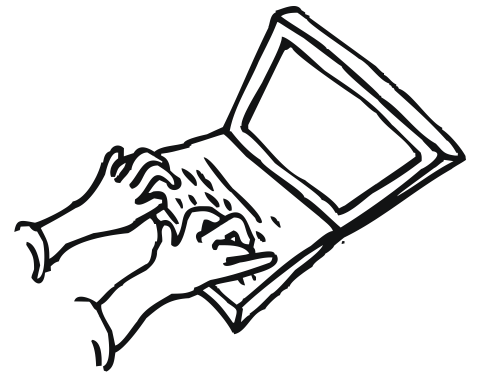
Step 2: Review this unit.

Read through the unit lessons and make selections of lesson activities to create the actual unit you will implement.

Step 3: Implement the lesson as directed in the lessons plans.

Step 4: Post-Assessment

If this is the last i-SAFE lesson for the year that this class will be taking, administer the i-SAFE online post-assessment at **www.isafe.org** by clicking on the link, Assessments. To verify School ID#, login at **www.isafe.org**, go to the “My Info” page and select, “Find your School ID”.



Resource

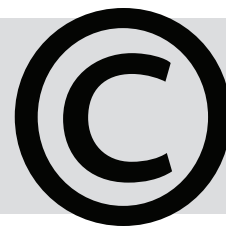


Vocabulary used in this unit

- **Property:** items with value that can be owned
- **Intellectual Property:** property that is the result of creativity such as a song, picture, story, etc.
- **Copyright:** legal protection for intellectual property that is in a form that can be touched (such as a story that has been written down or a recorded song)
- **Owner:** someone who owns something
- **Create:** to make something new from one's own thought or imagination
- **Creator:** someone who makes something unique (that has not been made before) – the one who “creates”
- **Symbol:** something that stands for (or represents) something else
- **Copyright Symbol:** © – a symbol used to show something is protected by copyright
- **Copy and paste:** to copy something from the Internet and paste it onto one's own computer
- **Burn:** to copy material from a computer or the Internet onto a CD
- **Legal:** permitted by law to do something
- **Illegal:** against the law – when you do something illegal, you are committing a crime
- **Download:** to transfer (take off) material found on the Internet (soft ware, text, music, movies, etc.) from the Internet source to a computer
- **Steal:** to take something from someone else with out permission or without paying for it



REFERENCE—Educator Resource – Copyright for Young Learners



What is age-appropriate about it?

Understanding the concept of copyright goes hand in hand with knowing about numerous laws and fair use guidelines. The goal in introducing this concept to younger children is not to master understanding of the laws, but to integrate understanding of the concepts of Internet responsibility and online ownership to facilitate digital citizenship development as a part of technology skill development.

The Internet provides an easy resource for students in the elementary grades as they learn to prepare school projects and reports. They should be given simple guidelines for fair use of intellectual property, and information about how you would like them to cite sources.

***Refer to i-SAFE lessons on citing sources for additional material.**



Copyright 411

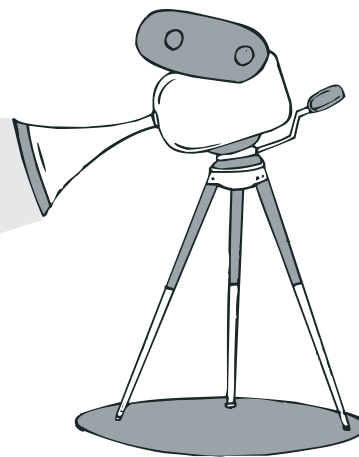
Use the following information as a resource in helping students understand copyright.

What Works Are Protected?

Note: student reference pages contain a simplified list of the following.

Copyright protects “original works of authorship” that are fixed in a tangible form of expression. Copyrightable works include the following categories:

- literary works
- musical works, including any accompanying words
- dramatic works, including any accompanying music
- pantomimes and choreographic works
- pictorial, graphic, and sculptural works
- motion pictures and other audiovisual works
- sound recordings
- architectural works



These categories should be viewed broadly. For example, computer programs and most “compilations” may be registered as “literary works”; maps and architectural plans may be registered as “pictorial, graphic, and sculptural works.”

What Is Not Protected by Copyright?

Note: Information on what is NOT copyright protected is not in student materials. Use the following information to clarify questions or to add your own enrichment to the lessons.

Several categories of material are generally not eligible for federal copyright protection. These include among others:

- Works that have not been fixed in a tangible form of expression (for example, choreographic works that have not been notated or recorded, or improvisational speeches or performances that have not been written or recorded)
- Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents
- Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices, as distinguished from a description, explanation, or illustration
- Works consisting entirely of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources)



LESSON PLAN 1—Respect and Online Property

Level E—Creativity in the Classroom: Creative Ownership and Copyright



Learning Objectives

Learners will develop an age-appropriate understanding of the following:

- vocabulary used in the unit
- the value of creative work
- as creators they have rights as well as responsibilities
- property on the Internet can be owned just like physical property
- the copyright symbol indicates ownership of intellectual property
- it is stealing from real people if one copies/downloads material from the Internet without permission
- it is against the law to download videos, music, etc. from the Internet without permission

Learners will:

- relate the term “intellectual property” to something that is created in a person’s mind
- demonstrate a relationship between good character and behaviors to respect for intellectual property

Materials

- one copy of the teacher resource page, “Character Traits”, cut into the 7 traits
- a copy of the double-sided reference page for each student (will be folded in half)
- a copy of the activity instruction page for each student group
- a piece of original student-created work for discussion



