Copyrights and Wrongs

**Essential Question**
*How can I make responsible choices when I use other people's creative work?*

**Lesson Overview**
Students explore the legal and ethical dimensions of respecting creative work. First, they learn a basic foundation of legal principles and vocabulary related to copyright. They understand how such factors as the rules of copyright law, the values and intent of the original creator, and the audience and purpose should affect their decisions about using the creative work of others. Using the Mad Men Student Handout, students then apply these principles to a simulation activity in which they act as advertising executives who have to choose a photo for an ad campaign.

**Learning Objectives**
*Students will be able to ...*
- identify the legal and ethical considerations involved in using the creative work of others.
- understand an individual’s rights and responsibilities as a creator and consumer of content.
- practice critical thinking and ethical decision making about the use of creative works.

**Materials and Preparation**
- Preview the video “Copyright and Fair Use Animation” and prepare to show it to students.
- Copy the Mad Men Student Handout, one for each student.
- Review and print out the Mad Men Student Handout – Teacher Version.

**Family Resources**
- Send home the Plagiarism and Piracy Family Tip Sheet (High School).

**Estimated time:** 45 minutes

**Standards Alignment – Common Core:**
*grades 9-10: RI.1-4, RL.8, RI.10, W.2a-f, W.6-8, W.10, SL.1a-d, SL.3-5, L.4a, L.6*
*grades 11-12: RL.1, RL.2, RL.4, RL.7, RL.8, RI.10, RI.1, RI.2, RI.4, RL.10, W.2a-f, W.6-10, SL.1a-d, SL.2-5, L.4a, L.6*
*NETS-S: 1c, 1d, 2a, 2d, 3a, 3d, 4a, 4e, 5a, 5c, 5d*

**Key Vocabulary –**
*fair use: the ability to use a small amount of someone's creative work without permission, but only in certain ways*
*commercial purposes: a use in connection with a business, usually for profit*
*copyright: a law that protects a creator's ownership of and control over the work he or she creates, requiring other people to get the creator's permission before they copy, share, or perform that work*
*Creative Commons: a kind of copyright that makes it easy for people to copy, share, and build on someone's creative work – as long as they give the creator credit for it*
*public domain: creative work that's not protected by copyright and is therefore free for one to use however one wants*
**introduction**

**Warm-up (5 minutes)**

**ASK:**

*What do you think we mean when we talk about someone's creative work?*

Students should understand that the term includes all types of work that someone creates, including writing of all kinds, artwork, and photos, videos, and music.

*Have you ever used creative work you found online – for example, a photo or a poem – for personal use?*

Students should name various ways they use the creative work of others – for example, using a photo in a school report, posting it on their Facebook page, or even forwarding it on their cell phone.

*When you use creative work you find online, what considerations do you make about who made it, if any?*

Encourage students to talk about what they consider, if anything, before using material they find online. Ask them to think about how creators would want their work to be used. What would be okay? What would not be okay?

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**teach 1**

**Respect Creative Work (15 minutes)**

► **SHOW** the video “Copyright and Fair Use Animation”.

**ASK:**

*What are the ways you can be respectful of people’s creative work?*

Students should be aware of the following tips:

- Check who owns it
- Get permission to use it
- Give credit to the creator
- Buy it (if necessary)
- Use it responsibly

*How do you think you would you feel if someone used your creative work? Would it make a difference whether they did the following:*

- Asked your permission to use it?
- Gave you credit as the creator?
- Changed the picture or added a caption without asking you?

Students should reflect on how their sense of pride and ownership would/would not be affected.
What do you think it means to use someone else’s creative work responsibly? Does it matter how and where you use it?

Encourage students to think about context, and how it might affect or alter the creator’s original intent.

EXPLAIN to students that in addition to these key rules, some additional information may help them decide when and how it is all right – and not all right – to use someone else’s creative work.

DEFINE the Key Vocabulary terms fair use and commercial purposes. Make sure students understand that fair use allows them to use only a small part of someone else’s creative work as part of something new. The work cannot be used for commercial purposes, and it can only be used in certain ways, which include:

• schoolwork and education
• criticism or social commentary
• news reporting
• comedy or parody

ASK:

What are some ways you might use creative work that would constitute fair use? Which ways wouldn’t be covered under fair use?

