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Student assessments are an important component of i-SAFE. When beginning the i-SAFE program with these lessons, i-SAFE strongly encourages educators to administer the pre-assessment online at <http://auth.isafe.org/selftest/index.php>.

To verify a School ID#, login at www.isafe.org, go to the My Info page and select “Find your school ID.”

Upon completing the i-SAFE lessons, please direct your students to take the online post-assessment. Assessment data can be used by your school/district as a reliable measurement of its Internet safety education policy.

i-SAFE Intellectual Property Unit – Featuring Donny the Downloader



Suggested Grade Level 6

Curricular guide with options for classes with or without computers

Overview

The Intellectual Property Unit consists of traditional lessons and activities as well as PowerPoint options combined into one unit. The unit can be divided at the lesson component sections indicated into shorter lessons.

Complete all lessons to ensure all necessary information on intellectual property is covered.



Unit Content

- Intellectual Property Basics with Donny the Downloader (includes option for use with computers)
- Music Makers—Unknown Victims
- Plagiarism and the World Wide Web
- Cite Your Source
- Let's Talk About Intellectual Property (Review PowerPoint Lesson Featuring Donny the Downloader) – covers key concept from this unit
- Donny the Downloader on All About Piracy PowerPoint Lesson

Unit Goals

This unit makes use of the character, Donny the Downloader, to engage students in critical thinking activities to promote conceptual understanding of unit objectives. In this way students will:

- Make a distinction between tangible property and intellectual property.
- Define intellectual property as intangible property that has been created in the mind before it is turned into a material item (articles, books, music, etc.).
- Identify copyrighted materials as tangible works that are protected from being copied, distributed, performed, or changed without the creator's or owner's permission.
- Define the term "piracy" as the unauthorized reproduction and distribution of copyrighted works.
- Relate the concepts of intellectual property and piracy to relevant available online materials: music, videos, software, etc.
- Identify how plagiarism occurs.
- Understand the basic consequences of intellectual property theft to the owner/creator.
- Understand the consequences of intellectual property theft to the thief.



This icon will appear in student references and activities to indicate an opportunity to demonstrate what they have learned as they help set Donny straight about the right ways to use intellectual property.

Enrichment Goal

i-SAFE enrichment activities are designed so that they can be implemented by students. Provide your students with the necessary reference materials included with this lesson plan and guidance on how they can complete this activity. You may want to engage others to support this project, such as an adult advisor, school club, student council, technology team, etc. i-SAFE also offers a wide range of online support for students who register (free of charge) at www.isafe.org, including the i-MENTOR Training Network videos.

Enrichment Activity

Students are provided with opportunities to think about their project throughout the lesson activities.

Guide students to meet the enrichment goal upon completion of the unit.

This unit's enrichment activity is the creation and display of a slogan (poster) or Web site banner to create awareness about what they have learned in the unit of instruction.

Plan

- As a class, brainstorm a slogan or information to use on a Web site banner (with computers) or posters (without computers) to reinforce the message of copyright and fair use.
- Design the banner as a class using the slogan and critical information from the lessons.
- Ask permission to host your banner or school/network site to remind other students to cite sources, etc.

Display

- With computers: Post the banner on your school Web site or network.
- Without computers: Place posters in school library/media room or computer lab areas.

Material/Preparation

- Online access to the i-SAFE assessments, if appropriate for this lesson
- A copy of activity pages for each student or student group as listed at the beginning of each lesson
- Computer access for PowerPoint (optional)
- Computer access for HTML activities (optional)

Assessment

Pre-assessments

- When beginning the i-SAFE program with any lesson in this unit, administer the pre-assessments online at www.isafe.org by clicking on the link, "Assessments," prior to the lesson. Students will need to know their i-SAFE school ID# to obtain access.
- To verify school ID#, login at www.isafe.org, go to your "My info" page and select "Find your school ID."

Post-assessments

- When ending the i-SAFE program with any lesson in this unit, administer the post-assessment online at www.isafe.org by clicking on the link, "Assessments," following the lesson. Students will need to know the i-SAFE school ID# to obtain access.
- To verify school ID#, login at www.isafe.org, go to your "My Info" page select "Find your school ID."

Mentors

All students participating in the i-SAFE curriculum are considered i-MENTORs. If they haven't done so already, have students enroll online by clicking on "Create Account" at **www.isafe.org** to take full advantage of the support and incentives offered. This may be done at any time during the lessons, or students may complete the registration at home.

LESSON—Intellectual Property Basics with Donny the Downloader



Suggested Grade Level 6

Materials

For use with computers: Computer access for the HTML resource/activity

For use without computers: Copies of the reference and activity page for each student group

Pre-assessment—When beginning the i-SAFE program with this lesson

- When beginning the i-SAFE program with this lesson, administer the pre-assessment online at **www.isafe.org** by clicking on the link, “Assessments,” prior to the lesson. Students will need to know the i-SAFE school ID# to obtain access.
- To verify school ID#, login at **www.isafe.org**, go to your “My Info” page and select “Find your school ID.”

Learning Objectives

Students will:

- Make a distinction between tangible property and intellectual property.
- Define intellectual property as intangible property that has been created in the mind – before it is turned into a material item (drawing, books, music, etc.).
- Identify copyrighted materials as tangible works that are protected from being copied, distributed, performed, or changed without the creator’s or owner’s permission.
- Relate the concepts of intellectual property to relevant available online materials: music, videos, software, etc.

Discussion

Guide a brief discussion about property and lead into a definition of intellectual property.

- Ask students if something one of them thinks up, and then writes, draws, or makes, is property. Ask how this is different from regular property.
- Discuss why these items should be considered property – many people make their living from them; they belong to, or are owned, by the creator.
- Define the term, copyright: Copyright is protection provided by the laws of the United States to the creators of things like books or other written works, as well as other dramatic, musical, and artistic works. To be copyright protected the works must be in tangible form. This protection means that the owner has control of what can be done with his or her intellectual property. Copyrighted works are protected from being copied, distributed, performed, or changed without the creator’s or owner’s permission. This protection is available to both published and unpublished works and applies to students’ work. (This will be covered more in lesson 2.)
- Define the term intellectual property. Explain that the term “intellectual property” is a name used to describe intellectual material, or material that is intangible (you can’t touch it) – ideas, music, words, pictures. You may not be able to touch it, but it does have value to the person who made it.
- Have the class brainstorm examples of intellectual property that they think have some type of value to the creator or owner. Possible examples: music you hear on the radio makes money for its owners, an author makes money from his books, a school project made by a student may get a good grade.