Procedures

Discussion

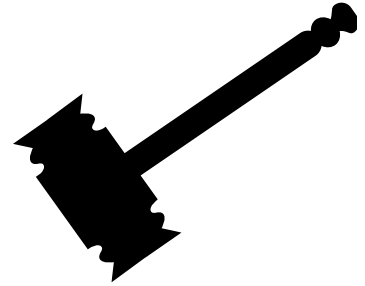
- **Question:** What is “property”?
Provide time for students to respond. (Items with value that we own—examples include shoes, books, a car). Provide positive feedback as the students identify those items that are property and those that are not, and help develop a definition.
- **Then add:** Property is something that has value. It is owned and sometimes it can be bought or sold. But what about things you can’t touch? Like the name Disney? Or the words to a song? Are those things valuable?
- Hold up a student created work. Ask: Is this property? Does it belong to someone?
- **Continue line of thought:** Why do you put your name and date on a school paper? How does your name being on it tie to possible ways others might respect that work:
 - > teacher (knows who it belongs to, it shows what you know about the topic/assignment, used for grading purposes, etc.)
 - > peers (might compare it)
 - > parents (be proud of it)
 - > others (it could win a contest for you, be displayed in a public place, etc.)
- **Explain:** Your school work is intellectual property. You might call it property from your brain. It is something that you thought up and wrote down. It belongs to you. Some people write reports, stories, and books to sell. These are also intellectual property, and it can be very serious if someone else tries to copy them without permission, especially if they want to sell them.
- **Question:** Why do you think that is so serious? (People create and write to make a living.)
- **Question:** What does it mean to “steal” something? (Answers should include: take something that belongs to someone else or without paying for it.)

Reference Page

Have students fold their double sided reference page, *Is it Mine, Yours, or Ours?*, in half to make a mini-book. Go over the booklet together as a class: Note: the back page contains vocabulary definitions.

Reinforce:

- There are laws against copying things that other people have created or made. We call that “against the law”. It is stealing from real people if you copy things that don’t belong to you.
- There is no difference between intellectual property found on the Internet and writing or pictures you would find in a book or magazine. Someone put their own writing or other work on the Internet to let other people read it and see it. It was not put there for other people to copy and say it belongs to them. It belongs to the person who created it.



Activity

Showing Character with Intellectual Property

- Divide students into 8 groups.
- Provide each student group with one of the positive character trait strips and an instruction page.
- Read over the Instruction page and sample scenario with the class.
- Use the following example character trait to brainstorm answers as a class:

Example character trait: Integrity: Being honest, trustworthy and unwilling to break laws and rules.

Possible answers to scenario questions:

A story you wrote was posted on the school Web site. Someone from another school copied it from the Internet, put their own name on it, and won \$500 in a contest with it.

Think about it:

How would it affect you?

It wasn’t fair; someone stole my property; would feel bad because someone stole from me; I deserved to win the contest.

What does the character trait have to do with the person’s actions? They did not show integrity; they broke the law by stealing; they were not being honest or trustworthy.

- Continue using the example to go over the next section:
Create a statement that shows how to use this character trait (integrity) when using intellectual property that belongs to someone else. Example answers:
(1) If you want to have integrity you will not steal intellectual property that belongs to someone else.
(2) It’s important to have integrity and you can show it by respecting intellectual property that you find on the Internet.
- Have student groups complete the activity with their assigned activity traits.

Activity Extension

Student groups create a poster that displays your message for use in their presentation.

Presentations

Have each student group give a very short presentation that reflects their group work.

Each presentation should include the following:

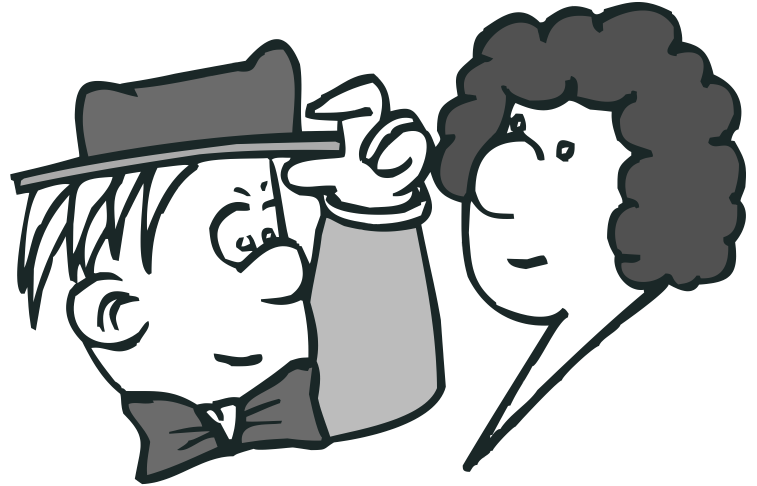
- Explanation of the character trait and definition they were assigned
- Presentation of the final statement that was created and if necessary, a short explanation on why the group thinks that is important for others to know.

Evaluation guide:

- Students should demonstrate a basic understanding of the definition of the character trait.
- The final statement should clearly demonstrate the relationship of the character trait to the potential usage of intellectual property on the Internet.



Caring

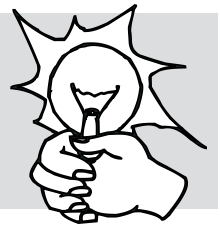


Respect



Self Discipline

ACTIVITY—Showing Character with Intellectual Property



Provide each student group with one of the positive character traits below.

