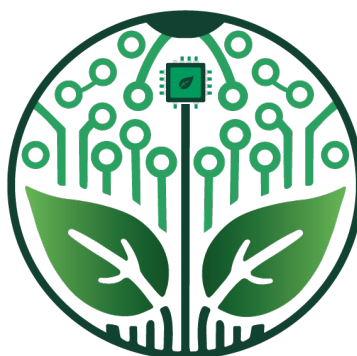


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[LESSON PLAN]

[AI and Copyright / Data Protection]

 QUADRAT HAK + HLW Bundeshandelsakademie Wolfsberg Austria	 KOCALI - DARICA ACE MLLU EĞİTİM MERKEZİ Darica İlçe Milli Eğitim Müdürliği Turkey	 CAMPUS 02 FACHHOCHSCHULE DER WIRTSCHAFT Campus 02 Fachhochschule der Wirtschaft GmbH Austria	 ΔΙΕΥΘΥΝΣΗ ΔΕΥΤΕΡΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΕΦΑΛΛΙΝΙΑΣ Directorate of Secondary Education of Kefallinia Greece	 Jaunpiebalgas vidusskola Latvia	 sucessos criativos Sucessos Criativos, Lda Portugal	 Sredno obshchobrazovatelno uchilishte Lyuben Karavelov Bulgaria
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1. TITLE

AI in the Spotlight: copyright and data protection challenges

2. GRADE LEVEL

- ☐ ISCED Level 2 – Lower Secondary Education (ages 12–15)
- ☒ ISCED Level 3 – Upper Secondary Education (ages 15–18)

3. SUBJECT AREA

- ☐ Sciences
- ☐ Environmental Studies
- ☐ Geography
- ☒ Economics
- ☒ Computer Science
- ☐ Mathematics
- ☐ Technology and Design
- ☐ Arts and Music
- ☒ Social Studies
- ☐ History
- ☐ Languages

4. TYPE

- ☒ Lesson Plan
- ☐ Project

5. DURATION

Select the one format that fits the lesson/Project:

- ☐ 1 x 40-50minute class
- ☐ 1 x 60-minute class
- ☒ 1 x 80-100-minute block
- ☐ 2 x 45-minute classes



- ☐ 2 x 60-minute classes
- ☐ Double session (2 × 60 minutes) optional project-based homework.

6. LEARNING OBJECTIVES

Students understand the legal foundations of copyright and data protection in the context of AI.

Students can critically analyze opportunities and risks of AI for businesses and society.

Students develop guidelines for the responsible use of AI considering copyright and data protection.

7. Key Competences Developed

Select the competences that are supported by the lesson/project activities:

- ☐ Literacy
- ☐ Multilingual competence
- ☐ Mathematical competence and competence in STEM
- ☒ Digital competence
- ☒ Personal, social and learning to learn competence
- ☒ Citizenship competence
- ☒ Entrepreneurship competence
- ☐ Cultural awareness and expression competence

8. Prior Knowledge / Prerequisites

Basic understanding of business and computer science

9. Lesson/Project Outline

Phase 1 – Introduction (Engage & Contextualize)

10 minutes:

Show an image or video: "AI creates a work of art—who owns it?"

Short brainstorming question:

"What does copyright mean to you? And how could AI change that?"

Methodology: Think-Pair-Share: Students briefly discuss in groups of two and share ideas.



Resource (name)	Link (to the folder on Teams)

Phase 2 – Exploration (Investigate & Compare)

30 minutes:

Info text 1: <https://portal.hooou.de/blog/generative-ki-das-musst-du-ueber-urheberrecht-datenschutz-und-transparenz-wissen/>

Info text 2: <https://dsb.gv.at/faqs/faqs-zum-thema-ki-und-datenschutz>

Tasks:

1. Create a *mind map* showing opportunities and risks of AI for copyright and data protection.
2. Discuss in your group: Should AI have its own rights?

Resource (name)	Link (to the folder on Teams)

Phase 3 – Application (Hands-On Practice)

Resource (name)	Link (to the folder on Teams)

60 minutes:

Goal: Critical thinking, change of perspective

1. Debate:

Topic: “AI-generated content should be protected by copyright laws.”

Preparation: 10 minutes

Debate: 15–20 minutes

Groups:

- Pro Team (supports copyright protection for AI-generated content)



- Contra Team (opposes copyright protection for AI-generated content)

Roles:

Moderator (teacher or student): Keeps time, ensures fairness

Speakers: Each team has 2–3 speakers

Rules:

Opening statements: 2 min per team

Rebuttal: 2 min per team

Open discussion: 5 min

Closing statements: 1 min per team

Preparation Questions:

Pro Team:

Why should AI-generated works be treated like human-created works?

How does copyright encourage innovation?

Contra Team:

Why is AI not an author?

What risks arise if AI gets copyright protection?

2. Roleplay:

Topic: "Should AI-generated works be protected? How do we ensure data protection?"

Setting: A public hearing in parliament on new AI laws.

Roles:

- AI developers: Wants to promote innovation, fewer restrictions
- Artists: Fears for their own rights and income
- Data protection officer: Warns against data misuse
- Consumer: Wants access to AI, but fair and secure

Expiration:

Preparation: 10 minutes (groups read role cards, collect arguments)

Discussion: 20 minutes

Goal: Each role presents its view and tries to find a compromise



Role Cards (Examples):

AI Developer:

Arguments: AI promotes creativity, new markets

Demand: No strict copyright rules for AI

Artist:

Arguments: Protection of intellectual property, fair payment

Demand: AI works must not be treated equally

Data protection supervisor:

Arguments: AI processes sensitive data

Demand: Strict data protection laws

Consumer:

Arguments: Access to AI content, but transparency

Demand: Clear labelling of AI works

Phase 4 – Reflection & Consolidation (Present & Connect)

Group work: Recommendation for companies

Title: "Using AI responsibly – our recommendations"

Sample content:

Copyright:

"AI-generated content must be clearly labeled."

"Companies should check whether training data is free of protected works."

Privacy:

"Don't use sensitive customer data for AI training."

"Publish transparent privacy policies."

Ethics:

"AI must not lead to discrimination."

Presentation form:

Short poster or infographic

3-5 bullet points, visually appealing

Resource (name)	Link (to the folder on Teams)



10. Assessment Criteria

A **portfolio** for this lesson should document the learning processes and outcomes of the students.

The portfolio should include the following elements:

Cover page: Title, student name, date

Section 1: Introduction & reflection: “What did I know about AI and law before this lesson?”

Section 2:

Mind map: Opportunities and risks of AI for copyright and data protection

Summary of the info texts: Important terms (glossary)

Section 3: Debate / Roleplay arguments & reflection

Argumentation overview:

Pros and cons

Own role in role-playing

Reflection:

"What arguments convinced me?"

“Which arguments convinced me most?”

Section 4: Poster or infographic (photo or digital version)

Section 5: Selfassessment questions

What have I learned?

Where do I still see open questions?

Resource (name)	Link (to the folder on Teams)

11. Teaching Materials



Name	Type (Developed/Existing)	Link	Role in the lesson

12. External Resources and References

Resource (name)	Link (external or to the folder on Teams)