- Discuss – if intellectual property has value, would it be OK to steal it from the one who owns it? Why or why not?
- Have students show by raising their hands if they have ever copied a picture, used someone's idea, downloaded music, software, or movies off the Internet. Talk about whether this is stealing now that they have refined their definition of property to include intellectual property.

Group Activity

To implement the activity, choose one (1) of the following options: for classroom **with computers** or for a classroom **without computers**, to accommodate different classroom styles.

Persuasion Chart (Explain before moving to the “with or without computers” options):

- Explain to the students that they are to read the activity pages or the computer reference material and then brainstorm in their groups reasons why intellectual property needs to be governed by rules and regulations, Meaning, when others take it, it is considered stealing, etc.
- Go over the chart with them. Students using computers will be able to fill it in online. In the box to the left is the title intellectual property. That is their topic. The next three boxes to the left are for supporting reasons. Two have been filled in for them. They need to come up with a third reason in their groups for the third box. Finally, the column to the right has six boxes. They are to fill these in with examples supporting their reasons. The first reason is that intellectual property is worth money. They can prove this by giving examples of people purchasing CDs, which contain music – an intellectual property.
- At the bottom of the chart is an area to brainstorm ideas for a Don't-be-a-Donny slogan for a poster or Web site banner. Explain that this activity will be completed at the end of the unit. They are to think of ideas as they learn about each key concept of intellectual property.

With Computers:

Divide students into small groups. Have students work through the online reference material. (This can be done individually if necessary).

- You are authorized by i-SAFE to reproduce files in any way appropriate for providing individual computer access in your learning environment, such as CD, disk, hard drive copies, or network availability.
- The information in this overview covers information on property, intellectual property, plagiarism, copyright, and consequences of theft.
- Students may then print and turn in this activity sheet if completed online or turn in the worksheet if filled offline.
- Proceed to Discussion 2 and Presentation.

Without Computers:

Divide students into small groups. Hand out the Persuasion Chart, and Reference page.

Discussion 2 and Presentation:

- Have students present their charts class and explain their third reason and examples.
- Discuss what they have learned about intellectual property.
- Have students share their ideas for a Don't-be-a-Donny slogan or Web site banner theme. Ideas will be used in the unit enrichment activity.

Enrichment Activity

This unit's enrichment activity is the creation and display of a slogan (poster) or Web site banner to create awareness about what they have learned in the unit of instruction.

Post-assessment – When ending the i-SAFE program with this lesson

- When ending the i-SAFE program with this lesson, administer the post-assessment online at **www.isafe.org** by clicking on the link, “Assessments,” following the lesson. Students will need to know the i-SAFE school ID# to obtain access.
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REFERENCE—Donny the Downloader



Meet Donny the Downloader – he’s got a problem! He doesn’t have a clue about the meaning of intellectual property or how to use it correctly and legally. Don’t be a Donny!

Look this icon



It indicates a chance to demonstrate what you have learned as you help set Donny straight about the right ways to use intellectual property.

What is Intellectual Property?

Intellectual Property is a name used for **copyrighted** material, or things that are intangible (you can’t touch it)—like ideas, music, written word, and pictures.

Copyright is legal protection provided by the laws of the United States to the creators of things – like books or other written works, as well as other dramatic, musical, and artistic works. Copyrighted works are protected from being copied, distributed, performed, or changed **without the creator’s (or owner’s) permission**.

This protection is available to both published and unpublished works.

That means – something you create is protected.



This symbol on a person’s works shows that it is protected by copyright laws

So what’s the Big Deal?

You may not be able to touch it, but intellectual property has value to its owners. The owner has control of what can be done with his or her intellectual property.

Don’t Be a Donny

It is wrong to copy or download materials you don’t own (like music) if you don’t have permission. That’s called piracy, and when you commit piracy, the person who made them doesn’t get paid or get credit for their work, and you are stealing something that belongs to someone else.

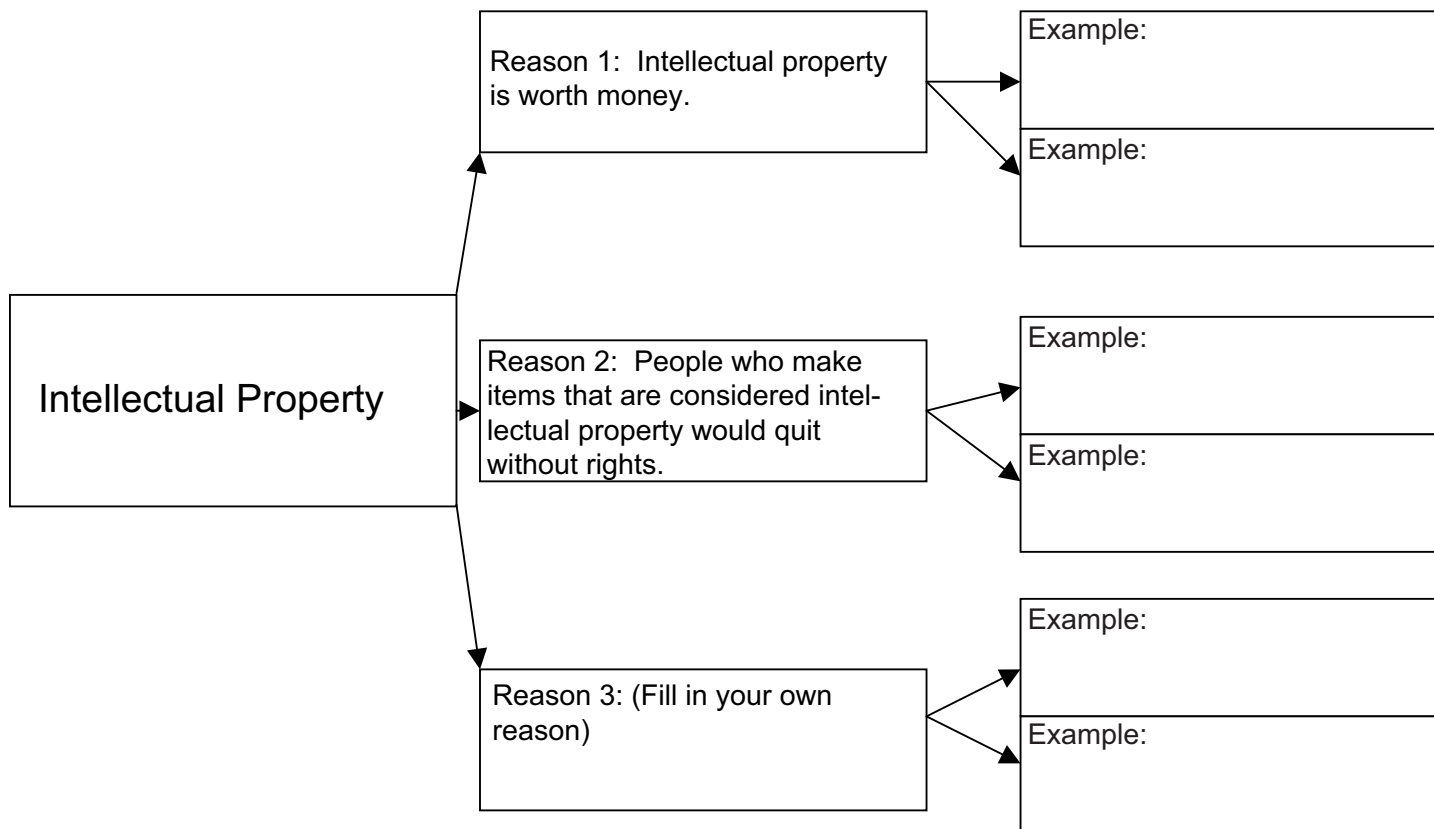
And when you purchase music, movies, or software—you have purchased the right to use or listen to it—NOT to make copies for your friends.