Responsible

Having good judgment and sound thinking; Being able to choose for oneself between right and wrong.

Caring

Thinking about the welfare of others;

The ways you treat others that help them or makes them feel good; being kind.

Respect

Recognizing the rights of all people and the value of property;

Respect includes valuing authority and being courteous to others.

Courage

Having the internal strength to follow through on what one knows to be right or fair; Courage includes taking action on personal commitments of what you know is right.

Self Discipline

Being able to control the things one does in order to make good, safe choices;

Working hard to control your emotions, words, actions, impulses and desires.

Fairness

Cooperating with one another; Recognizing the value of each individual within our society; Practicing justice and equality.

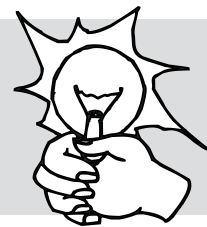
Honesty

Telling the truth; admitting wrongdoing.

Citizenship

Following laws and rules; being involved in service to school, community and country.

ACTIVITY—Showing Character with Intellectual Property



Good cyber citizens show positive character traits. Read and discuss the character trait and definition assigned to your group. Use a dictionary if you need more information on the definition.

Make the Connection

Use the reference: “It’s on the Internet—Is it Mine or Is it Yours?” to help make a connection between the character trait and using intellectual property.

Brainstorm ways to apply the character trait’s meaning to how a person should treat or use intellectual property on the Internet.

Use the following example scenario as a guide in brainstorming:

Scenario:

A story you wrote was posted on the school Web site. Someone from another school copied it from the Internet, put their own name on it, and won \$500 in a contest with it.

Think about it, decide on answers as a group to the following questions and write them here:

- How would it affect you?

- What does your assigned character trait have to do with the person’s actions?

Share What You Know!

Now use what you know about a good character trait to create a way to tell others about it.

As a group, create a message that shows how to use your assigned character trait when using intellectual property found on the Internet.

Activity Extension: Create a poster that displays your message for others.

Vocabulary

Intellectual property:

Intangible:

Respect:

Creator:

Copyright:

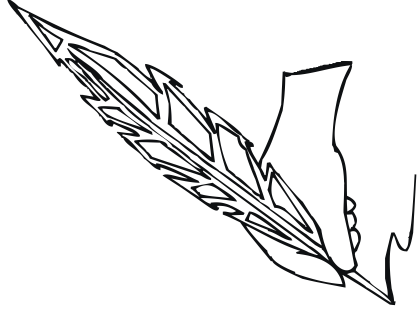
Download:

Steal:



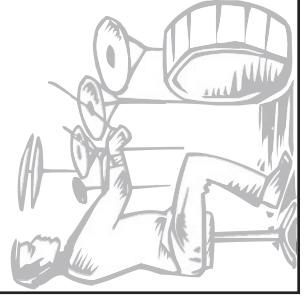
It's on the Internet – Is it Mine, Yours or Ours?

Intellectual property is something real—it belongs to the person who created it and must be respected as that person's property.



...Just what is Intellectual Property?

It's a name used for copyrighted material, or things that are “intangible” (you can't touch it)—like ideas, music, written word, and pictures.



Name _____

Copyright laws protect intellectual property. The law makes it a crime to steal what people create.

© This symbol on a person's work along with the year and the name shows that it is protected by copyright laws.

So what's the big deal?

You may not be able to touch it, but intellectual property has value to its owner. The owner has control of what can be done with his or her intellectual property.

- **IT IS WRONG to download anything from the Internet just because you know how to do it or because someone else tells you to do it.**
- **It is against the law to take something from the Internet if the creator does not give permission. It's stealing!**

Is there any intellectual property that we CAN just take? YES! Just remember to make sure that you find that permission on the Web site.



Who cares about copyright?

Anyone who creates things cares about copyright. That includes artists like singers, songwriters, and people who produce music and movies. It also includes people who write things like books and plays. People who create and invent things for a living make money from what they do to pay their bills and support their families.



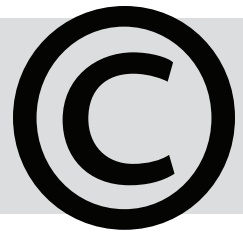
Who else should care about copyright? YOU!

All of your creative ideas that are turned into artwork, music, inventions, reports, stories, poems, and other writings, just to name a few, belong to you and cannot be copied or used without your permission. Think about it—something you create may be worth recognition as in winning a contest prize, or may be worth money if someone wants to buy it.

**Expect respect
when it comes to intellectual property!**

LESSON PLAN 2—Copyright Know-How

Level E—Creativity in the Classroom: Creative Ownership and Copyright



Learning Objectives

Students will:

- relate the term “intellectual property” to something that is created in a person’s mind
- understand that property on the Internet can be owned just like physical property
- identify different types of media as intellectual property: writings, music, videos, computer games, etc
- identify the copyright symbol
- understand that the copyright symbol indicates ownership of intellectual property
- develop an understanding of the importance of using the copyright symbol



Procedures Discussion

1. Guide a brief introductory discussion about copyright.
 - Ask students to define the term “copyright” in their own words.
 - Write a cumulative definition on the board from the student definitions.
 - Ask for their ideas on why it is important for people to understand about copyright.
2. Pass out a copy of the “Copyright Know-How” reference page to each student.
3. Have students read the reference page and then discuss as a class using the following open-ended questions as a guide.
 1. What are some issues associated with copyright and the online environment?
 2. What should students know about how to act legally regarding copyright issues?
 - > Make sure you cover (1) how to recognize if something is owned (copyrighted) and (2) understand that one’s own creative work is automatically copyrighted.
 3. Have you ever known anyone to disregard copyright, for example by copying something from a book and using it for a report?
 4. Have you ever known anyone to disregard copyright on the Internet, for example by downloading music or movies without paying for them?