Students should understand that using a small amount of someone else’s work in a school report or the school paper would be fair use, while posting it on their blog or on a social networking site would not be fair use.

DEFINE the Key Vocabulary terms copyright, Creative Commons, and public domain. Explain that when students want to use someone’s creative work in a way that isn’t covered by fair use, they need to investigate its copyright status. Then offer the following scenario to help explain the definitions:

Imagine you took a photo of your dog and posted it online. Because you are the creator, you own the copyright to this image. This means you have control over how other people use your photo. Copyright law is pretty strict, meaning that people will have to get your permission before they can copy, print, or use your work for any reason.

However, if you use a Creative Commons license, you give people more freedom to copy and share your photo. Some Creative Commons licenses even say it is all right to make money off the photo, while others say it cannot be used for commercial purposes. People choose Creative Commons licenses because the licenses offer more opportunities for other people to use and share their work.

Optional: show students examples of Creative Commons licenses (http://creativecommons.org/licenses).

Finally, imagine that you want the photo to be used freely by all, without people having to request permission. You then would release the photo into the public domain, which allows others to use your photo however they want to because it is no longer protected by copyright. Copyrights don’t last forever, so works often count as “public domain” after a certain time period. Works from the U.S. government are also in the public domain.

ASK:

If you created a picture, poem, or video and posted it online, what do you think you would do? Would you make people get your permission every time they used the work, use a Creative Commons license, or put it in the public domain? Explain your choice.

Responses will vary, but students’ answers should reflect an understanding of the choices. Some students might want their work seen by as many people as possible, while others might want to limit use and receive compensation.
Choose Your Photo (20 minutes)

DIVIDE students into groups of four to five, and distribute the Mad Men Student Handout, one per group.

TELL students they will be “mad men” in this activity. (The term “mad men” is shorthand for “Madison Avenue ad men,” who were advertising executives who worked on Madison Avenue in New York City during the 1950s and 1960s. It is also the name of a popular television show that began running in 2007.) As “mad men,” they will have to decide on a photo to use for an advertising campaign.

HAVE a volunteer read aloud the directions and letter on the student handout.

EXPLAIN to students that advertising is a commercial purpose, so fair use does not apply. In order for advertising executives to use a photograph, they need to do one of the following things:

- They can use a photograph for which they already own the copyright.
- They can get permission from the copyright holder to use that photo for commercial purposes (and pay any fee the copyright holder might charge).
- They can use a photo that is in the public domain.

In addition to considering the copyright status of the photo, students also need to consider the original intent of the creator and the effectiveness of the photo for their ad campaign.

INSTRUCT students first to analyze and answer the questions about each photo before they make a decision. They will need to defend their choices. Allow students approximately 10 minutes to review their options and reach a consensus.

INVITE students to present their findings to the class. Students should describe why they chose their photos.

LEAD a discussion about the issues that come up when students want to use someone’s creative work, using the Mad Men Student Handout – Teacher Version. If there are photos that none of the groups chose, go through them and encourage students to explain why they decided against using those photos, based on their responses to the questions.

Note: There is no “correct answer” for this activity. Your goal is to guide students to think – first and foremost – about whether their choices reflect responsible use of an image, and second, whether it serves the purpose of the company and their ad campaign well.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What do you need to do if you want to use someone else’s creative work?

Students should be able to name the following checklist points from Teach 1:

- Check who owns it
- Get permission to use it, if necessary
- Give credit to the creator
- Buy it (if necessary)
- Use it responsibly
What is copyright, and what does it require people to do?

Do you think it is important to give credit and get permission, if needed, when you use someone else's creative work? Why or why not?

Students should understand the concept that a person owns the creative work that he or she has made, whether it is writing, visual art, photography, video, music, or in some other form. They should recognize that someone else cannot use copyrighted work legally without the permission of the person who created it.

Students should understand that there are ethical as well as legal considerations involved in using the work of others. They should realize that most people want to receive credit for their creative work. Some might want their work seen by as many people as possible, while others might want to limit use and receive compensation. However, when respecting creative work, the choice should be that of the creators.
Copyrights and Wrongs

Directions
Read the instructions on this page. Complete the rest of the handout in groups, and be prepared to share your findings with the class.