Discuss: If you worked hard to make something and people kept stealing it, would you keep making it?

Persuasion Chart

Directions

Using the graphic below, brainstorm a convincing argument for intellectual property having the same rights and responsibilities as normal property. Convince others that property is property whether or not you can touch it. Some boxes have been filled in to help you get started. When finished, write a public service announcement with your group conveying what you have learned to others.



Public Service Announcement: (This is an educational “commercial” on what you have learned.)

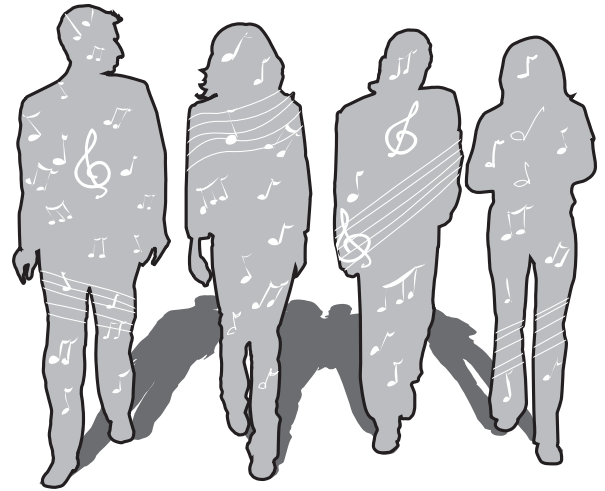
LESSON—Music Makers—Unknown Victims

Materials/Preparation

- a copy of the provided script
- a copy of activity pages for each student
- online i-MENTOR registration (each student)

Pre Assessment – if beginning the i-SAFE program with this lesson

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Learning Objectives

Students will:

- Be able to define intellectual property, piracy, and copyright.
- Be able to identify the consequences of illegal music downloading and piracy.
- Be able to articulate and communicate their knowledge and understanding of copyright and piracy to others.

Discussion

- Guide a brief discussion about property, and lead into a definition of intellectual property.
- Ask students what they consider property. Discuss their answers, and list them on the board.
- Ask students if something that one of them thinks up and writes, draws, or makes is property. Ask how this is different from regular property.
- Discuss why these items should be considered property (many people make their living from them, and they belong to or are owned by the creator).

Reference Page

- Hand out the reference page and read as a class. Discuss the following:
- What does “copyright” mean? Copyright is protection provided by the Constitution and laws of the United States to the creators of things like books or other written works, as well as other dramatic, musical, and artistic works. To be copyright protected, the works must be in tangible form.
- Copyrighted works are protected from being copied, distributed, performed, or changed without the creator’s (or owner’s) permission. This protection is available for both published and unpublished works, and applies to students’ work. Illegal reproduction or unauthorized use of copyrighted work is often known as piracy.
- Intellectual property is copyright, patent, trademark, or other form of protection for material that is intangible (you can’t touch it), including ideas, music, the written word, pictures. You may not be able to touch it, but it does have value and is often considered the property of the person who created it.

- Discuss: If intellectual property has value, would it be OK to steal it from the one who owns it? Why or why not?
- Discuss: Why is it their (and all cyber citizens') responsibility to ensure that intellectual property rights are respected? Compare lawlessness in the physical community to lawlessness in the cyber community. Will legal freedoms for all on the Internet be jeopardized by those who use it to commit crimes?
- Examine the term "piracy" (the unauthorized use or reproduction and distribution of copyrighted material).
- Ask students if they have ever committed piracy (illegal downloading of music, copying a CD for friend, etc.).
- Ask students if they have ever considered the consequences of their actions for others.
- Ask students who some of the potential victims of piracy are (i.e., songwriters, artists, producers, sound engineers, truck drivers, support personnel like secretaries, assistants, etc.).

Peer-to-Peer Activity

- Allow students to volunteer to role play those in the music industry, victims of networking, etc.
- Give each student who volunteered a script.
- Allow students a few moments to read the script and familiarize themselves with the role.
- Have students come to the front of the room as a panel.
 - > If possible, have desks or a table at front so they sit facing the class.
 - > Post a small sign identifying each character.
- Hand out the student activity sheet to all students.
- Instruct students that they are responsible for filling out the worksheet based upon the "performance" of the panel of characters and in accordance with what they have learned about intellectual property.
- Have students on the panel introduce themselves (in role).
- Allow each student to read his or her script.
- Allow for questions and answers from classroom audience.

Concluding Discussion

Use the activity page to examine the issues.

- Discuss the validity of each group's viewpoint along with legal and ethical issues.
- Review and discuss activity page answers with students.
- Ask students why information like this is important for them to know.
- Lead into a discussion about the enrichment activity.

Enrichment Activity

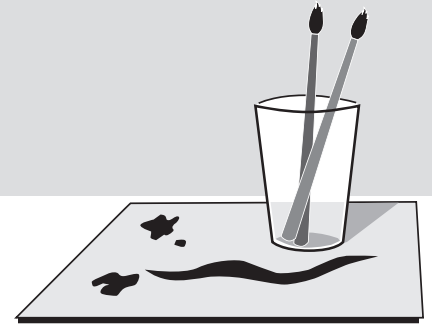
This unit's enrichment activity is the creation and display of a slogan (poster) or Web site banner to create awareness about what they have learned in the unit of instruction.

Post Assessment – if ending the i-SAFE program with this lesson

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Create Awareness with Poster or Webpages!

