



PROPERTY AND HOW IT CAN BE STOLEN

A dictionary will tell you that stealing means 'taking the property of another without right or permission'.

WHAT IS PROPERTY?

Property can be tangible - you can touch it and see it - and intangible. Examples of intangible property are an idea or something you personally created such as a story, a picture or a piece of music. They are often called intellectual property. And just like your mum and dad's house or your family car, you can own intangible property. You can also register your ownership of this intangible property by asking for 'copyright' on your story, idea or piece of music. If someone copies your story, your picture or piece of music, that person is breaking your copyright or stealing your intellectual property.

HOW COMMON IS THE THEFT OF COPYRIGHT?

Unfortunately, copyright theft is happening all the time. It's just that many people don't realise they are stealing. Here are some examples ...

Strictly speaking, every time you or your teacher or your mum and dad photocopies something from a book, that is theft of copyright.

Every time you or one of your brothers or sisters copies a piece of music or computer software, that too is theft.

Who is going to know, you ask? Probably not many people. And generally, the people who own the copyright don't mind if you copy one of something. Hadly anyone has action taken against them for photocopying a text book or copying a piece of music to use in the car.

But if you think about it, this is actually theft of what is known as someone's intellectual property. If you couldn't and didn't copy the page out of the text book, you would have to buy another book to pass on the information. Likewise, instead of copying the music for the car, you would have to buy another CD or cassette. In both cases, the person who created the original story or music would earn more money from the extra sale of the book or CD. And that's why there is copyright law; to protect the rights of authors, artists and musicians to make sure they get paid what is due to them.

SO WHAT'S THE PROBLEM?

The problem is there are people all over the world who want to make money out of other people's talents. How would you like it if someone stole your homework assignment and copied it and used it as his or her own assignment and sold it to others in the class for money?

Believe it or not, there are people who will copy a piece of music, for example, and sell hundreds of copies and pocket the money themselves. And the rightful owner of that piece of music misses out on his or her rightful earnings. This is becoming more common and is something the music industry in New Zealand has decided to try and stamp out.

We all know that stealing is wrong, and it's against the law, but sometimes you actually don't know you're stealing.

HOW DO THEY DO IT?

Let's take music as an example. We all know that technology is moving quicker than ever. People can now copy music in very quick time- much quicker than they could only a few years ago. That's because you can copy a CD much quicker than a music cassette. It takes just as long to copy a music cassette as it does to play it. Not so a CD. Because a CD uses digital technology, it can be copied almost as fast as photocopying a page from a book. People who copy CDs use computer programmes to do so. By linking a lot of computers together, they can copy or 'burn' many CDs all at once.

WHO BURNS AND WHERE DOES IT HAPPEN?

Computers are becoming more and more common. No one is quite sure how many there are in use in New Zealand. But there are millions - in homes, in offices, in factories and in schools. And it's in schools and homes where much of the CD copying takes place. If you've been approached at school to buy the latest Che Fu CD for much less than you'd pay in the shops? You can bet it was a 'burned' CD.

WHAT DO THEY DO?

Tim - not his real name - goes into his local music store and looks at the local charts. He finds out which albums are selling well. He goes to the counter and buys the top selling album for this week. He then heads off to the local discount store and buys a pack of 10 blank, recordable CDs for \$19.99. Tim takes it home and copies it on to the hard drive of the family computer. He then copies the album on to each one of the recordable CDs. When Tim returns the original CD to the store and gets his money back, he has 10 music CDs which have cost him only \$19.99. That's \$1.99 each and they cost \$32.95 each in the record store. Tim now sells those 10 CDs for \$10 each at school. Work it out - he gets \$100 for selling the CDs and he paid the shop \$19.95 for the blank CDs. That's a profit of \$80.05. If Tim has exchanged the first CD for another, he does the same thing again and again; forever if he wants to - without having to buy an album.

IT'S ILLEGAL AND IT'S STEALING?

The problem is it's illegal and by doing this Tim could pay a fine because this is stealing. Tim is stealing someone else's work and getting paid for it. What's more, because the album he copied is Navigator by Che Fu, he's stealing from a NZ band.