Materials

- copies of the reference page for each student
- scavenger hunt list for each student or student group
- (optional) Web site list preparation

Select from the following activity options, or have students complete both offline and online options to reinforce the concept.



Activity (offline)

The Copyright Scavenger Hunt

Divide students into groups of two or have them work individually to complete the activity.

Provide each student or student group with the © Scavenger Hunt activity page.

Option: this can also be assigned as homework.

Online Option

- Have students go online to hunt for the copyright symbol on these two Web sites:
 - > <http://www.isafe.org/>
 - > <http://www.ascap.com>
- Add any additional Web sites you have pre-screened and would like them to search.
- Provide students with the following information:

Look for the copyright symbol (“circle C” – ©, year, and name) on these sample Web sites in Cyberspace. Go to the following URLs and fill in the information about each.

Answer key:

Web site: <http://www.isafe.org/>

Location of copyright symbol: *near bottom of page, centered*

How it looks: © 1998-2007 i-SAFE Inc.

Do you see any other written symbols about copyright or copying material on the webpage? *Yes*

If yes, what does it say? *All rights reserved*

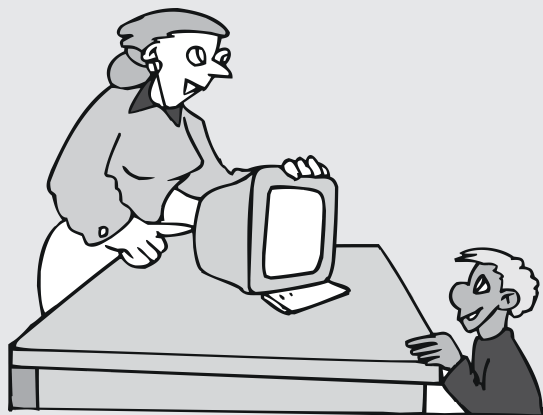
Web site: <http://www.ascap.com>

Location of copyright symbol: *bottom of page, centered*

How it looks: © 2007 ASCAP

Do you see any other written symbols about copyright or copying material on the webpage? *Yes*

If yes, what does it say? *Reproduction or use of editorial or pictorial content in any manner is strictly prohibited without express written permission from ASCAP.*



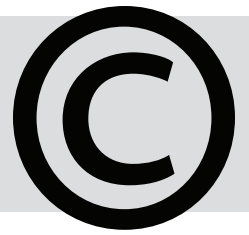
Post-activity discussion

Have students share their experiences with finding copyright.

- Did the symbol and copyright statement always look the same?
- Did they find products that did not show the copyright symbol, and if so, what were they?
- Have students share their answers to the enrichment question: Many times the copyright “name” is not a single person’s name; it may be the name of a company or organization.

Explanation oft en times the copyright holder will be a publisher instead of a single owner. This happens when the creator gives the publisher permission to publish their work so that many others will be able to see it. In this way the creator is using his or her right to say what is done with the property by giving the permission. Usually the creator’s name will appear somewhere else on the work. And usually there is an agreement made between the publisher and the creator so that the creator will be paid money that is generated from the work.

- Review: Ask the students to tell how to make the copyright notice. Circle “C”, year, and name



Read About it:

We all have rights in the real world and we also have rights in the cyber world!

A very important right is to be able to own property and to be able to say what is done with our property. Many times we think of “property” as something like land, a bicycle, or a soccer ball, but you have learned that intellectual property is a kind of property made from things that we can create using our minds. Each person who has created intellectual property has the right to say what is done with it. They own it.

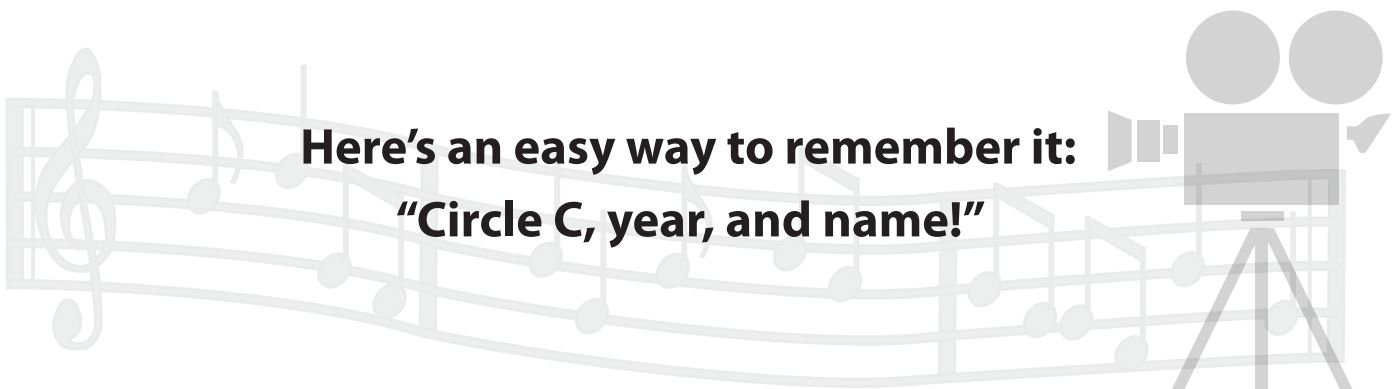
There is a special term, “copyright” that covers this. It is the law to respect copyright.