Educate Others – Draw Attention to Intellectual Property Issues



Develop Your Ideas

Think about what you’ve learned about intellectual property use on the Internet. Discuss why it is important to discuss this issue with others and how to be proactive in dealing with it. Here are some example ideas:

- Conduct a school wide awareness week for Internet responsible use issues.
- Develop and display posters created in the lesson throughout the school to raise awareness.
- Create a webpage about intellectual property use and display it on your school Web site.

Draw Attention—with a Poster or a Webpage

Create awareness art that promotes responsible Internet use!

One of the best ways to reach out and get your message across is through expression. A creative poster or webpage that inspires, educates, and motivates students to be responsible and safe online is right at your fingertips.

Gather Materials!

- Cardboard, poster board or butcher paper—anything easy to paint or write on
- Paint and Paint Brushes – Crayons, Markers, Pencils
- Computer Software (i.e., Webpage Authoring, Adobe Photoshop, Illustrator, Microsoft Paint, etc.) to enhance or create your awareness digitally

Build It—Be Creative! Draw attention to get your message across!

On some scrap paper, draw up a rough idea of what you’d like the poster or webpage to look like. Responsible use is the theme. Remember to use **powerful words and bold pictures** to catch everyone’s attention. You can use quotes, song lyrics, or passages from a book. (Be sure to cite your source and reinforce your message!) Next, get to work! Take your idea and make it come to life.

Post It!

Put your poster up where the most people will see it. A poster is only as good as its **location**. Be sure to ask your principal before you hang posters around your school. If your class is creating larger number of posters, create a cyber gallery in the school library, cafeteria, or main hallway. Create a “Hallway of Inspiration” motivating students to be safe online.

Upload It!

Get permission to post your webpage on the school Web site – advertise it in the school newspaper or in the media or in the media center. Be seen—be heard!



REFERENCE—Music Makers

The fact is that millions of people earn their livelihoods from the creation and sale of music. These industry jobs range from the artist singing the song, to the sound mixer in the studio, to the guy who owns the local CD store. Each one has a stake in the business.

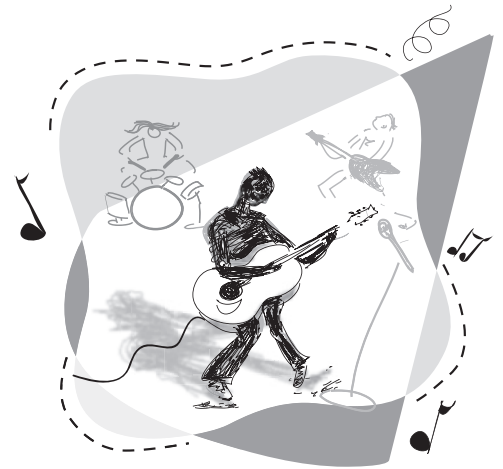
Their livelihoods depend on the enforcement of intellectual-property laws. These laws protect music, movies, software, pictures, etc., from being copied, distributed, etc., without permission from the creator.

Recording Industry Copyrights

Copyrighted works are protected from being copied, distributed, performed, or changed without the creator's or owner's permission. Items that can be copyrighted are a form of intellectual property that are in TANGIBLE form (not just someone's thoughts or ideas).

In the recording industry, two main types of copyrighted works are involved:

- The Musical Composition Copyright: This is written lyrics and notes, and is usually owned by the songwriter or music publisher.
- The Sound Recording Copyright: This is the recording of the performer singing or playing a song, and is usually owned by the record company.



PIRACY – This is the unauthorized reproduction and distribution of copyrighted works.

Online Piracy and Electronic Theft – Unauthorized Internet music sites provide sound recordings in a variety of formats, such as .wav files or MP3 files, online to anyone with a personal computer. Music can be downloaded and played indefinitely without permission from or compensation to the artists.

All About Sharing

Many people refer to the uploading and downloading of music as “sharing.” Even the term “file-sharing” reinforces this belief. It is mistakenly believed that this is legal or without consequences. However, this is not sharing. Sharing would be if you owned a CD and loaned it to someone else. While the other person had it, you would not be able to listen to it. However, when you upload music so that other people can download it, or when you download songs, you are not sharing, you are creating copies. These copies have not been paid for, so it's stealing.

Excuses, Not Justifications

People use a lot of different justifications for breaking the law. When it comes to piracy, some of these justifications include:

- I don't like all the songs on a CD, so why should I have to buy the whole thing?
- It's not really hurting anyone.
- Those artists have millions; my downloading a song/movie isn't going to hurt them.
- Everyone else does it, so how wrong can it be?
- CDs are just too expensive.

Bottom line: Engaging in piracy hurts working people and is against the law—prosecution is justified!

SCRIPTS—Music Makers

Average Joe

My name is Joe. I'm 42 years old. I have two kids, aged 11 and 14. They are into all the newest pop music, while I prefer to listen to my oldies station. I've never had to rush out and buy the latest CD, although certain songs grow on me, so I'll break down and buy those CDs. Lately, I've bought more CDs for my kids. They seem to always want the latest tunes.

I am concerned about all this mumbo jumbo I read in the papers about lawsuits and illegal downloading. I'm not tech savvy, but I worry about what my kids can do online. I often wonder if they are downloading music. This really concerns me because I know some of the stuff they listen to is edited—the ones online may not be. I always preview the CDs I buy for them; it helps me feel like I can somewhat control what they listen to.

Of course that isn't my only concern. I read about these lawsuits, and I worry that my kids might be the ones downloading illegally. I ask them about it, and they promise me they aren't doing anything wrong. But, do they even understand what is wrong? With the Internet, so many lines seem blurred these days.

Then, of course, I'm also worried as a consumer. If fewer people are buying music the legal way, will that make prices go up? Will less music get produced? Will the local CD shop close down?

The Downloader

Yo, dudes, I'm Alex. I'm a 21-year-old college student. I'm like way into music and all. I just don't get what all the fuss is about with this downloading stuff. I mean, those music stars are all rich anyway. My downloading a few songs here and there ain't going to hurt anyone.

It's not like I don't buy CDs anymore. It's just that I only buy GOOD CDs. So many were such a rip-off in the past. You'd get maybe one or two good songs and a bunch of junk. But it's not like you had any option. Now I go online and download some songs and see if it's even worth it to get the album. If not, I just download the ones I like and burn myself a mix CD when I get time.

My friends and I do a lot of music trading. We've got to fill up our iPods. I just can't afford to buy a lot of music anyway. Some of it just isn't classic. I'll listen to it for a few weeks, and it gets old.

Besides, I do my part to support the music industry in other ways. I've seen seven concerts in the past year, and let me tell you, those tickets weren't cheap.

