

Safer Internet Day Activity – “Is the Internet Bad for Music”

Increasingly students are going online to get information to help them with their homework and with school projects. It is important that they are aware of how they can use this information and that they respect the copyright of the author or artist who created it. Webwise and Scoilnet are facilitating a debate that will help you to raise awareness of copyright issues amongst your students. You can use this lesson plan to help facilitate a classroom discussion/debate. Then you can post your classes' comments to the online debate in Scoilnet. On Safer Internet Day, 7th February 2006, we will post all the comments to the “Worldwide Blogathon” where students from around the world will join in the discussion.

[Click here to go to the Scoilnet online debate](#)



Objectives:

When your class has completed this activity they will be able to:

- Define file-sharing
- Define copyright and what copyright laws affect
- Articulate their understanding of the legal considerations for using copyrighted content from the Internet
- Articulate their understanding of the ethical considerations for using copyrighted content from the Internet
- Research the key components of the argument
- Synthesise their research to create a cogent argument

Subject:

It is envisaged that this class can be taught as part of the following subject areas: English, Communication Skills, Media Studies, Current affairs, Arts, Music, Legal Studies.

Target Students:

All students in secondary school (1st year to 6th year). It is especially relevant to transition year students.

Overview of Lesson Plan:

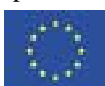
In this lesson, students will explore the meaning of copyright and copyright issues surrounding the sharing of music on the Internet. They will create an argument either for or against the contention of the music industry that sharing music on the Internet hurts musicians and is effectively 'stealing'. They may argue that it is the way of the future and that they are actually supporting music.

Resources / Materials:

The [“Is the Internet Bad for Music”](#)² online debate page on Scoilnet contains links to articles, audio clips, and comic strips that can be used in class to introduce the topic. The links are categorised as being either ‘For’, ‘Against’, or ‘What is the Argument About’. The online debate also contains comments from other schools that have run the debate.

¹ You can access this webpage at http://www.scoilnet.com/article.aspx?id_art=4973.

² http://www.scoilnet.com/article.aspx?id_art=4973



Introduction:

Copyright (international symbol: ©) is a set of exclusive rights granted by governments to regulate the use of a particular expression of an idea or information. At its most general, it is literally "the right to copy" an original creation. In most cases, these rights are of limited duration. Copyright may subsist in a wide range of creative or artistic forms or "works". These include poems, plays, and other literary works, movies, choreographic works (dances, ballets, etc.), musical compositions, audio recordings, paintings, drawings, sculptures, photographs, software, radio and television broadcasts of live and other performances, and in some jurisdictions industrial designs. [Read more about copyright on Wikipedia.](#)

Activities / Procedures:

1. WARM UP: In their journals, students will answer the following questions (written on the board prior to class): "Take a book out of your desk or back pack. Look for the copyright information. What do you think a copyright is? What is it meant to protect? List other things that might be copyrighted." Students then share their responses.

2. As a class, read/play and discuss one or more of the resources linked to from the ["Is the Internet Bad for Music?"](#) online debate.

3. As a class, discuss the concept of copyright. Who does copyright law protect? Students should go back to the article and underline any passages that elucidate the definition of the term. Brainstorm possible definitions for "copyright." Teachers may choose to post a quotation from the article on the board: "...to strike a balance between the rights of owners and the interests of the users." Brainstorm a list of what might be protected under copyright law.

4. Break students into five small groups to research the following: File Sharing, Kazza, IRMA's prosecution of Irish Teenagers for copyright infringement, Irish copyright law, Spyware. Students should use all available classroom resources, including but not limited to the Internet, encyclopedias and other reference books. Then, after about fifteen minutes, break students into five new groups, ensuring that there is at least one representative from each of the original small groups present in each new group. Students share the information that they learned through their research. Teacher should then lead a class discussion "Is the Internet Bad for Music" and make note of the key points made by the group. The teacher or class representatives can then post their comments to the online debate

5. WRAP UP/HOMEWORK: In their groups students continue to work on their arguments. Each group creates a poster, detailing their arguments. Students will present their work at a later date.

Follow-up activities:

The class can re-visit www.webwise.ie on Safer Internet Day to view the comments of other young people from all over the world to their contribution.

Evaluation / Assessment:

Students can be evaluated based on written journal entries, participation in class discussions and thoughtful participation in group research and poster creation.

Important Point:

Fair use describes conditions under which copyrighted material may be used without permission, educational uses usually comes into this category. However this does not mean that students can reproduce content from websites in school projects or in homework, this is plagiarism. Students should always acknowledge their sources by referencing them in their work. In the case of websites, the reference should include the sources web address. And finally, remember the use of facts does not constitute plagiarism.