Big, Little, and Small Advertising Agency
10 Madison Avenue
New York, New York

Hi there, B.L.S. creative teams
It's Frida from the photo department.
The Vegetable Farmers of America (VFA) have hired us to create print and billboard ads that encourage people to become vegetarians. These ads will be used in magazines and billboards nationwide.

We have gone through hundreds of images for them and have decided on five. It is your job to make the final decision on which of the five images to use. The photos, along with their source information, are in this packet.

Choose a photo that you believe will encourage someone to become a vegetarian, but be sure to also consider how the photo was originally used and how it is copyrighted.

For each photo, we need you to answer the following questions:

1. **Who owns the photo? Who holds the copyright for the photo (if anyone), and who gets paid for its use?** Is it protected by copyright, available for free public use via Creative Commons, in the public domain, or some other way? In other words, what do we need to do to use the photo legally?

2. **Who created the photo? What was it originally used for, and what does it show?** How do you think the creator might feel about having us use the photo in our ad campaign?

3. **Is the photo right for our ad campaign?** To answer this question, you need to think about how the VFA might feel about having us use the photo in their ad campaign, and how the public might respond to an ad that uses this photo.

See you in the cafeteria,
Frida Miko
Director, B.L.S. Photo Department
PHOTO BOOK
For Creative Team’s Eyes Only

Photo 1: Cattle Show, Flickr

Owner and copyright status: ____________________________

Creator and original context: ____________________________

Right for the ad campaign? Why or why not? ____________

Okay, Frida. Photo 1 comes to us from Flickr, the photo-sharing site on the web. This photo is in a public album, created by a member of the Future Farmers of America, and is copyrighted through Creative Commons, a license that allows free use of materials by others. Some are allowed to be used for commercial purposes and some aren’t. But don’t worry, this one is okay to use for commercial purposes. However, we don’t really know if this young farmer is aware that her photo from the local cattle show is available for commercial use.

Photo 2: Hindu Temple, Stock

Owner and copyright status: ____________________________

Creator and original context: ____________________________

Right for the ad campaign? Why or why not? ____________

We can buy some images called stock photos. Well, technically, we buy permission to use it for a fee. But we can’t forget to credit them! That’s part of the deal. This photo comes from Pronto Pictures. It would cost $1,500 to use in our advertising campaign. The image shows a Sri Mariamman Hindu Temple in Singapore. The cows are statues. Keep in mind that for Hindus, cows hold special significance as religious icons.
Photo 3: Dairy Cow, B.L.S. Ad Agency
Owner and copyright status: ________________________________

Creator and original context: ________________________________

Right for the ad campaign? Why or why not? ________________

This photo takes me back to my days on the dairy farm. It’s by one of our in-house photographers, Duncan. This means that we own the copyright. If someone else wanted to use this photo of Bessie, we would license the photo to them for a fee, depending on the use. But we can use it for free. Look at those big cow eyes.

Photo 4: Flank Steak, Flickr
Owner and copyright status: ________________________________

Creator and original context: ________________________________

Right for the ad campaign? Why or why not? ________________

Photo 4 looks yummy! It’s also from a public album on Flickr, one on how to prepare flank steak. The photo was taken and posted by a local chef, and it is listed for commercial use under Creative Commons. One thing this particular Creative Commons license allows us to do is alter or change the image.

Photo 5: Cuts of Beef, public domain
Owner and copyright status: ________________________________

Creator and original context: ________________________________

Right for the ad campaign? Why or why not? ________________

So, do you know your cuts of beef? This photo is in the public domain, meaning that it’s available for public use or alteration for any purpose. There’s no author we need to get permission from to use it, and no one will come knocking to claim their “cut.”
Copyrights and Wrongs

Teachers:
Use this guide to lead a discussion about what students need to consider when they use the creative work of others, which includes both legal and ethical questions as well as practical considerations. Students should be weighing the following factors in choosing their photos:

- the rules of copyright
- the values and intent of the original creator
- the audience and purpose

Each photo includes sample responses and discussion questions. You may also use these overarching questions to discuss any of the photos:

- For all the photos, what might be the consequences of using these creative works?
- How would the owners of the content react?
- How might the original creator react?
- How would the VFA react?
- How might the public react?
- How might these different reactions affect your decision about which photo to use for the ad campaign?