Plus, I think sharing music is actually helpful. I have a friend with a garage band, and he's getting his name and music out there using the Internet and free downloads. It's a new era, and things change. I'm just keeping up with the times.

Music Labels

Try to see the point of view from people who bring music to the public. Illegal downloading of music is hurting all the people who create music—songwriters, artists, producers, and their business partners—and ultimately music lovers everywhere! When people steal music rather than pay for it, all of us in the music community have less income, and that means less money to invest in new, up-and-coming artists. It also means that artists and songwriters aren't getting paid the royalties they've earned. Music fans can show their enthusiasm for musicians by supporting legal downloading.

The hurt caused by illegal downloading has forced us to take a hard-line stance and start suing individuals. We are determined to enforce our rights and hold accountable those who continue to illegally download. And hopefully in doing that, there will be more work for people who make music for the public to enjoy.

We love music just like you do. We want artists and the music community to thrive. One way we help is to continue to promote great legal alternatives for music fans. One big step is the availability of online music through a variety of Web sites that make music downloads legal, convenient, and easy. The industry's approach to the issues is combining education, new innovations, and enforcement to save music from illegal piracy.

Behind-the-Scenes Music Makers

I'm Tonya. I'm what is known as a music arranger. I take the music and words written by the composer and I "arrange" them. I prepare or adapt a melody and harmony for a performance. Oftentimes I add an intro, middle, repeats, modulations, etc.

It's so frustrating! My job is one that often goes overlooked in the industry by others. Most people who buy a CD probably don't even know I was involved. I have to admit that I'm quite concerned about illegal downloading. I'm not an artist or an exec, and my pay is nowhere near theirs, so hits on the industry really worry me. Now I'm feeling like I really need to be heard—this work is what I love to do, and it pays the bills. I need artists to sell CDs or legal downloads, and to tour in order for me to make money. I can't rely on just a few big names, either. I get paid by the job, and one or two artists here and there just won't pay my rent.

I'm hoping the downturn in the industry sales during the past few years will change soon. Otherwise, I might need to start looking for another job. If music arrangers can't make a living doing the job, we'll have to get jobs doing something else. It was hard for me to get this job, and I love what I do.

ACTIVITY—Music Makers

Directions

As you listen to each script, jot down the issues and key points each participant mentions, and answer the following questions. Ask any necessary questions of the participant to clarify answers.

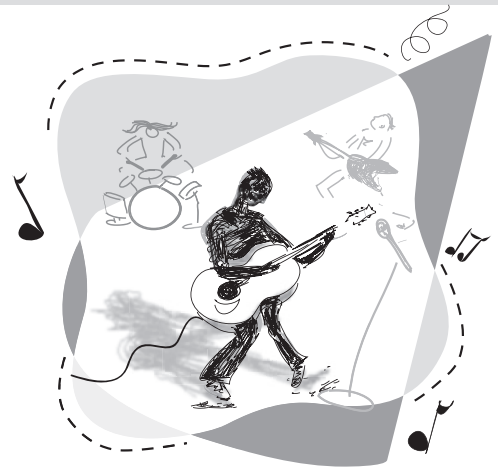
“Average Joe” (The Common Man)

Issues mentioned:

Validity of viewpoint:

Does this viewpoint support the law?

Does this viewpoint acknowledge the viewpoint of others?



“The Downloader”

Issues mentioned:

Validity of viewpoint:

Does this viewpoint support the law?

Does this viewpoint acknowledge the viewpoint of others?

“The Music Labels”

Issues mentioned:

Validity of viewpoint:

Does this viewpoint support the law?

Does this viewpoint acknowledge the viewpoint of others?

“The Little Guy” (Behind-the-Scenes Music Makers)

Issues mentioned:

Validity of viewpoint:

Does this viewpoint support the law?

Does this viewpoint acknowledge the viewpoint of others?

Steps to Solutions

- (1) It is often overlooked that piracy hurts a wide variety of people who make their livelihood in the music business.
- (2) It is often overlooked that the music community is working toward providing consumers with legal solutions to benefit both the user and the industry when it comes to obtaining music on the Internet.
 - Individual songs can be purchased online—you don’t need to buy a complete CD.
 - Online music can be purchased for a small fee.
 - Artists often provide songs for free on Web sites for promotional purposes.
- (3) It is often overlooked that the Internet is still evolving – the laws governing Internet interactions are still being written. As a citizen it is your responsibility to follow the law, and your right to communicate your opinions on issues that are meaningful to you.

Think About It

Answer the following based on what you have learned.

Which viewpoint on piracy had you never considered before? Why?

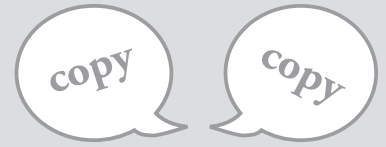
Which viewpoint did you most agree with or understand? Why?

Based on these activities, what have you learned about copyright, illegal downloading, piracy, etc?

What do you know now about the different people who are affected by illegal piracy?

What does the recording industry have to gain by listening to what music consumers have to say?

LESSON—Plagiarism and the World Wide Web



Materials

Copies of the reference and activity page for each student or student group

Pre-assessment – When beginning the i-SAFE program with this lesson

- When beginning the i-SAFE program with this lesson, administer the pre-assessment online at www.isafe.org by clicking on the link: “Assessments,” prior to the lesson. Students will need to know school ID# to obtain access.
- To verify school ID#, login at www.isafe.org, go to your “My Info” page and select “Find your school ID.”

Learning Objectives

Students will:

- Define plagiarism.
- Identify how plagiarism occurs.
- Understand the basic guidelines for fair use of intellectual property.

Discussion 1

Review by having students provide a definition of intellectual property.

Write two terms on the board: “plagiarism” and “paraphrase.”

Have students define the terms. Discuss as necessary to clarify the definitions.

Hand out the reference page, *Have You Heard about Plagiarism?*

Go over the page as a class.

Select a student to write the definitions on the board. Ensure that the definitions reflect the following:

- **Plagiarism:** Presenting another’s work as your own. Example: cutting and pasting into a research document without giving credit.
- **Paraphrase:** Restatement of a text, passage, or work that gives the same meaning in different forms.

Introduce the concept of Fair Use:

Inform students that there is much more to copyright than what they have learned so far in this unit. Lawmakers came to the realization that sometimes, to advance education, students and teachers need to use products that are copyrighted. To cover these situations they developed the **fair use** laws which create **exceptions** to copyright law for educational and other purposes.

- Discuss why fair use exceptions might be granted.
- Discuss how the world/school work might be different without fair use exceptions.
- Fair use is a complicated concept to understand. Especially when you add in the new technology and ways to access material. This lesson will help you understand when material (after giving credit) can be fairly used without contacting the creator.

