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Copyrights and respect – what one has to take into account when using materials created by others?

Key question

When we use what other people have created how we have to respect the copyrights and the labor of the others and in the same time how to be ourselves, how to grow and to develop ourselves?

Review of the Lesson

Nowadays most of the people in developed societies actively use Internet in order to entertain, to work, to get information. The open access to the materials elaborated by the others provides opportunities for the Internet consumers to use the others experience which often turns into misusing or using the information in a wrong way.

In the last years especially among young users of Internet could be observed that they take parts of the other materials or even copying the whole materials without citing that fact. This so called internet piracy is growing disproportionately and in more and more cases it is difficult to define who is the author of a given text or material.

The plagiarism among young people is growing and this happens often when they have to realise a project, to prepare a homework, or to write a text on different topics. Without any worries or scruples they do present the works of the others as their own

This raises two problems:

- Showing disrespect for the others efforts and work and violating the copyrights law;

- Replacing of own position or view on the subject with the one of someone else or directly copying the other positions and views.

The two cases are elaborated and the students will have an opportunity to analyze, discuss or role play it. We expect that based on the discussion and analysis they will develop their views concerning the copyrights, authorship, plagiarism and why copy and paste approach is not the best model to follow if they want to develop their personalities and uniqueness.

Lessons objectives:

By the end of the lesson the students will be able to:

- Understand what is like to be an author;

- Learn how to use information and others experience and works without violating copyright norms;

- How to develop and to stand up their positions and views;

Beginning of the lesson. Introduction (20 minutes)

The following questions could be discussed within the group:

- What are the benefits and the damages caused by Internet to your performance at school and to your personal development?

- What does mean to be an author and what is copyrights and intellectual property?

The students are sharing their points of view on these subjects. The teacher presents definition of the new concepts – author, authorship, copyrights, intellectual property, plagiarism.

Case study 1 (40 minutes.)

For the Olympics in Civics a student presents his own project. After checking up it is established that the project presented is downloaded from a popular among Bulgarian students site. When asked the student doesn't present any evidence of its authorship and is disqualified by the Commission responsible for running the competition.

The case could be analyzed from the point of view of the author of the project who wrote it with the purpose to be used by the students visiting this site(www.pomagalo.com) . As well it could be analyzed from the students point which is that if the project is available in the public space it is possible to present it as your and to participate in the competition.

During the discussion the students could be acquainted with the statutory rules of the Olympics and with the rules of the site from where the text has been downloaded. As well the position of the Commission disqualifying the student, its justification should be presented.

The possible questions –what are the real violations and of which rules from the commission standpoint – the project is available in the public space and there is no evidence of any authorship presented by the student.

The possible viewpoint of the students is that someone else has presented the project on student's behalf without asking him for permission.

The students should decide is this a case of plagiarism and if so why if this is the case.

Case study 2.

For homework the students should prepare an essay and to send it to the teacher by e-mail. From the 25 essays received six are literally copied from the Net; five are slightly modified; three are compilations from two or more publications, in four of them the authors had used the ideas and view-points of others without copying it; four have been done by the students but on the basis of facts from the Net and only three have been written without using any other information.

Try to analyze the activities of the students – try to define where there is a plagiarism and which of the essays could be defined as real. Are these behaviors connected with students' personal development?

The students do discuss the case and share their opinions. Usually the work of the first three groups of students is considered to be plagiarism and that of the other three as an authorship.

In the first three groups there are negative influences on personal development and if left unpunished such activities will help in the future the students to build the habit of plagiarism and non-respecting the intellectual property.

The students usually define the work of the four students who did use the ideas and view-points of the others as a negative because there is an unconditional acceptance of the other opinions and not an expression of personal standpoints and views.

As about the last two groups the conclusion is that such a behavior contributes to their intellectual development but it should be added that the students from the last group should use the opportunities presented in Internet.

Conclusion of the lesson (5 minutes)

The real difference between plagiarism and authorship should be stated. The students are trying to formulate judgments how Internet could be used without violating copyrights and plagiarism. They understand the benefits of developing one's own opinions and view-points on their personal development.