Photo 1: Cattle Show, Flickr
Owner and copyright status: Creative Commons, available for commercial purposes. Not clear if photographer made her FFA chapter aware these photos were being made available for commercial use.

Creator and original context: Photo taken by a member of the Future Farmers of America (FFA). Looks to be at a livestock-raising event.

Right for the ad campaign? Why or why not? (Use teacher guidance below.)

Teacher guidance: The photos clearly are intended to highlight the livestock-raising lifestyle, but they seem to be personal snapshots from a local cattle show. The FFA photo pictures a young woman who raises cows for agricultural purposes, possibly including for slaughter. Is it appropriate to use the public photos, even though they seem personal in nature? Given that this campaign is promoting vegetarianism, is it appropriate to use this photo? (Guide students to consider that neither the woman pictured nor the FFA has given explicit permission for this photo to be used. It would be best to seek the permission of these two parties before making any decisions.)
Photo 2: Hindu Temple, stock
Owner and copyright status: This is a stock photo that is copyrighted and owned by Pronto Pictures.
Creator and original context: Note sure of the creator, but the photo is from a Hindu Temple in Singapore
Right for the ad campaign? Why or why not? (Use teacher guidance below.)

Teacher guidance: The cow statues are religious symbols used in the decoration of a temple. Given this important cultural significance, should they be used in an ad campaign? Does the content of the campaign make a difference? Why or why not? There is a fee charged in order to use this photo. How does that influence your decision? (Guide students to consider that the photo is copyrighted and that they would have to pay the appropriate fee and probably cite Pronto Pictures in order to use this photo. Also have them reflect on the religious significance of this photo. Might the symbolism of the cow and temple be problematic to Hindus or others?)

Photo 3: Dairy Cow, B.L.S. Ad Agency
Owner and copyright status: B.L.S. Advertising Agency owns the copyright.
Creator and original context: Duncan, an in-house photographer, took this photo of a cow in a field.
Right for the ad campaign? Why or why not? (Use teacher guidance below.)

Teacher guidance: The photo of the cow doesn’t appear to have any particular symbolic significance. Does that make it more or less acceptable to use in the ad campaign? (Guide students to recognize that this photo may in fact be the best option, as it is owned by B.L.S. and because it is unlikely to offend the audience.)

Photo 4: Flank Steak, Flickr
Owner and copyright status: Creative Commons, available for commercial purposes.
Creator and original context: Photo taken by a chef, apparently of the steak that he cooked. Part of an album about how to prepare flank steak.
Right for the ad campaign? Why or why not? (Use teacher guidance below.)

Teacher guidance: The steak photo was posted by its creator to show how to cook meat, and is meant to look delicious. How would its use in an anti-beef campaign reflect its original purpose? Is it appropriate to use? Why or why not? (Guide students to consider the fact that the photo is available
for commercial purposes, which means that they technically are allowed to use it to make money. They should explore whether they still would need to provide a citation for the photo. Have students consider how vegetarians might react to an image that makes meat look tasty. How is this similar or different from showing an image of a live cow?)

**Photo 5: Cuts of Beef, public domain**

![Cuts of Beef](image)

Owner and copyright status: The work is in the public domain, so no one owns it and it's not copyrighted.

Creator and original context: Not sure of original creator. Seems to have been created in order to inform people – maybe butchers or cooks – about different cuts of meat from a cow.

Right for the ad campaign? Why or why not? (Use teacher guidance below.)

**Teacher guidance:** The beef-cut diagram is intended as a helpful tool for workers in the industry and for beef consumers. Even though the image itself is under the public domain, it symbolizes one view of cattle: that they are for eating. *Does this make its use in an anti-beef campaign more powerful? Does it make it less appropriate?* (Guide students to compare a photo that is in the public domain versus one that is protected by other types of copyright. Public domain is a very flexible type of copyright, so copyright infringement should not be a problem. However, the audience may be offended seeing an image of a cow that also is meant for slaughter. Have students consider how this image might be perceived in comparison with the other possible images for the campaign.)
1. Decide which kind of license is best for each student’s work. Write the letter of each answer in the chart below.