Activity

Divide students into groups and hand out fair use reference page, Figuring Out Fair Use, to each group. Cover the page as a class.

- Hand out the activity page, Donny Tackles Fair Use to each group.
- Direct the student group to engage in the project activity as directed on the activity page.
- Proceed to Discussion 2.

Discussion 2

Have students review what they have learned from the activity. Use the Teacher's Answer Guide to go over the correct answers to the scenario worksheet. Cover these questions:

- What are some valid fair use exceptions?
- What are some scenarios where fair use did not apply?
- What should you do if fair use does not apply and you want to use the work?

Discuss school projects students have done.

- When have you made use of the fair use exception?
- When have I (the teacher) made use of the fair use exception?
- Why do we still need to cite sources? (Detailed information on citing sources is available in the lesson, "Cite Your Source.")

Peer-to-Peer Activity

Divide students into groups of three to four. Direct the students to engage in the project activity as directed on the activity page. In groups, brainstorm some simple rules or tips to serve as reminders of our responsibilities when it comes to copyright laws and fair use exceptions.

With Computers Option

Students create a webpage containing their rules/tips instead of using the worksheet.

Discussion 3

Provide time for the students groups to present their copyright and fair use tips, and discuss. Each group should briefly include the following during the presentation:

- Share their tips on copyright and fair use exceptions. The tips may be use in the enrichment activity.
- Discuss what they learned from the assignment.

Review

- Review with students what copyright and fair use is and the necessity for obeying copyright restrictions.
- Discuss why it is important to discuss intellectual property issues with others and how to be proactive in dealing with it.
- Encourage students to make a difference in their school when it comes to intellectual property issues by registering at www.isafe.org for additional activities and support concerning this issue.
- Lead in to a discussion about Enrichment Activity.

Enrichment Activity

Post-assessment – When ending the i-SAFE program with this lesson

- When ending the i-SAFE program with this lesson, administer the post-assessment online at **www.isafe.org** by clicking on the link, “Assessments,” following the lesson. Students will need to know the i-SAFE school ID# to obtain access.
- To verify school ID#, login at **www.isafe.org**, go to “My Info” page and select “Find your school ID.”

REFERENCE—Have You Heard About Plagiarism?



This occurs when you use someone else's work and pretend it is yours. Not only is it cheating, it is stealing.

Possible Consequences:

1. Fail the class
2. Fail the assignment
3. Suspension or expulsion from school
4. Could affect college eligibility
5. Lose your job
6. Get sued in court

Is it possible to use information from someone else's work and AVOID plagiarism? YES!

You will avoid plagiarism if you do any of the following:

1. Paraphrase and appropriately identify your source (tell where you got the info)
2. "Quote" your source
3. Cite references (make a list of – author, title, page, Web site URL, etc.)
4. Use footnotes



Don't be a Donny!

Use what you have learned to be a good Cyber Citizen!

Be responsible—Don't steal



Use this space to think of ideas for Don't-be-a-Donny slogan webpage banner (This is a very short educational "commercial" on what you have learned.)

ACTIVITY—Figuring Out Fair Use



It can be confusing! There are laws concerning intellectual property, and there are additional copyright laws. There are also rules concerning plagiarism. Now we include the topic of fair use, which allows use of materials for certain educational purposes. So how do you make a responsible decision?

Overview:

Intellectual Property: A product of intellect that has value. intellectual property can be intangible—like idea. For example, if you came up with a great way of selling something, you could patent your idea.

Copyright: The legal right granted to creators to make money from what they create. Items that can be copyrighted are a form of intellectual property that is TANGIBLE. For example, if you create a song, that is intellectual property. However, before it can be protected by copyright, it has to be tangible form (written down, recorded, etc.)

Plagiarism: Copying someone else's work and presenting it as your own. You are plagiarizing if you cut and paste from the Internet, or copy a picture, etc., and don't give credit to the author or creator.

Fair Use: A set of legal exceptions to copyright. Fair use allows certain uses of copyrighted material for educational purposes.

Being Responsible with Intellectual Property

What are Your Responsibilities?

For students, fair use is fairly easy. You have more rights to use materials than anyone else. You can use graphics and content for educational purposes in small amounts (30 seconds of a song, one picture from a book, etc.) Just remember to give credit so you're not guilty of plagiarizing. Also remember that work cannot be publicly displayed or put into a situation where it can't be distributed or copied (examples: Web sites, contest, sell for school funds).

Fair use is supposed to give you that right to enhance your education AND protect the creators and their monetary rights. To violate fair use law is to violate copyright. And, violations of copyright can carry some hefty penalties. Remember, there is no such thing as "not copyrighted." When you produce something, you automatically hold the copyright.

It's a serious crime to violate these laws!

Be responsible, and help others make good decisions, too.



The Following Examples may Help you Understand how Fair Use Works.

Examples

Let's say you are doing a multimedia presentation for school. Under fair-use laws, you are to use material found on the Internet or from CDs, books, etc., in your presentation without getting permission from the author. However, if you use this material without giving credit to the creator in a bibliography, you are plagiarizing. In other words, use it, but cite your source.

Let's say you do give credit for the music and photos you use in the bibliography and you aren't guilty of plagiarizing. You've correctly followed fair use, and your project gets an A+. Your teacher wants to showcase your work on the school Web site. Is this fair use? Unfortunately, no! You can't display work in a public forum without permission from the original creators. To present the project, you are allowed to use music and pictures for an educational purpose. As soon as you go public with it, such as on the Internet, it is no longer considered fair use (Based on CONFU Guideline.)

Donny Tackles Fair Use

Directions

Examine each scenario below, and decide if Donny has applied fair use of copyrighted material. Tell why, and give a responsible action that can be taken, if needed.

Scenario 1

Donny is compiling a video yearbook of the school year as part of a school project. He is scanning in photos of his friends and putting them into a slideshow with music. He uses the song "Survivor," by Destiny's Child—it will make a perfect background. He owns the CD, so he puts the whole track behind his creation.

Is this fair use? Yes No

Why? _____



Responsible Action: _____

Scenario 2

Donny and some classmates have edited together video footage of major news events throughout the year as part of school project. This includes short clips from news shows on NBC, CNN, etc. The project turned out so well that the school wants to use it as an intro to the video yearbook it is selling.

Is this fair use? Yes No

Why? _____



Responsible Action: _____

Scenario 3

For a school project, Donny and some friends interviewed people throughout the county on important events in history. These taped videos were hosted on the school Web site to demonstrate their work. Now they find out that a school across the county is using your video clips as an intro to its history fair.