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To be on display"- do the others judge us differently when we post online our photos

The basic question

How one should know whether his/her photo posted by him/her would defend or violate his/her dignity?

Review of the lesson

There are many sites which do propose posting of personal photos and even organizing the photos in albums as well there are many people who do use their services. There are some young people who do not do this for some reasons.

What do you think? Do you approve the idea? Do you have albums in different sites? Do you think you are treated differently by the others when you post your photos online?

If you do not post your photos, please, explain the reason why.

Objectives:

The students would know:

- Which photos they should not post online because they are very personal;
- To be aware who has access to their profile in Facebook and how this should be done;
- To elaborate their opinions on the topic discussed;
- To be able to explain the reason they post or do not post photos.
- To know how to check the confidence policy of the sites they visit and whether they have confident stamps.

Vocabulary

Bystander someone who sees your pictures in the Net and the posts that followed without making any comments or expressing any opinion.

Upstander a person who supports and stands up for someone else

Empathy – the ability to put yourself on the place of the other person, to

Social network – a network of social interactions and personal relationships. A dedicated website or other application which enables users to communicate with each other by posting information, comments, messages, images, etc.

Personal data – all information which could identify an individual – identification number, identity card, phone number and cet.

Confidential information – an information which could be used to identify an individual – home address, identity number, phone number.

Personal space The physical space closely surrounding a person, which can lead to discomfort, anger or anxiety if encroached An area which can be regarded as belonging to a person privately, in which to place belongings

While privacy can be understood in a broad way as the "right to be let alone" and the right not to reveal information about oneself , secrecy refers to blocking or hiding any type of information. We usually keep our personal space but our responsibility is not to enter the personal space of the other people without permission.

Beginning of the lesson -10 minutes

What does mean "to be on display"?

Possible answers – to post your photos, all the time to keep others informed where and with whom you have been. To defend someone when he is under attack in the net;

Everyone has the right to express himself/herself. Everyone has the right to participate and to show it and everyone has the right to have a space where to express its opinion and views. Everyone has the right to live in security

Let the students fill the **handout "Do they see us differently when we post our photos online".**

Ann is a very good student She is a working hard and do accomplish things with a lot of efforts. She participates actively in the school life and plays handball in the school team. She posts photos very rarely and this is until the day when she posts a photo while getting special honors as a best student of hes year. Impatiently she expect the comments in the cyberspace. They are but very different - some do congratulate but most often there are ones like "idiot" "chisel". Several people hacked her photo and use it for false profiles in another sites where under the photo have been made much more and distasteful comments. Ann is very badly disappointed.

Try to define what is "bystander" and upstander"

The task: The students have to look at the photo, to read some of the comments and to try to define like whom they will act in this situation.

A) a bystander – one who observes without making any comment

B) an offender one who joins the offenders and makes nasty comments

C) an upstander one who will defend Ann and post words in her defense

The teacher discusses with the class the following characteristics of the upstanders.

They are not directly involved in this case with posts, but they interfere in order to defend the target.

They do not disseminate rumors, do resist the pressure of their peers and they try to defend the target from the negative comments.

Questions:

Who are the bystanders?

The students who are witnessing the cyberbullying and all this online who look at Ann photo and do read the comments

What you will do if you are a bystander?

Let the students think whether they have to be empathetic to Ann, that possibly what they could do is to tell other school colleagues that Ann deserves the prize and that she is not like the one presented under the fake profile.

The most important to be understood is that the assessment of the others is not an indicator of our value. Our value and self-esteem depend on our own opinion about us!"

Become an upstander!

The upstander shows understanding and expresses support for Ann. The upstander asks the others to stop with the nasty comments. The message which he/she could send to Ann is not to take so personally the case –if some people do not approve or like her is not the worst thing in the world and that she has to count on the opinion of her friends.

What the upstander could do:

He/she could interfere with a post and let the target know that he/she is behind her. He/she has to demand resolutely the offenders to stop with their nasty comments.