The following kinds of intellectual property are covered by copyright:

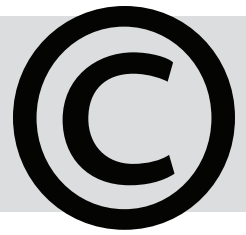
- literary works (books, stories, poems, etc.)
- musical works including any song words
- drama – plays and musicals
- dances, ballets
- pictures: (paintings, drawings, etc.), graphics (digital art, photographs)
- sculptures
- movies and videos
- radio and television broadcasts
- sound (audio) recordings
- designs for buildings
- computer software

It is important for people to let others know that their own work is special and deserves the respect of copyright. We do this by putting a special sign on it made up of the copyright symbol – a letter “c” inside a circle (©), the year, and your name.

**Here’s an easy way to remember it:
“Circle C, year, and name!”**



ACTIVITY—©Scavenger Hunt



Look for the copyright notice (“circle C” – ©, year, and name) in things you use. Find as many of the following examples as you can, and fill in the information about each. Use the back of the page if you need more room.

Textbook

Book Name:

Page number and location of copyright notice:

How it looks (draw it):

Pleasure or story book

Book Name:

Page number and location of copyright notice:

How it looks:

Your choice - other written work

Name:

Page number and location of copyright notice:

How it looks:

CD or DVD (indicate which)

Name:

Location of copyright notice:

How it looks:

Your Choice – any other kind of item (not a written work)

Name:

Type of item:

Location of copyright notice:

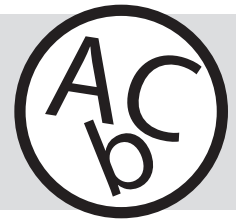
How it looks:

Enrichment

Have you noticed? Many times the copyright “name” is not a single person’s name; it may be the name of a company or organization. Why do you think this is so? Write a short answer on the back of this page.

ACTIVITY PLAN—Vocabulary Reinforcement

Level E—Creativity in the Classroom: Creative Ownership and Copyright



Grade 4

Overview

Students will complete supplemental vocabulary activity pages to reinforce the meaning of vocabulary words and terms used in this unit.

Learning Objectives

Students will:

- develop an age-appropriate understanding of the vocabulary used in the unit
- classify items as intellectual property or things that are not intellectual property

Materials



- one or more copies of the reproducible activity pages for each student or student group
- OR
- reproduction(s) of one or more of the reproducible activity pages on the board or overhead

Procedures

- Introduce students to the activities
- Divide into student groups if desired
- Students complete activity pages
- Optional: complete the activities as a class with the use of the board or overhead



Activity summary

Activity 1

Two list headings are provided:

Intellectual Property and Things that are not Intellectual Property

Using the list of words provided at the top of the page, students categorize the items under the correct heading.

Answer Key:

Intellectual Property

- “Harry Potter” the book
- “Charlotte’s Web” the movie
- The words to a “top-ten” song
- a paper mache dinosaur that you made during art class
- a photograph taken by the principal of your school
- an episode of “The Simpsons”
- an Xbox game

Things that are not Intellectual Property (IP)

- the copyright symbol
- a piece of moldy bread
- a printer
- a pair of Nike shoes
- a computer



Activity 2 – Wacky-or-Not Sentences

Students finish the sentences by using the lists from Activity 1 to fill in the blanks as indicated below each line.

Example:

Nicole likes to read words to a top-ten song and wear a computer on top of her head.

Intellectual Property

things that are not IP

Match the Phrase

Lines are drawn to match up phrases to match each a true sentence.

Answer key:

- | | |
|---|---|
| 1. Use the copyright symbol to | • the symbol for copyright |
| 2. Stealing intellectual property from the Internet | • with circle c – ©, year, and name. |
| 3. © is | • to represent something else. |
| 4. A musician and a game developer | • even if there is no symbol on it. |
| 5. A symbol is used | • is intellectual property. |
| 6. Original work found on the Internet is copyrighted | • if you have permission from the owner |
| 7. Copyright your own work | • show ownership of your work. |
| 8. You can use copyrighted work | • protect intellectual property. |
| 9. Your creative work | • are just two kinds of creators who care about copyright |
| 10. There are special laws that | • is against the law. |

Finish the Sentence

Students complete each sentence with a word from the Word Bank. The words chosen must make sense when read in the sentence.

Answer Key

1. copyright
2. intellectual
3. owner
4. symbol
5. download
6. creator
7. create
8. Internet



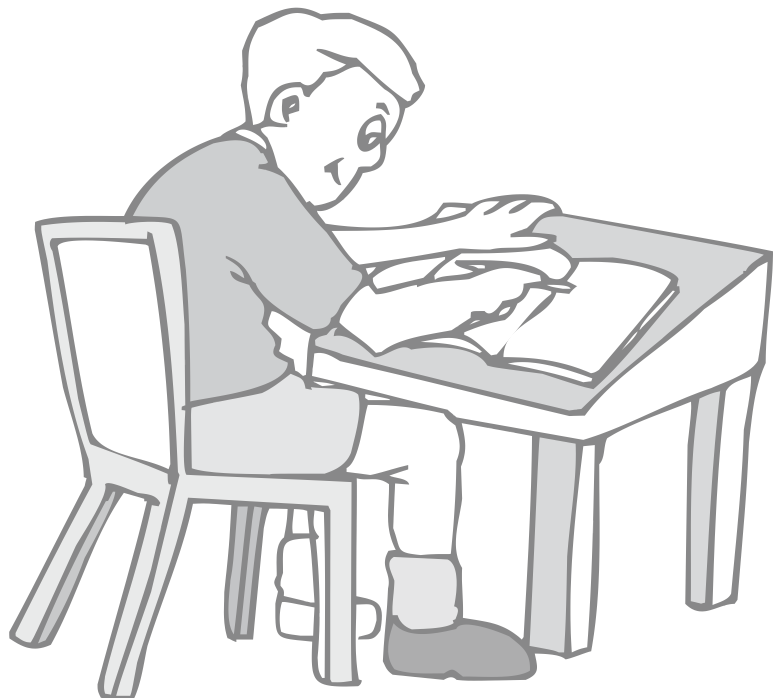
Write it Up!

