

Understanding the intellectual property



15-18

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LEARNING OBJECTIVES

- Learn about intellectual property and what it means
- Learn how to determine if a social media content respect intellectual property
- Learn how to create social media content respecting intellectual property

MATERIALS NEEDED

- A projector and white screen (your empty board).
- Videos with external resources for example (YouTube, Instagram, TikTok...)
- A laptop to show the example
- Information on intellectual property (the article [“Intellectual property and social media” from European Commission](#) can be useful)

LEARNING SCENARIO AND ACTIVITIES PROPOSED

1) Presentation (10 minutes)

You can start by asking your students if they are familiar with the concept of intellectual property and what it means to them. You can give them scenarios where they are the creator of something and somebody else uses their content as their own, and see how they would react.

2) Lesson (30 minutes)

Thanks to the reactions or questions of your students, you can explain what intellectual property is and apply it to social media. You can use different websites to search for information to do this lesson on intellectual property, such as [the World Intellectual Property Organization \(WIPO\) website](#). Don't forget to specify that each country has its own rules and laws on the topic. You can make a focus on your country.

3) Practice (20 minutes)

To better understand the concept of intellectual property, you can organise an activity with your students with practical cases. Search some cases of plagiarism on social media or create fictive examples, such as reposting something saying you are the creator. Some cases need to be very obvious, and others not at all, with various cases to show students that sometimes, plagiarism can be seen as normal by them, while it is not!

EXPECTED DIFFICULTIES AND PROPOSED SOLUTIONS

- Suppose some students are reluctant to participate and the same students are always giving responses. In that case, you can create a Kahoot so everyone can tell something. If you see they are not at ease with speaking in front of others, you can divide students into groups and ask them to watch the examples together and give you back a paper with their arguments on their answers.

ASSESSMENT

- You can ask your students to search themselves social media content that respects or disrespects intellectual property and explain why. It can be homework or in-class activity.
- Another task could be to ask students to create a fake post on their social media using external resources of their choice, respecting intellectual property. You can impose one resource or let them decide.
- You can make a Kahoot to help you with step 2, going through your different examples.
- You can ask students to look for videos explaining what plagiarism is and how to avoid it.

ADDITIONAL INFORMATION

- The infographic [“What can you do on social media?”](#) from the [European IP Helpdesk](#) may help you. There is a lot of information on intellectual property online. Make sure it is from your country, as it can differ from state to state.

BIBLIOGRAPHY

- European Commission, Executive Agency for Small and Medium-sized Enterprises, (2020, 23 January). Intellectual Property and Social Media, https://intellectual-property-helpdesk.ec.europa.eu/news-events/news/intellectual-property-and-social-media-2020-01-23_en
- European Commission, Executive Agency for Small and Medium-sized Enterprises, (2021). What can you do on social media?, Publications Office. <https://data.europa.eu/doi/10.2826/40620>