Be an upstander!

To be a bystander is to look at the things happening, at nasty comments taking place, at the offenders attack on the target and not to undertake anything.

If you want to become an upstander you have to show understanding, to express your support and to stand up for the target of bullying – to ask the offenders to stop the bullying.

Handout: Assessment

1. An upstander is:

A) One who undertakes some actions and supports and defends the target of bullying.

B) Does agree with the actions of the offender because all other people around do the same.

C) Ignores what the offender does.

2. Ann tells Bettie that she feels very bad after posting her photo with the prize and that she is disappointed about the others' opinions. Bettie tells her: "That makes you feel badly! Do you want to talk about it?

Is this an expression of empathy?

A) True

B) Not true

3. Bettie saw nasty comments about her friend Ann in her blog. What Bettie could do as an upstander.

A) To express her support for Ann.

B) To ask her school colleague to erase his comments from the blog

C) To do A and B

Correct answers

  1. The answer is „A"

  2. The answer is „A"

  3. The answer is „ B "

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Think twice before posting it into the Net

Basic question: What we do share in the Net and whether this is going to influence our lives in the future?

Lesson review:

The students watch the Nova TV material " The memories do fade away but the tracks do remain in the Net" in order to understand the scope and what happens with the information they do share in the Net. They should come to conclusion that sharing personal information, photos and messages they are exposed to the risk this information will be misused or to start unwillingly new relationships which sometimes could be dangerous as well. The students discuss what are the consequences of sharing such personal information and messages.
https://nova.bg/news/view/2016/05/15/147852/%D1%82%D0%B5%D0%BC%D0%B0%D1%82%D0%B0-%D0%BD%D0%B0-%D0%BD%D0%BE%D0%B2%D0%B0-%D0%B4%D0%B8%D0%B3%D0%B8%D1%82%D0%B0%D0%BB%D0%BD%D0%B8%D1%8F%D1%82-%D0%BE%D1%82%D0%BF%D0%B5%D1%87%D0%B0%D1%82%D1%8A%D0%BA/

The students fill the "Decision Tree" handout just to see in which way different problems could be solved.

https://www.safenet.bg/images/sampledata/Materiali/Decision_tree_1_BG_Pomisli_predi_da_kachish.pdf

Objectives:

The students will be able to:

Think what information to post and which to keep it for themselves;

Know they have to do in order to limit sharing of personal information, which could be used by everyone for different purposes;

To be responsible, when they post information or messages or make comments in the Net.

Dictionary:

Personal information: An information which could disclose who we are

Confidential personal information: Information linked with confidential medical evidence, racial or ethnic origin, political or religious views or sexual orientation

Digital footprint: Every information posted online which leaves footprints after in the Net.

Introduction:

Why do we use Internet? It gives us an opportunity to share as never ever before. Nevertheless we do share different things with different people in the real world. The Net gives that opportunity to share what exactly we want to share – photos, messages, opinions, links – with the people we want to share. Not everything we post into the Net has to be seen or read by everyone. Some of the informations are rather personal and we want to share it with limited number of people. Please, have a look what happens after we surf in the Net

The students watch 20 minutes TV material.

Questions:

What you have learned from the video?

What is a footprint?

What in the footprint is useful for us and what is harmful?

After you have seen what could happen while using Internet and for how long the information is being kept what are you going to undertake?

Possible answers:

Everything what we post or like remains for a long time after it has been shared in the Net and could be used by different people.

Information transmitted online which left tracks about us and the things we are doing being at the disposal of the other people.

It is useful, because we could be found if we are lost or if something bad happens to us.

It's bad if someone uses this information in order to cause harm to us or to propose some things we don't want.

We could limit the number of people having access to our information; we could clear biscuits and the story of our surfing; we have to think that once posted the messages will stay for a long time.

Important information:
You could find a lot of interesting materials in **Safety Internet site www.safenet.bg,**

„Decision making tree"

 Do respond with "yes" or "no" to the questions and thus you will find the appropriate decision to different problems.