<table>
<thead>
<tr>
<th>Copyright</th>
<th>Creative Commons</th>
<th>public domain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
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</table>

a) An original song that Janelle doesn’t want anyone to copy or distribute without her permission
b) A digital illustration that Sasha wants credit for but doesn’t mind if others use without her permission
c) An original documentary that Dom wants complete ownership of in case the documentary makes money
d) An article that Ryan finds in a government database
e) A collection of photos that Artie wants credit for but doesn’t care if others use
f) A photo that Marcus wants others to share and use however they want for the purpose of creating new artwork

2. Read the following scenario. Then answer the question below.

Lola takes a photo of the mountains near her home. She uploads the photo to the Internet with “Copyright 2011 Lola Dominguez” next to the image. About a week later, she checks one of her favorite blogs and sees that the blogger has posted her photo on the blog and has posted a creative writing story to go with it.

True or false: If the blogger doesn’t ask Lola’s permission to use the photo but still gives her credit, the blogger can post Lola’s photo with his story.

a) True. Copyright is pretty relaxed, so even though Lola put “Copyright” on her photo the blogger can do what he wants.
b) False. When you copyright something, the only way that others can use the work without your permission is if they change the original meaning of the work. Adding a story to the photo doesn’t change the original photo, so the blogger can’t use it.
c) False. When you copyright something, others have to ask your permission before using it.
d) True. Even though Lola put “Copyright” on her photo, the blogger doesn’t have to ask permission because he posted his own original story to go with it.
3. What is the safest way to use someone else’s creative work, no matter what kind of license it has (copyright, Creative Commons, etc.)?

a) Assume that it’s in the public domain and use it however you want
b) Give credit to the creator
c) Ask permission to use the work
d) Check who owns the work
Copyrights and Wrongs

1. Decide which kind of license is best for each student’s work. Write the letter of each answer in the chart below.

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</table>

*Answer feedback*

The students that want complete ownership of their creative works should choose to copyright their works so others will have to ask permission to use those works. The students that want credit for their works but don't mind others using them without permission should choose a Creative Commons license. The students that want to share their creative work so that others can adapt it for their own purposes should choose the public domain.

2. Read the following scenario. Then answer the question below.

*Lola takes a photo of the mountains near her home. She uploads the photo to the Internet with “Copyright 2011 Lola Dominguez” next to the image. About a week later, she checks one of her favorite blogs and sees that the blogger has posted her photo on the blog and has posted a creative writing story to go with it.*

**True or false:** If the blogger doesn’t ask Lola’s permission to use the photo but still gives her credit, the blogger can post Lola’s photo with his story.

a) True. Copyright is pretty relaxed, so even though Lola put “Copyright” on her photo the blogger can do what he wants.

b) False. When you copyright something, the only way that others can use the work without your permission is if they change the original meaning of the work. Adding a story to the photo doesn’t
c) False. When you copyright something, others have to ask your permission before using it.

d) True. Even though Lola put “Copyright” on her photo, the blogger doesn’t have to ask permission because he posted his own original story to go with it.

*Answer feedback*

The correct answer is **c**. When you copyright something, others have to ask your permission to use it no matter what, even if the person who uses your creative work wants to change the meaning of your work. If the blogger does not have permission to post Lola’s photo with his story, he should not post the photo at all.

3. What is the safest way to use someone else’s creative work, no matter what kind of license it has (copyright, Creative Commons, etc.)?

a) Assume that it’s in the public domain and use it however you want

b) Give credit to the creator

c) **Ask permission to use the work**

d) Check who owns the work

*Answer feedback*

The correct answer is **c**. Asking permission to use someone else’s work is a great idea if you are unsure about whether or not you can use the work for your own purposes. It’s also important to give credit to the original creator, but if you don’t have permission to use another person’s work, giving credit isn’t enough.
Family Activity

Aiya was really into movies, and so were her friends. The only problem was that Aiya's parents were pretty strict about which movies she was allowed to see, and they rarely gave her money or permission to go see anything in the movie theater. Aiya hated being the only one who didn’t get her friends’ references to the latest movies. Thankfully, one of Aiya’s friends could almost always get Aiya copies of DVDs of movies before they were officially released. Aiya knew the movies were probably stolen or copied illegally, but she figured she wasn’t really hurting anyone, and how else would she see the movies? She decided she wouldn’t ask too many questions about where the movies came from.

