

# KS1 Computing Lesson Plan

Cover National Curriculum objectives for Computing with this exciting lesson for KS1 pupils all about Intellectual Property (IP), and the importance of seeking permission to use work by other people.

|   |                        |                      |           |
|---|------------------------|----------------------|-----------|
| <b>Lesson name</b>  | Snap! Who owns photos? | <b>Topic/subject</b> | Computing |
| <b>National curriculum learning objectives</b>  |                        |                      |           |
| <ul style="list-style-type: none"> <li>To be responsible, competent, confident and creative users of information and communication technology.</li> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content and to recognise common uses of information technology beyond school.</li> </ul> |                        |                      |           |
| <b>Skills development</b>   |                        |                      |           |
| <ul style="list-style-type: none"> <li>Using technology with a purpose</li> <li>Using cameras to create images</li> </ul>   |                        |                      |           |
| <b>Resources needed</b>   |                        |                      |           |
| <ul style="list-style-type: none"> <li>Snap! Who owns photos? Lesson Presentation</li> <li>Digital cameras - ideally one per pair</li> <li>Individual whiteboards and wiper pens</li> <li>Photo Scavenger Hunt sheet</li> <li>Photo Scavenger Hunt at Home sheet (home learning activity)</li> </ul>  |                        |                      |           |
| <b>Key vocabulary</b>   |                        |                      |           |
| Intellectual Property, camera, photograph, blog, owner, creative, copyright   |                        |                      |           |
| <b>Prior learning</b>   |                        |                      |           |
| Pupils will have some prior experience of taking photos, whether on digital cameras or phones. They may have some understanding of where photographs are shared - though the focus here is not on social media as KS1 children should not have access to social media platforms.  |                        |                      |           |

| Time    | Teacher Activity   | Key Questions  |
|---------|--|--|
| 15 mins | <p>Introduce the <b>Lesson Presentation</b>. Explain that today we are learning about taking photographs with digital cameras, and thinking about who owns photos once they are taken. Let's have a look at some photographs with this close-up quiz!</p> <p>Show 'close-ups' of photographs and encourage children to guess what they are looking at (a butterfly, sunflower and an owl) by writing what they think it is on their individual whiteboards. Each slide has the close-up, followed by a zoomed-out version. Each image has credit to the creator underneath. The lesson will cover this in more detail, but it is worth mentioning that they all belong to the person who created them, and that person has given us permission to use them and look at them.</p> <p>Explain after the quiz that each image is owned by the person who took the photo (slide 9). Something you own is called your property (that's why we have lost property at school). If you have created something, it is called your 'Intellectual Property'. Just like you have to ask to use someone's toy or pen, you have to ask to use someone's photo.</p> | <p>What is a photograph?</p> <p>What do you own?</p> <p>Who owns a photograph?</p> <p>How do you take a picture?</p> |

| Time                  | Teacher Activity   | Key Questions   |
|-----------------------|--|---|
| <p><b>30 mins</b></p> | <p>Now that we have looked at photos that belong to someone else, we are going to have a go at creating our own!</p> <p>In pairs, give children digital cameras in pairs. Model how to use the digital camera to the class and give the children 5 minutes to familiarise themselves with how to use them. Discuss how they are similar or different to the cameras they may have at home, such as a phone camera.</p> <p>Give out the <b>Scavenger Hunt Sheet</b> in pairs. This is editable, allowing you to add any particular features unique to your school that children could photograph. Take children to an outdoor area in your school - a playground or outdoor space is ideal - and ask them to take photos of each item. Ask children to take turns in their pairs to take photos of things. They need to remember who took which photo, as the photo belongs to that person!</p>   | <p>How do you use a digital camera?</p> <p>How is a digital camera different to a camera on a phone?</p> <p>How do you take a photograph?</p> |
| <p><b>15 mins</b></p> | <p>On return from the 'hunt', ask children to show their photos to other children on their table/in their group. Ask them to select their favourite photo and ask permission to share that photo on your school website or class blog. Remind children that you need their permission to share the image, as it is their Intellectual Property (IP).</p> <p>Discuss with the children what they have learned today and remind them of the importance of asking permission to use other people's work.</p> <p>If time allows, a fun way to end the lesson is to share the <a href="#">monkey selfie copyright dispute</a> story with the class. Celebes crested macaques took selfies with equipment belonging to British wildlife photographer David J. Slater. The images were then published in newspapers and shared online, but the photographer Slater argued he should hold the copyright to the photos. The United States Copyright Office stated that works created by a non-human (such as an animal) are not copyrightable and are available for the public to use. Ask pupils what they think about this and whether it seems fair.</p> | <p>Did you find all the items?</p> <p>What was your favourite photo?</p> <p>Do you give permission for the class to use your photo?</p>       |

**Teacher Notes**

What learning took place?

Did children meet the key learning objectives?

Did children use the technology as instructed?

Which aspects could be improved upon?

Actions for the future

### **Assessment opportunities**

- Are children able to explain what Intellectual Property is?
- Are children able to use the digital cameras?
- Are children able to reflect on their ownership of the images they took?
- Do children recognise that they need to give permission for someone to use their image?

### **Suggestions for future learning**

- Extend on children capturing images by setting up an additional photography competition in your class. All children could take photos of a particular item such as a flower, a door, or their friend - then the class vote on their favourite to be shared on a display or on the class blog.
- Make cross-curricular links in other lessons by pointing out how photographs have been used throughout books, art or displays, reflecting on who owns the photos and how we can spot where they gave permission to be used (at the front of a book's acknowledgements, for example).

### **Home learning opportunities**

- Send children home with the **Photograph Competition** checklist. They can tick off the photos they have taken as they go, then send them into a secure school email address. Children can then share their photos as a class at a later date and give permission for them to be used on a school blog, or as part of a class or corridor display.
- If the school has a learning journey app, children could look at the permission functions of the app with their families and learn about what permission they have given to share photos.