Students use what they have learned: Choose at least two words from the Word Bank to write a sentence. The sentence should tell others something learned about intellectual property, its creators, or how to use it responsibly.

Post-activity and Evaluation

Go over the answers as a group or collect and evaluate individually. Answers should reflect that students have a reasonable understanding of the terms used in this unit.

- Go over the activity pages as a group
- Have students share what they wrote in the last activity (Write it Up).



A black and white line drawing of a hand holding a lit lightbulb. The hand is shown from the side, with fingers wrapped around the base of the bulb. The bulb is illuminated, with a bright circle inside and several jagged lines radiating outwards to represent light. The background is a solid light gray.

Intellectual Property and things that are not Intellectual Property

- ## Activity 1

Categorize each item that is intellectual property in the first list. Put everything else in the second list.

Things that are not Intellectual Property (IP)

[illegible]

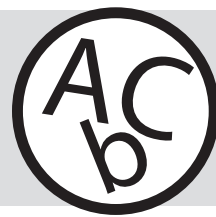
Finish the sentences by using your lists in Activity 1 to fill in the blanks as indicated below each line.

Nicole likes to read words to a top-ten song and wear a computer on top of her head.

things that are not IP

- ©2011-2012 i-SAFE, Inc.

ACTIVITY—Match the Phrase



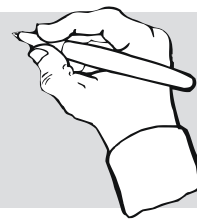
Directions

Draw lines to match up each vocabulary phrase on the left to the phrase on the right to make a true sentence.

- | | |
|---|--|
| 1. Use the copyright symbol to | • the symbol for copyright. |
| 2. Stealing intellectual property from the | • with circle c – ©, year, and name. |
| 3. © is | • to represent something else. |
| 4. A musician and a game developer | • even if there is no the symbol on it. |
| 5. A symbol is used | • is intellectual property. |
| 6. Original work found on the Internet is copyrighted | • if you have permission from the owner. |
| 7. Copyright your own work | • show ownership of your work. |
| 8. You can use copyrighted work | • protect intellectual property. |
| 9. Your creative work | • are just two kinds of creators who care about copyright. |
| 10. There are special laws that | • is against the law. |



ACTIVITY—Finish the Sentence



Directions: Complete each sentence with a word from the Word Bank. Make sure the word you choose makes sense when read in the sentence.

Word Bank: copyright, create, creator, symbol, owner, download, intellectual, Internet

1. If you take a picture with your camera, it is protected by _____.
2. Stories, songs, and photographs are all examples of _____ property.
3. It is stealing if you take something from an _____ without permission.
4. Copyrighted items have this _____ that looks like a circle around a letter “C”.
5. When you _____ from the Internet, you copy and save something found online to your own computer.
6. It’s against the law to steal music, videos, or software from the _____ or owner.
7. If you _____ a song, you can decide if you want others to use it without paying for it.
8. Intellectual property is often found on the _____ .

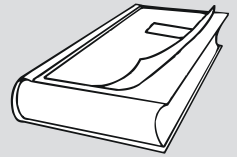
Write it Up!

Use what you have learned. Choose at least two words from the Word Bank to write a sentence.

The sentence should tell others something you have learned about intellectual property, its creators, or how to use it responsibly.

ACTIVITY PLAN—Make a Big Book

Level E—Creativity in the Classroom: Creative Ownership and Copyright



Overview

Students will work together to make a book or big book to teach others about positive ways to use intellectual property on the Internet.

Learning Objectives

Learners will:

- associate one's own creative work as their personally owned property
- demonstrate how to age-appropriately indicate copyright of one's own work with the copyright symbol, "circle C" – ©, year, and name
- create a project that demonstrates and shares knowledge about positive ways to treat intellectual property found on the Internet
- refer to the project to demonstrate age-appropriate understanding of intellectual property ownership concepts

Materials



- a copy of the Make a Book activity page for each student group
- tag board, or large construction paper to make big book pages
- pens, markers, etc.
- piece of paper for post-activity evaluation



Procedures

- Introduce students to the project:
As a class, you will work together to make a book or big book to teach others about the right way to use intellectual property on the Internet.
- Divide students into 8 small groups and assign a character trait as in lesson 1, or use another method to assign character traits.
- Review the steps outlined on the activity page:

STEP 1

Each student group is assigned a positive character trait and definition.

Group task: Design two pages for the guidebook that will help others learn about how to apply your assigned trait to the use of intellectual property on the Internet. Be creative—examples: provide the information in text, images, drawings, how-to steps, tips, rhymes, poems, and/or stories. Use the Make a Book reference page as a guide.

