

REVISING WHAT WE ALREADY KNOW

- As a class, discuss and revise the following concepts introduced in the previous copyright lesson (starters&strategies, term 4 2008, pgs 30-31) and online at:
www.teachingonline.org/copyright.pdf
 - what is meant by the terms creativity and creative activity?*
 - brainstorm a list of creative activities*
 - how has creativity been celebrated throughout history?*
 - why it plays such an important part in our lives*
 - think of ways we can encourage creative activity.*
- Re-introduce the idea of intellectual property and have students give examples of this 'creations of the mind' type of property, **eg**
 - paintings, films, computer applications, music albums ...*
- Do they think that we should be able to 'own' our ideas in the same way that we own tangible property like cellphone and skateboards?
- Can they think of any measures they could take to protect original ideas and creations from being stolen and used by other people – particularly to try and make money? How would they personally feel if this happened? Can they think of an example of this form of stealing?

WHY WE HAVE COPYRIGHT LAWS

- What does the dictionary tell us that copyright means? Remind students that in New Zealand and most countries around the world, there are copyright laws that say that no person can copy, use, perform or sell an original idea unless they have permission from the creator.

IT'S A HUGE PROBLEM FOR MUSICIANS

- Can the students suggest how downloading illegal music files from the web and sharing their own music with others using P2P software such as limewire is now a really huge problem for musicians. Brainstorm a list of effects this could have on the career of a musician or even people who would like to take it up as a career. Share ideas.
- In groups, encourage students to have a frank discussion over the rights and wrongs of this. What is their honest opinion? Is it stealing? Just because lots of their friends do it, does this make it right? Is it not just the same as walking into a shop and stealing an article? Who suffers and how. Share opinions with the class.

ARE THERE ANY OTHER CONSEQUENCES?

- Did students know there are real risks in file sharing? Go to www.lovemusic.co.nz > select Learning About > select Keeping safe online > select Dangers of Peer-2-Peer Software. Work through the ideas with the class and have them list the very real dangers of this software, both for themselves and for other users of that computer.

HOW DO WE STOP IT

- Ask students how important is Internet use to them? What do they use it for and how much time do they spend online. (Graph uses and times)
- Challenge students to come up with any ideas to stop illegal downloading and sharing (uploading) of files.
- Do they know what an ISP is (Internet Service Provider) and who is their family's provider?
- Did they know that when they are sharing files their Internet address and the address they are sharing files with are easy to find and are public knowledge? Do they think that a solution to illegal sharing of files would be for an ISP to cut them off (terminate their account) if they were found to be illegally sharing files?
- Do they think that ISPs should be able to do this? Have them consider the following:
 - the people who are file sharing don't know about copyright*
 - they don't share files but a friend staying with them does*
 - they share files but the home account, used by all the family, is cut off because of them – is this fair?*



THINGS ARE BEING DISCUSSED

- Tell students that ISPs and RIANZ are talking about this problem at the moment and that solutions to help solve the problems of unfair termination could be:
 - if an Internet account is found to be sharing files, the account holder (person who pays the bill) will be sent a letter/email telling them that this is happening, it is illegal and their account could be 'terminated' if it continues.*
 - if it continues they will be sent a second letter/email again explaining it is illegal and what will happen if it still continues.*
- Do the students think that being given two warnings is a much fairer way than simply terminating the account? What would receiving the warnings let the account holder do? **eg**
 - talking to other people in the house who are file sharing about the consequences for the whole family.*
- Tell students that the letter/email will also help people learn about why we have copyright, where to get legal downloads and how it helps us keep enjoying what creative people do.
- Challenge students to come up with creative ways that they can begin to educate people about file sharing, why it is illegal, the effects it has on creative people, the very real dangers to Internet users, and the proposed consequences.