Is this fair use? Yes No

Why? _____



Responsible Action:

Scenario 4

Donny has a major paper due for school. He finds a great Web site covering the information online. He cuts and pastes sections to put into his report. He doesn't need a bibliography for the paper, so he doesn't include one.

Is this fair use? Yes No

Why? _____



Responsible Action:

Scenario 5

Donny created an awesome multimedia project on the solar system using graphics he found on the Discovery Channel's Web site. Now his teacher wants to post his project on the school Web site as an example for others.

Is this fair use? Yes No

Why? _____



Responsible Action:

Copyright and Fair Use

Directions

In your group, use this page to brainstorm a few simple tips to help you and others remember copyright rules and fair-use exceptions.

Create a simple poster or webpage from your list.

1.

2.

3.

4.

5.

Donny Tackles Fair Use

Answer Key

Scenario 1

Donny is compiling a video yearbook of the school year as part of a school project. He is scanning in photos of his friends and putting them into a slideshow with music. He uses the song “Survivor,” by Destiny’s Child—it will make a perfect background. He owns the CD, so he puts the whole track behind his creation.

Is this fair use? Yes ☒ No

Why? Fair use provides that you can use a portion of a song—less than 30 seconds—but not the entire song. If you limited it, you would be OK.

Scenario 2

Donny and some classmates have edited together video footage of major news events throughout the year as part of school project. This includes short clips from news shows on NBC, CNN, etc. The project turned out so well that the school wants to use it as an intro to the video yearbook it is selling.

Is this fair use? Yes ☒ No

Why? While this started as a school project, you cannot use other people’s work to make money. By including the project in a video yearbook and selling it, it is no longer safe use.

Scenario 3

For a school project, Donny and some friends interviewed people throughout the county on important events in history. These taped videos were hosted on the school Web site to demonstrate their work. Now they find out that a school across the county is using your video clips as an intro to its history fair.

Is this fair use? ☒ Yes No

Why? Even though this is YOUR work, another school is allowed to use it under fair use laws for educational purposes. This is a one-time event and is educational.

Scenario 4

Donny has a major paper due for school. He finds a great Web site covering the information online. He cuts and pastes sections to put into his report. He doesn’t need a bibliography for the paper, so he doesn’t include one.

Is this fair use? Yes ☒ No

Why? While you are allowed to use information online in a report under fair-use laws, realize that this is PLAGIARISM. You need to cite sources and let others know these aren’t your original thoughts and ideas.

Scenario 5

Donny created an awesome multimedia project on the solar system using graphics he found on the Discovery Channel’s Web site. Now his teacher wants to post his project on the school Web site as an example for others.

Is this fair use? Yes ☒ No

Why? Material used for schools projects, such as graphics found on The Discovery Channel’s Web site, cannot be posted in a public forum like a Web site without permission (In this case from The Discovery Channel). A good way to get around this is to provide a link to the desired area of the Discovery Channel.

Information on how to use the Discovery Channel’s copyrighted material is found in the “Visitor Agreement” at <http://dsc.discovery.com/utilities/about/visitoragreement.html>

And states: “The materials available through the Discovery sites are the property of Discovery or its licensors, and are protected by copyright, trademark and other intellectual property laws. You are free to display and print for your personal, non-commercial use information you receive through the Discovery sites. But you may not otherwise reproduce any of the materials without the prior written consent of the owner. You may not distribute copies of materials found on the Discovery sites in any form (including by e-mail or other electronic means), without prior written permission from the owner. Of course, you’re free to encourage others to access the information themselves on the Discovery sites, and to tell them how to find it.”

Explain that a very good way to share online material for projects, or other sharing activities, is to LINK to the desired webpage.

LESSON—Cite Your Source



Materials

Copies of the reference and activity page for each student or student group.

Pre-assessment – When beginning the i-SAFE program with this lesson

- When beginning the i-SAFE program with this lesson, administer the pre-assessment online at www.isafe.org by clicking on the link, “Assessments,” prior to the lesson. Students will need to know the i-SAFE school ID# to obtain access.
- To verify school ID#, login at www.isafe.org, go to your “My Info” page and select “Find your school ID.”

Learning Objectives

Students will:

- Demonstrate how to correctly paraphrase a written passage.
- Demonstrate how to cite a source from the Internet.

Discussion

Review

Ask: Based on what you have learned about intellectual property, is it right to use information you find on the Internet for your own use such as in a school report?

Review the basic guidelines for fair use from the previous lesson. Emphasize that one cannot just copy and paste material from the Internet. It must be correctly paraphrased, used in quotes, and you must give credit to the source. This is called citing the source.

Ask students: Besides giving credit to the creator, can you think of another reason why someone reading your report would want to see your list of resources—where you find information on the topic? (The list can be used by someone else to get more information.)

Inform students that you are going to go over how to cite a source found on the Internet.

Reference and Activity Page

- Have students work individually or divide class into small student groups.
- Provide students with copies of reference and activity pages.
- Go over the reference page as a group. If desired, have students write in notes to reflect your class policies on citing references.
- Direct students to complete an activity page.
- Directions: Write a short paragraph summarizing something important you learned from the webpage information. Cite the source correctly at the bottom of the page. Use the reference page as a guide.
- Meet back as a class and have the groups share what they came up with.

Enrichment Activity

Post-Assessment – When ending the i-SAFE program with this lesson

- When ending the i-SAFE program with this lesson, administer the post assessment online at **www.isafe.org** by clicking on the link, “Assessments,” following to the lesson. Students will need to know the i-SAFE school ID# to obtain access.
- To verify school ID#, login at **www.isafe.org**, go to your “My Info” page and select “Find your school ID.”

REFERENCE—Cite Your Source



The Internet is a great place to find out about things.

Use it correctly in school reports and projects by citing your sources.



DON'T BE A DONNY—don't download without permission. If you find information you want to use, remember to do the following before you leave the Web site.

- Make notes about what you read, but do not copy word for word.
- Copy the URL of any Web site you use. A URL is found near the top of a webpage and looks like this: **http://www.isafe.org**.
- Write down the title of the article.
- Write down the author—the person who wrote the information or the group which sponsors the Web site.
- Write down the date the webpage was made—it's usually at the bottom of the page.

List any Web site you use at the end of your report or presentation

Here's an example:

i-SAFE Inc. Staying Safe Online. March 11, 2008. Obtained on March 29, 2010 from **http://www.isafe.org**.

Here's how you put it together:

First give the name of the author or the Web site title:

i-SAFE Inc.

Then give the name of the article:

Staying Safe Online.

