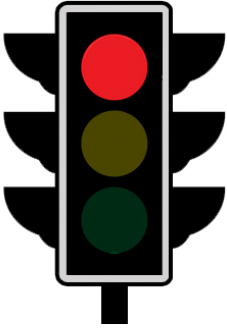




INDIVIDUALS AND COMMUNITIES



Codes of conduct: how do we know how to behave?



- What instruction does this give motorists?
- What incentive is there for a motorist to obey this instruction?
- Is there anything to stop a driver going through a red light?

Most societies have some kind of 'code' for behaviour and conduct, which the majority of people within that society will follow. In some cases these 'codes' are written down in the form of rules and laws; in other cases, they are simply shared ideas about how to behave towards others.

Here is an extract from a 'code' that exists in the UK, The Highway Code:

6: Motorways. You **MUST NOT** walk on motorways or slip roads except in an emergency (see Rule 249) *Laws RTRA sect 17, MT(E&W)R 1982 as amended & MT(S)R regs 2 & 13*

Discuss:

- Why should you follow these instructions?
- What might the consequences be if you don't follow them?
- Who is this 'code' trying to protect?

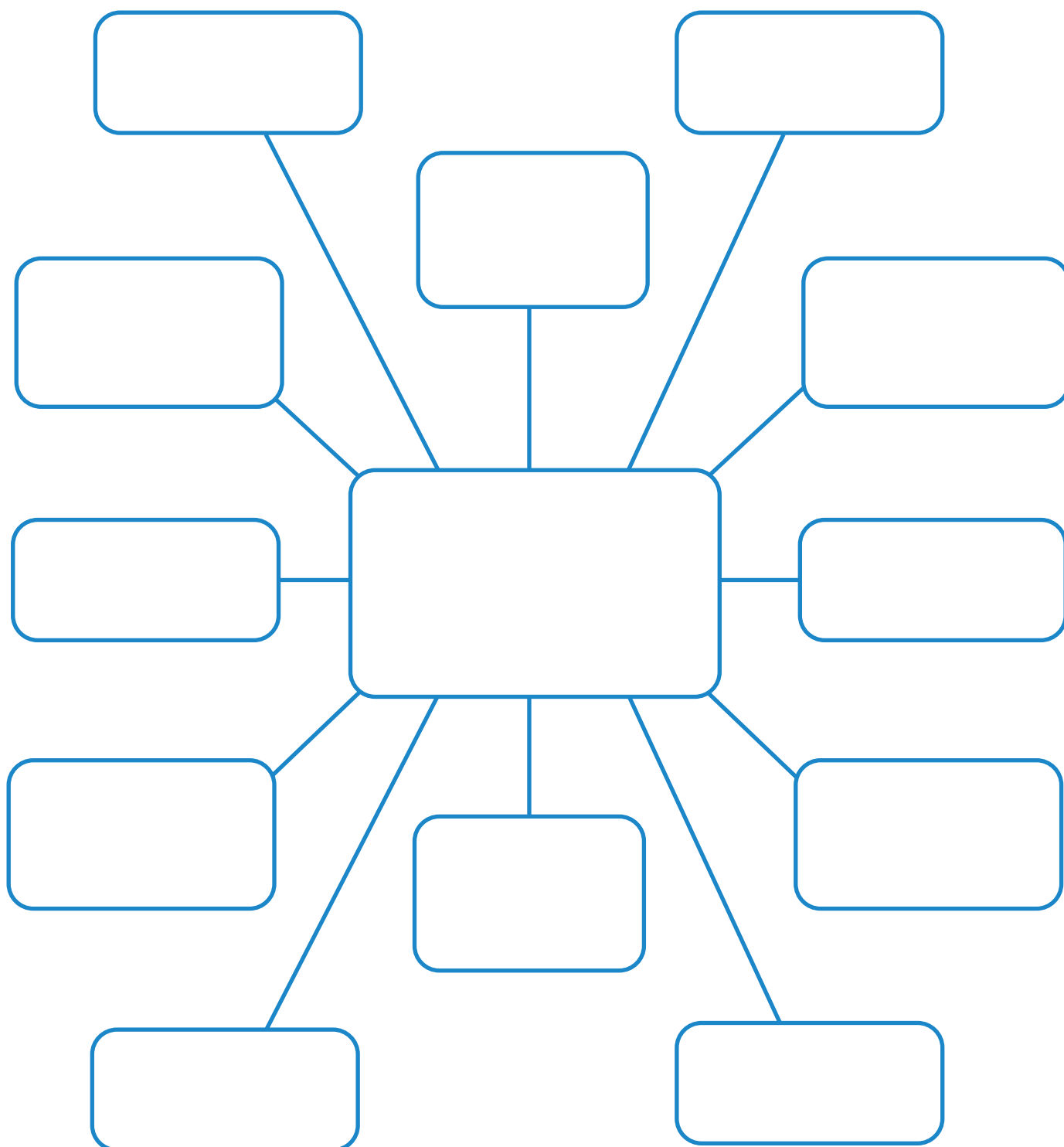
INDIVIDUALS AND COMMUNITIES



Worksheet 1

Can you think of any 'codes' that give you guidance on how to live?

Record your ideas in the space below. Write your name in the middle box, then show the circles of influence that inform your day-to-day code of conduct in the surrounding boxes: e.g. family, school, community, friends, place of worship.



INDIVIDUALS AND COMMUNITIES



Acting right

Can you think of any other 'codes' that give people guidance on how to go about their lives?