Think twice before you post it!

Are this you ?

Yes or No (put the sentences in the right place)

Is it possible that the others will misinterpret your message?

Did you check whether the person on the photo do agree to have it posted? It's always well to ask. Think how you will feel if someone else will post a photo of yourself which you don't like.

Post the photo but do not forget that photos and videos in internet could reach hundreds of people in a short time!

This could harm your reputation! Do you want the content to be accessible only to friends in order not to have?

Do you agree with this?

May be it's better to resign with this photo and to post another which will be liked by everyone!

O.K., the choice is yours!

Post it and if anything do not forget to ask for help!

The site to help you is www.helpline.bg

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<u>Netiquette in the cyberspace</u>

Lessons objectives:

The students have to define what is netiquette.

The students should extract and use in practice the rules for effective communication in three different online spaces – Viber, Facebook и YouTube.

School age: 14-18г.

Time: 40 минути

Lesson plan and activities

Introductory activity (5 minutes)

Before the beginning of the lesson the teacher has to turn the whiteboard into a Facebook wall. She puts on the upper part of the whiteboard the upper/recognizable part of Facebook. She puts there the name and the photo of the teacher.

Below she puts as well his name and a photo and next to it writes the question: "Do you know what is netiquette? Help me!"

Every student receives a marker and A4 paper and a sticking note. On the paper he/she has to try to give a definition what is netiquette in one sentence. On the sticking note the students have to draw their photos.

For this activity the students have 4 minutes and when ready they have to post their comments under the post of the teacher on the white board.

In case the students do not know what netiquette could mean the teacher with some explanations could help students to clarify it for themselves and to right down the definition and to post it on the wall.

Netiquette definition

At first the group together discusses their posts and try to go ahead with a common definition. The teacher could ask some clarifying questions to make them better understand the meaning of netiquette and to come to a definition of their own.

Netiquette are the rules of behavior in the Net. Here the teacher could ask questions like: Do you think there are difference between the way we communicate face to face and online; are there any rules concerning our communication in the NET; What is important to remember when communicating online?

In this way the students could come to the conclusion that like in real life in Internet there have to be certain rules how to communicate.

After writing the students' definition the teacher could show some other definitions of netiquette in order to compare it.

Netiquette – the rules of etiquette that apply when communicating over computer networks, especially the Internet.

Netiquette is the etiquette on the Internet

Netiquette is the etiquette governing communication on the Internet

Netiquette is the set of principles and social etiquettes practiced and advocated in electronic communication over any computer network

Activity 1 (12 minutes)

In the four corners of the room are sticked posters which depicts Viber, Facebook, YouTube and computer bin. It will be appropriate to have a telephone sign on Viber poster and the other posters to have computer sign – just to remind the students that Viber is a mobile application , and Facebook, You tube and the Bin are online or offline computer platforms and instruments.

The students are randomly divided into three groups. Each one of the groups is responsible for one of the three spaces for online communication – Viber, Facebook and You tube. If necessary the teacher clarifies that Viber is a chat space, Facebook – a space for sharing and commenting photos and messages with friends and You tube – a space for sharing and commenting videos with a broader audience.

If some of the students have not used the platforms the teacher should be ready to demonstrate how they work or to ask for this purpose for the help of the students who use the platforms regularly.

Afterwards are formed new three groups and in which one there has to be a representative of Viber group, Facebook group and You tube group. They sit in different places in the room and they get notes with 5-6 messages on it – which have to be sent into the Net.

The task of the students is to find out which are the messages which correspond to the platform of their group (Viber, Facebook or You tube) and to stick it to the poster of their group.

The messages which should not be sent because of some reasons should be sticked on the Bin poster.

There could be some arguments whether one message or another should be sent or thrown to the bin.

If arguments could not be solved the teacher should ask students to put the messages aside and the group will come to it at a later stage of the lesson.