Next comes the date the article was written:

March 11, 2008

Finally write in the date you found the article and the Web site URL you found it on:

Obtained on March 29, 2010 from **http://www.isafe.org**.





Donny Surfs Safe on the Internet!

Keep Personal Information – PERSONAL

You never know who might be talking to you on the Internet. The safest way for you to have fun and learn on the Internet is to make sure you don't give out any of your personal information if you don't have to. Personal information includes:

- Your name
- Age
- Phone number
- Address
- School name
- Friends' names
- Family names
- Any information that tells who you are or where you can be found



Screen Names and User IDs

A Screen name or User ID is a “nickname” you select to identify yourself on the Internet - like in e-mail, instant messaging, and chats. Lots of people use personal information in their screen names and user IDs without thinking about how much they are giving away. DO NOT USE personal information in your screen name, such as:

- Your real first name
- Your real last name
- Your zip code
- Your age
- Any information that tells who you are or where you can be found

ACTIVITY—Intellectual Property



Directions

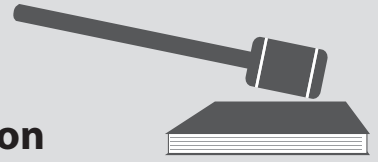
Read the printout of the webpage resource. Write a short paragraph summarizing something important you learned from the webpage information. Cite the source correctly at the bottom of the page. Use the reference page to help you.



Reference

LESSON—Let's Talk About Intellectual Property

A Donny the Downloader Guided PowerPoint Based Lesson



This presentation is available for use as a teacher-facilitated presentation, or as a self-guided tutorial for students. The PowerPoint is located in the curriculum folder.

Materials

Computer access to view PowerPoint presentation

Pre-assessment – When beginning the i-SAFE program with this lesson

- When beginning the i-SAFE program with this lesson, administer the pre-assessment online at **www.isafe.org** by clicking on the link, “Assessments,” prior to the lesson. Students will need to know the i-SAFE school ID# to obtain access.
- To verify school ID#, login at **www.isafe.org**, go to your “My Info” page and select “Find your school ID.”

Learning Objectives

Students will:

- Make a distinction between tangible property and intellectual property.
- Define intellectual property as intangible property that has been created in the mind before it is turned into a material item (drawings, books, music, etc.).
- Identify copyrighted material as tangible works that are protected from being copied, distributed, performed, or changed without the creator's or owner's permission.
- Define the term “piracy” as the unauthorized reproduction and distribution of copyrighted works.
- Relate the concepts of intellectual property and piracy to relevant available online materials: music, videos, software, etc.
- Identify how plagiarism occurs.
- Understand the basic consequences of intellectual property theft to the owner/creator.
- Understand the consequences of intellectual property theft to thief.

Presentation Overview

This presentation of 34 slides featuring Donny the Downloader, provides information on intellectual property and its associated issues and enables specific student discussions on slide 4, slide 13, and slide 34. The format also provides easy integration of teacher-initiated discussions on any of the topic concepts.

The presentation reviews the following topics:

- intellectual property definition
- copyright
- copyright protections
- fair use guidelines
- plagiarism
- citing sources

- piracy
- enrichment activity

Discussions

Slide 4 – How do we protect intellectual property?

Engage students in a discussion of their prior knowledge on how intellectual property is protected. The ensuing slides will explore the concept of copyright.

Slide 13 – Students are introduced to the concept of fair use. Engage in a discussion prompted by the following:

- Why might fair use exceptions be granted?
- How would the school be different without fair use exceptions?
- How would this affect the world in general?

Slide 34 – Provide students with specific information and guidelines for their unit enrichment activity.

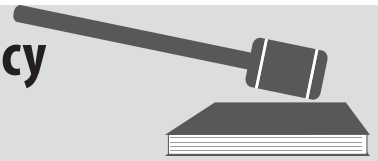
Enrichment Activity

This unit enrichment activity is the creation and display of a slogan (poster) or Web site banner to create awareness about what the have learned in the unit of instruction.

Post-assessment – When ending the i-SAFE program with this lesson

- When ending the i-SAFE program with this lesson, administer the post assessment online at **www.isafe.org** by clicking on the link, “Assessments,” following the lesson. Students will need to know the i-SAFE school ID# to obtain access.
- To verify school ID#, login at **www.isafe.org**, go to your “My Info” page and select “Find your school ID.”

LESSON—Donny the Downloader on All About Piracy



PowerPoint Based Lesson

Materials

Computer access to view PowerPoint presentation

Pre-assessment – When beginning the i-SAFE program with this lesson

- When beginning the i-SAFE program with this lesson, administer the pre-assessment online at www.isafe.org by clicking on the link, “Assessments,” prior to the lesson. Students will need to know their i-SAFE school ID# to obtain access.
- To verify school ID#, login at www.isafe.org, go to your “My Info” page and select “Find your school ID.”

Learning Objectives

Students will:

- Be able to define piracy as it applies to the Internet.
- Be able to differentiate between legal and illegal ways to acquire materials (music, videos, software, etc.) from the Internet.
- Identify legal resources for downloading materials on the Internet.
- Understand the basic consequences of intellectual property theft to the owner/creator.
- Understand the consequences of intellectual property theft to the thief.

Presentation Overview

This presentation of 20 slides featuring Donny the Downloader, provides information on online intellectual property theft, “piracy,” and its associated issues, and enables specific student discussion on slide 2, slide 5, slide 12, slide 18, and slide 20. The format also provides easy integration of teacher-initiated discussions on any of the topic concepts.

Use reference materials from the intellectual property unit for this grade as resources.

The presentation reviews the following topics:

- intellectual property definitions review
- definition of online piracy
- consequences of online piracy
- legal alternatives to online piracy
- enrichment activity

Discussions

Slide 2 – Review:

- What is intellectual property?
- What is copyright?

Engage students in a discussion of their prior knowledge of what intellectual property is and how it is protected.

Slide 5

Discuss

Slide 13 – Students are introduced to the concept of fair use. Engage in a discussion prompted by the following:

- Why might fair use exceptions be granted?
- How would the school work be different without fair use exceptions?
- How would this affect the world in general?

Slide 20 – Provide students with specific information and guidelines for their unit enrichment activity.

Enrichment Activity

This unit's enrichment activity is the creation and display of a slogan (poster) or Web site banner to create awareness about what they have learned in the unit of instruction.

Post-assessment – When ending the i-SAFE program with this lesson

- When ending the i-SAFE program with this lesson, administer the post assessment online at **www.isafe.org** by clicking on the link, "Assessments," following the lesson. Students will need to know their i-SAFE school ID# to obtain access.
- To verify school ID#, login at **www.isafe.org**, go to your "My Info" page and select "Find your school ID."