Michael Glading is the man responsible for representing the recording industry in New Zealand. He says that if everyone keeps copying the CDs of new Zealand bands, no one will want to buy their music and the bands will lose money. Michael says no one can afford to lose money for a long time, so bands will not be able to survive. And that means less New Zealand music for us to listen to. And because piracy is a world-wide problem, eventually the record companies won't be able to afford to support young musicians. And there will be less music available for us to all hear on CD.



BRN>BRNT

It's a Crime Against Our Music

BURN & GET BURNT

BRN>BRNT is a publicity campaign designed to inform everyone about what's happening now and how it can affect musicians.

Many of your favourite Kiwi musicians support the campaign. Neil Finn, Che Fu, Dave Dobbyn, Stalla, Tadpole - they've all said that burning CDs is wrong.

WHAT CAN YOU DO?

You can stop buying illegal CDs. That's a good start. And you can tell people selling them it's uncool because it deprives Kiwi musicians of what is rightfully theirs. And you can tell your friends about BRN>BRNT. If you like the music you should recommend it, not burn it!

BE IN TO WIN 40 CDs

- Be in to win 40 of the latest CDs from Che, Fur Patrol, Stellar* & Tadpole!
- Simply visit www.rianz.org.nz, answer three easy multiple choice questions on BRN>BRNT.
- Competition closes Monday 25 March, 2002. Entries accepted by post and via the website. See website for terms and conditions.

Shared Reading Student Copymaster 2



It was 6 years of playing gigs and doing demo's before Tadpole finally got a break. Eventually a recording company realized that our fans were behind us and that we were worth backing.

Without the support of a recording company we would never have been able to get an album together and who knows, you may never have got to hear our music.

When you buy original CDs and say no to pirated copies you're playing a vital part in getting new music out there.

Thanks from Tadpole and all the new bands.

Please continue to support new artists **-don't burn them!**

USING THE BURN & GET BURNT COPYMASTERS

TEACHER NOTES

- BRN&GET BURNT is a major publicity campaign to inform young people about the growing problem of illegal copying (burning) and selling of CDs and how it affects musicians. Use the following activities and copymasters as part of your English programme.

TUNING IN

- Have groups brainstorm and list property that they personally own, **eg** a computer, CDs, mountain bike, skateboard etc.
- Tell students that this is 'tangible' property - property you can see or touch. How do students feel if they lose or have any of their property stolen? Share ideas and experiences.
- To introduce the idea of intangible/intellectual property, discuss the following scenario. 'They visit their local stationery shop and they find a postcard for sale which is a direct copy of a painting they entered in a local art competition'. How do they feel? Is it theft? Who owns the picture? The idea to get across is that someone else is making money from their idea or inspiration - their property!
- Look up the definition of copyright. What does copyright protect?
- Distribute copymasters to the students. Tell them that they will be learning about a major copyright 'theft' problem we have in the local and overseas music industry.

USING THE COPYMASTERS

- Use the copymaster for shared oral reading around the class.
- Make sure students understand the meaning of property.

DISCUSS AND DEVELOP THESE IDEAS

- How do musicians, writers and artists make a living from their work?
- What is the purpose of copyright law? Why is it hard to police?
- How is a writer, musician or artist affected every time someone copies one of their creations/ideas
- Is copying the same as stealing 'tangible' property?
- Discuss how we have probably all violated copyright at some time or other - how and why have we done this?
- What technology has made copyright theft a real problem in the music industry?
- How would you know a CD has been illegally burnt?
- What are the consequences for the musicians if burning of CDs continues?
- What are the consequences for us - the people who enjoy music?

GETTING THE MESSAGE ACROSS

- Discuss the suggestions as to how the students can help stop the stealing of musicians property.
- Develop the idea that we must show respect for other peoples ideas (property).
- Have groups brainstorm ideas for mounting a schoolwide campaign against burning CDs, **eg**
 - posters, talks by musicians, invite a lawyer to explain copyright law, talks at assembly, signing of individual pledges ...