STEP 2

Copyright your group's pages

Think about the copyright sign: Circle C – ©, year, and name. Whose name will you put on your pages? You completed this activity as part of a group so you jointly own it.

A solution for copyrighting your work is to make a group name and use that in your copyright sign. The name can be anything you choose; you can even use your names.

For example: © 2007 John Doe, Trevor Allen, and Mia Smith

Place your group's notice of copyright on your completed pages.

STEP 3

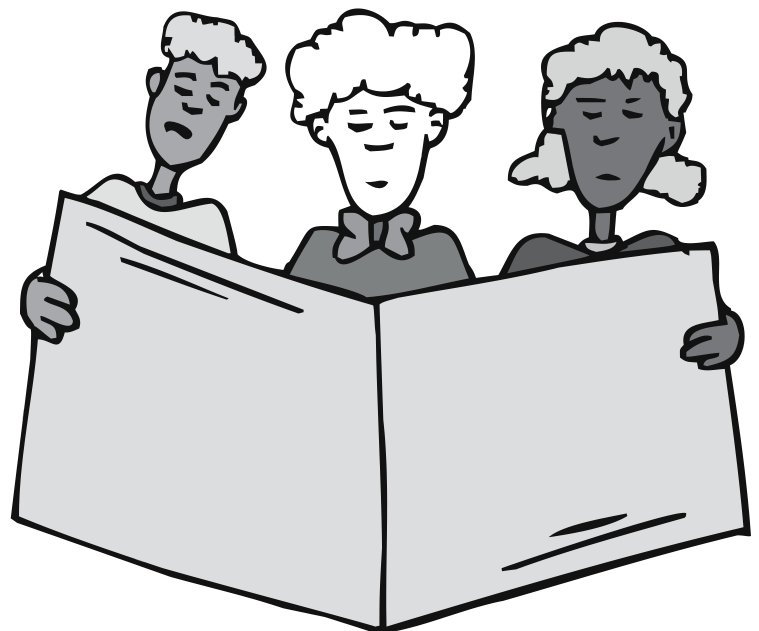
Complete the project

- The class will decide upon a title or use the example title: Guide to Citizenship and Online Property.
- Designate who will make the cover.
- Work with your class to complete the project by putting all the pages together to make the book.
- Outreach—share your book with another class.

Post-activity Discussion and Evaluation

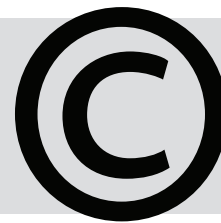
Have students talk about their experiences of creating their pages and of sharing the book with others.

- Have students take out a piece of paper and copy the following question:
What do you think others were able to learn from your work?
- Instruct students to write a paragraph answer to the question.
- Go over the answers as a group or collect and evaluate individually. Answers should reflect that they were able to help others learn positive ways to use, respect, and/or treat intellectual property and/or how to show the copyright notice on their work.



ACTIVITY PLAN—Create it– Copyright it!

Level D—Creativity in the Classroom: Creative Ownership and Copyright



Overview

Students will review the importance of the copyright symbol, and of labeling their creative work with the copyright symbol, learn various ways to make the copyright symbol including the year and their name, and use a selected media format to present information to others.

Learning Objectives

Learners will:

- demonstrate how to age-appropriately indicate copyright of one's own work with the copyright symbol, "circle C" – ©, year, and name
- create a project that demonstrates and shares knowledge about positive ways to treat intellectual property found on the Internet

Materials



- a copy of the activity pages to be distributed to student groups
- material of choice to create presentations (including desktop publishing, etc., if computers are to be used)

Procedures

- Introduce students to the project:
As a class, you will work together to make a way to teach others about the importance of showing the copyright symbol on your creative work, and different techniques to make the copyright symbol.
- Instruct students on the type of presentation they will make (such as poster, oral, Power-Point, etc.) or let them brainstorm an idea.
- Divide students into expert groups and provide each group with an "expert topic" 1/2 page.
- Have students design and create their part of the presentation.
- Put it all together:
 - > Have student groups share their contributions.
 - > Have students decide on a logical order to present the topics.
 - > Practice the presentation in order.
 - > Make preparations to make the presentation for others (peers, parents, or faculty).

How to Make the Copyright Symbol ©

Handwrite

Make a letter “c” and draw a circle around it.

PC Keyboard

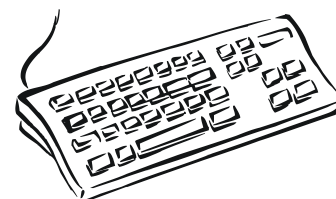
Ctrl+Alt+C Hold down Ctrl and Alt at the same time and press c

Alt+0169 Hold down Alt and type 0169 on the number pad (right hand side of your keyboard)

Type left parenthesis (shift 9), lowercase c, right parenthesis (shift 0)

Mac

Option+g Hold down Option at the same time and press ‘g’



Showing Copyright on Your Work

To show copyright on your work, all you need is the copyright symbol, year, and your name.

An easy way to remember it is with the phrase “circle c – ©, year, and name.”

The copyright symbol is often found in the lower left hand corner of a written page. On Web sites it is often found at the bottom of a webpage in the center. The important thing to remember is that the copyright notice is located somewhere that is easy to see—it doesn’t have to be in big letters, but it has to be seen.

List a couple of places you have seen the copyright symbol.