Think Out Loud!

- What is your immediate reaction to this situation? What seems realistic or unrealistic?
- What do you think about Aiya’s rationale that watching pirated copies of movies doesn’t hurt anyone? Do you think anyone might actually be harmed by this practice?
- What advice would you give to Aiya?
- Have you ever been tempted to buy a copy or reproduction of something? What did you do at the time, and what would you do if confronted with the situation today?
- Could watching the movies be considered stealing? Why, or why not?

Common Sense Says ...

Peer-to-peer (PTP) sharing can be tempting, but it raises legal risks and can make your devices vulnerable to viruses, identity theft, and spyware. PTP sites also might negatively affect the content creators who may not get credit or payment for their work. Make sure to use legitimate online stores and apps to download music and movies; some streaming sites also will let you watch or listen for free -- legally.
Common Sense on Plagiarism and Piracy

What's the Issue?

New technologies make it easy for people to download and use creative work, in many different ways, such as movies, music, articles, books, and art. But in a fast-paced online culture, it’s easy to forget about copyright law, which brings up two important issues: plagiarism and piracy. Plagiarism means using someone else’s ideas or words without crediting the source and pretending they’re your own. Piracy is the unauthorized use, reproduction, or sharing of copyrighted or patented material — typically music, movies, TV shows, and software.

Even though some teens may feel they have the right to take and use anything they find online without giving credit to its creator or paying for it when necessary, the internet is not a free-for-all. Teens, like anyone else, have a responsibility to follow copyright law and respect people’s creative work. Teens first need to be educated in how they can use copyrighted work. For example, knowing that they need to get permission before using copyrighted work, and learning how to properly cite the work they use, are good first steps to being respectful digital creators and consumers.

Why Does It Matter?

Some teens might not consider the hard work that goes into creating things like a movie, song, novel, video game, software, or website. They may not realize that copying and pasting material they find online into schoolwork without citing it is plagiarism. They may not understand that illegally downloading and sharing music, movies, and software is a form of stealing called piracy. Teens need to be educated about these things so they can follow the law and be respectful of other people’s hard work.

Teens should also know about their rights to fair use, which is a principle that allows people to use a small amount of copyrighted material without permission in certain situations. This could be for schoolwork, criticizing or commenting on something, or parody. People can also freely use material that’s in the public domain, which includes work that is no longer copyrighted. Many creators use a Creative Commons license, which allows others to download, copy, paste, and sometimes even change creative work — as long as the work is properly cited. Remind teens to consider how they would want others to use their own creative work. This may help them respect the decisions that other creators have made about how their work should be used.

What Families Can Do

How would you feel if someone used your creative work without your permission? What if they changed it or made money from it? (Some teens might be okay with having people use their creative work, while others may not want people to share it or profit from it. How they feel might depend on the type of creative work in question.)

How does it benefit a musician or artist to have their work cited or paid for? (You can discuss how it’s important for artists to get paid for their hard work, and how giving credit to someone helps them receive recognition and praise.)
Encourage legal downloading and sharing. Teens should use legitimate online retailers for music and movie downloads. They can also listen to music or watch movies and TV for free on certain streaming sites.

Illegal downloading and sharing sites pose risks. Discourage teens from using peer-to-peer (PTP) sharing sites, which not only raise legal risks, but can make computers vulnerable to viruses, identity theft, and spyware. PTP sites also might negatively affect the content creators who may not get credit or payment for their work.

Help teens give credit to the work they use. If your teen creates something that incorporates others’ work, help them to give credit to the work they’ve used. For schoolwork, students are taught to include citations, which are descriptions of the sources they use that include information about the author, title, publisher, and year of publication. Remind them it’s just as important to give credit for a video mash-up created for fun as it is for a research paper for school.

Is it fair use? Your teen might be making video remixes, mash-ups, fan fiction, blogs, or artwork and posting it online. Fair use allows creators to use a small amount of copyrighted material without permission, in certain situations. Help your teen decide if work they use is protected by fair use.

Challenge teens to take ownership of their work. Teens should think about how they want others to use their creations. Have they thought about how they’d like others to be able to use their photos, writing, artwork, or videos? If so, do they clearly state this to others when they upload their work online? If they are interested in having their work freely available to others, they can use Creative Commons licenses.