Activity 2 (15 minutes)

New handout Communication in the Net

The teacher brings the four posters with messages and put it on the board. The teacher starts discussion asking: Do you agree on which poster are put the messages; What are the typical traits of the messages we write in chat; For what purposes we do use Viber; Why the Facebook messages are more different- to whom they are sent; In which situations is appropriate to use You tube - to whom are addressed our videos and comments? Why some

of the messages have been thrown into the bin? Which rules for communicating in the Net are valid for all three –Viber, Facebook and You tube?

The aim of this discussion is to prepare the students for the final activity.

Final activity (7-8 minutes)

The students go back to the initial three groups to which they have been signed to. Each group is responsible for one of the three spaces for online communication – Viber, Facebook and You tube. Each group has a poster and has to write on it the Communication rules in Viber/Facebook/YouTube respectively.

It will be better if each set of rules would be divided into two parts – the first one - the rules which are general - like using Cyrillic alphabet, spelling, showing respect; the rules which ate specific for each platform – emoticons, capitals, use of abbreviations.

The groups show and compare their posters. They could compare it and discuss the netiquette list. **(Handout 3)**

As a final activity the students should compare their lists with the list of rules of behavior in the classroom and point the differences and similarities.

Summary (5 minutes)

The teacher puts on the table an empty shoe box on which is written **Class Postbox**. Every student has a piece of paper on which he/she has to send a message to a chosen classmate in which they have to express their understanding of the word "netiquette" and the two most important things they have learned.

Option for homework:

The teacher could give a topic and the students should write it comments following the netiquette. Once the students should do it in Viber – 1-2 sentences; once in Facebook – a picture and a short text – 4-5 sentences. During the next lessons the answers are gathered in the Class post and are discussed by all.

Handout

Netiquette rules

The Core Rules of Netiquette by Virginia Shea

Rule 1: Remember the human Remember that behind every screen is a human being with independent thoughts and feelings. It is easy to misunderstand or be rude to others when you are not interacting with them in person. Before clicking send or post, ask yourself: *Would you say it to the person's face?*

Rule 2: Adhere to the same standards of behavior as in "real life" This rule is a reminder that the ethical standards and laws that govern our society extend to cyberspace as well. This includes harrassment and bullying, copyright regulations, and privacy.

Rule 3: Know where you are in cyberspace Different environments require different behaviour. The way we interact with our friends, for example, may not be acceptable in a school or work situation. This principle extends to online environments as well. Comments

that are acceptable on Facebook, for instance, may be considered inappropriate on a professional networking site such as LinkedIn.

Rule 4: Respect other people's time and bandwidth In this rule, "bandwidth" is synonymous with "time." When you send and email or post on a discussion board, keep your comments brief and relevant to the environment or situation.

Rule 5: Make yourself look good online There are many positive aspects about the Internet, including the ability to remain anonymous. This rule is a reminder not to allow this aspect of the Internet influence how you communicate. Pay attention to your grammar, spelling and word choices as well as the overall content and truthfulness of your writing, as this is what others are using to judge you.

Rule 6: Share expert knowledge The Internet is a great platform for sharing good information. However, it can also be used to spread misinformation and distortions. If you hold a lot of knowledge about a certain topic or subject, don't be afraid to share it online in a manner that is helpful and accurate.

Rule 7: Help keep flame wars under control "Flaming" refers to verbal disagreements that occur between users in contexts such as message boards. They are often a result of strongly held opinions and emotions. As in rule 4, do not monopolize online discussion with long or offensive commentary.

Rule 8: Respect other people's privacy The Internet is an open forum. Remember not to share information about others that could get them - or yourself - into trouble, both personally and professionally.

Rule 9: Don't abuse your power This rule is intended for those who carry more power on the Internet as experts, designers, system administrators or even hackers. Power should always be used responsibly and not to harm or take advantage of those who are less powerful or knowledgeable.

Rule 10: Be forgiving of other people's mistakes Give other users the benefit of the doubt and consider that they may come from a different background or have less experience on the Internet. Do not be rude when you encounter someone's mistake -- always respond with courteousy and respect.