Right and Wrong about Copyright

Some people think that the copyright symbol must be on intellectual property for it to be covered by copyright laws. NOT TRUE! If you see something on the Internet like music, videos, or games, or even written work, it is usually copyrighted. That means it is owned by someone. Even if you do not see the copyright symbol, it is still usually protected by copyright laws. There are a few exceptions, but it is best to consider something IS copyrighted unless an adult tells you it is not.

Sometimes the owners will clearly let you know that their online intellectual property can be taken freely (downloaded) from their Web site.

It is against the law to take something from the Internet that does not belong to you. That includes downloading music, movies, and games that are not labeled as free downloads. Stealing from the Internet is just the same as stealing from someone or a store in the real community. It is stealing from a real person.

You can use small parts of things you find on the Internet for school reports and projects, but you must give credit in your work by telling where you got the material and who owns it.

List any things you know about online that are okay and legal to download for free.

Who Cares about Copyright?

Anyone who creates things cares about copyright. That includes artists like singers, songwriters, and people who produce music and movies. It also includes people who write things like books and plays. People who create and invent things for a living make money from what they do to pay their bills and support their families.

Who else should care about copyright? YOU! All of your ideas that are turned into artwork, music, inventions, reports, stories, poems, and other writings, just to name a few, belong to you and cannot be copied or used without your permission.

Think about it—something you create may be worth recognition as in winning a contest prize, or may be worth money if someone wants to buy it. That is why it is important for you to label your own creative work with the copyright symbol – ©, year, and your name.

List some reason why you think kids should learn about copyright.

Why Learn to Show Copyright?

There are lots of people who don't know what copyright means. Showing copyright on your work sends several messages:

1. It tells others that you want people to know that your work is original and that it has value.
2. It shows that you know if someone copies your work, they are stealing.
3. It helps others learn about the importance of copyright.

Can you think of any other reasons?

Intellectual Property Examples that are Covered by Copyright Laws

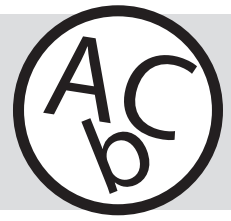
The following kinds of intellectual property are covered by copyright:

- literary works (books, stories, poems, etc.)
- musical works including any song words
- drama – plays and musicals
- dances, ballets
- pictures: (paintings, drawings, etc.), graphics (digital art, photographs), and sculptures
- movies and videos
- radio and television broadcasts
- sound (audio) recordings
- designs for buildings
- computer software



Show an example for each type listed above

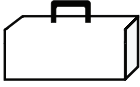
LESSON PLAN—i-Buddy Vocabulary Game



For use in classrooms with computers

Levels D and E

Materials



- Computer access to the i-Buddy Vocabulary game in PowerPoint format or via a browser such as Internet Explorer.
- Flash player

Overview

This game is provided in both PowerPoint and HTML formats to reinforce vocabulary and basic intellectual property concepts.

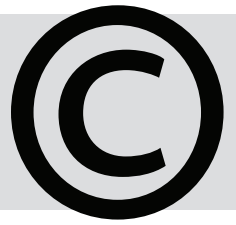
Instructions

PowerPoint version:

- Open the folder named i-Buddy Vocab Game.
- Access the PowerPoint file named “VocabPractice” and begin the slideshow.
- The game will be enabled.
- The player selects a letter to create either a word or phrase related to responsible intellectual property use.
- When the game has ended, if asked to save changes, select “no.” HTML version:
- Open the folder named i-Buddy Vocab Game.
- Access the HTM file named “VocabPractice” and begin the game (The game will open in the browser).
- The player selects a letter to create either a word or phrase related to responsible intellectual property use.



LESSON PLAN—Copyright is KEWL PowerPoint Based Lesson



Presentation

This presentation is intended for use as reinforcement of the concepts presented in the Copyright unit.

The short presentation of 7 slides provides information on how to make the copyright symbol and reinforces concepts about what the symbol stands for.

Formats

This presentation is available for use as a teacher-facilitated presentation, or as self-guided tutorial for students. Access the Copyright is KEWL PowerPoint Show that accompanies your curriculum materials.

Materials

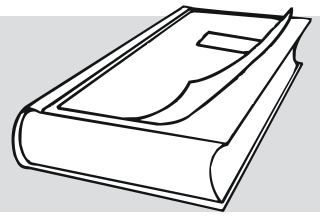
Computer Access to view PowerPoint presentation.

Discussion

Slide 7 – Ask Students to give examples of how they will show on their own work.



ACTIVITY—Make a Book



As a class, you will work together to make a book or big book to teach others about the right way to use intellectual property on the Internet.

STEP 1

Each student group is assigned a positive character trait and definition.

Group task: Design two pages for the guidebook that will help others learn about how to apply your assigned trait to the use of intellectual property on the Internet. Be creative – examples: provide the information in text, images, drawings, how-to steps, tips, rhymes, poems, and/or stories. Use the Make a Book reference page as a guide.

STEP 2

Copyright your group's pages

Think about the copyright sign: Circle C – ©, year, and name. Whose name will you put on your pages? You completed this activity as part of a group so you jointly own it.

A solution for copyrighting your work is to make a group name and use that in your copyright sign. The name can be anything you choose; you can even use your names.

For example: © John Doe, Trevor Allen, and Mia Smith 2007

Place your group's notice of copyright on your completed pages.

STEP 3

Complete the project

- The class will decide upon a title or use the example title: Guide to Citizenship and Online Property.
- Designate who will make the cover.
- Work with your class to complete the project by putting all the pages together to make the book.
- Outreach – share your book with another class.