Summary Activities

- Think back over all the 'codes' for behaviour that you and your class thought of.
- Do you feel it is important for society that people have some sort of 'code' to help them decide how to behave?
- Do you think individuals can follow more than one 'code'? Could you give any examples?
- Do you think different communities following different 'codes' should be able to get along?
- Should there be a code of conduct when it comes to freedom of speech? Is it ok to say what you like, even if it offends somebody?
- Should there be a code of conduct when it comes to creative activity - e.g. music, film, writing? What code of conduct should the creators have? What about the consumers?

Explain your ideas, making your points as clearly as possible, and remembering to use reasoned, balanced arguments.

LEGALITY AND MORALITY



Discussion starter activity

Of the following two actions, which do you think is against the law? Do you think either is wrong? Be prepared to explain your opinions.



You can't find a bin in the local park so you throw your litter into the bushes where it can't be seen.



You are on a long bus journey and a pregnant woman asks you for your seat but you ignore her.

What do you think is the difference between something being illegal, and something being immoral? Use your own examples to help you explain your ideas.

LEGALITY AND MORALITY



Worksheet 2

Which of these acts do you think are against the law?

| | |
|---|--|
| Telling a lie | |
| Copying a music CD onto your computer | |
| Carrying an imitation firearm in public | |
| Downloading music from a file sharing network | |
| Driving a car without lights at night | |
| Dropping litter | |

Arrange the actions in order from most to least blameworthy, according to your opinion.

Of all of the actions, which do you think carries the most serious consequences? Try to find out which of the actions listed above are criminal offenses and what punishments apply.

Discuss:

- Is there anything here that you didn't know was against the law?
- Do you feel that 'the punishment fits the crime' in these cases?

Write:

Choose one of the crimes and punishments from the examples you looked at today. Decide whether or not you think the punishment is suitable, then explain your opinion in a reasoned way giving examples and evidence as appropriate.

STEALING IDEAS



Increasingly students will use internet sources to help them with their homework: used thoughtfully and critically, these can be an excellent tool.

However this also presents an interesting dilemma: with such a wealth of information available, it can be all-too-easy to 'copy and paste' a homework answer or even a coursework essay rather than processing the information and making it their own original work. Copying someone else's work is plagiarism - whether it's the person working next to you, or copying and pasting from the internet.



Is downloading an essay and passing it off as your own illegal? Do you think it is immoral? Develop arguments to support your opinions.

Click on the link below to an anti-piracy advert from Chile. This advert shows a scene from family life where the moral values of a child are clearly affected by his father's actions. The advertising campaign is designed to make people think more carefully about their moral viewpoint with the hope of reducing film piracy. <https://vimeo.com/136602422>

STEALING IDEAS

Worksheet 3



What is plagiarism?

What sorts of 'values' or moral codes are shown in the advert (from the previous page), and what message do you think the advert is trying to convey?

What do you think are the links between plagiarism and piracy?

Do you think this advert might encourage parents to think more carefully about their actions?

'Super bootlegged A' – what moral implications are there in getting an A through copying?

Imagine you produced a fantastic piece of work for art or music, maths, choreography for dance or whatever you wish, and entered it into a competition. How would you feel if someone else stole your ideas and profited from them?

STEALING IDEAS

Worksheet 4



Role-play scenario

A school was running a Young Enterprise competition for its students. In teams, students had to come up with an original idea for a company that would be able to set up and generate a profit. There was a prize for the best idea. Team A had an idea, but they didn't think it was very good. All the same they made careful notes and kept them safe as they worked on their idea. Team B had some great ideas but they didn't keep their notes to show the ideas were theirs. Team A sent in a spy to steal the opposition's best ideas. In the end, Team A won the competition with Team B's ideas: unfortunately, Team B couldn't prove that their ideas had been stolen as they hadn't written anything down.



Explore the moral issues involved here by taking on one of the following roles:

Team A

Member no. 1: You thought up your team's idea in the first place. OK, it's not the world's most amazing idea but no one else came up with anything better, did they? You feel annoyed that your team didn't help develop your idea, and don't think they deserved to win by using Team B's ideas.

Member no. 2: It was your idea to make sure your team kept all its notes and workings so you could prove the ideas were yours. After all, your team had taken the trouble to come up with it so you may as well write it down. Team B have got no written proof that those ideas belong to them: they should have thought more carefully about keeping a record of their work.

Member no. 3: You were the team's spy: your job was to find out about Team B's ideas and bring them back with you. Even though the people in Team B weren't exactly your friends, you feel pretty bad about what you did – you never expected your team would win, after all.

Team B

Member no. 1: You came up with a great idea and now Team A have taken all the credit. It's outrageous that they can lie like that in public! They think they've got away with it just because they weren't breaking copyright, but everyone knows that stealing is stealing.

Member no. 2: It's a shame you didn't win, but then frankly the other team had much more initiative and you have to give them credit for that. Really it's your team's fault for not recording your ideas, but how were you to know? Besides, it's only a competition after all.

Member no. 3: It was you who told Team A about your great idea. You feel so stupid now, but you never thought they would steal it and use it for their own. Who behaves like that? Now everyone is upset because Team A won with your idea, you're keeping quiet: they'll only get angry with you if they know.

MAKING FAKES



Copies and copyright: where do you stand?

Being original

Group discussion:

What does it mean to be original?

Is this the same as being creative?

Can you think of any jobs where originality or creativity is really important?



Working creatively

These kinds of jobs require creative thought as well as a passion for the work. To be successful requires lots of hard work, good ideas and a bit of luck: it can be very difficult for people starting out in these creative industries.

Those who are successful in these industries could enjoy healthy profits as well as popularity with the public.

For example, some designer brands become so popular that they are 'must-haves': you wouldn't be seen in anything else, especially not a 'fake' version.

Making a fake

However, some people make the decision to skip the creative part and make money by copying other people's work. For example, fakes of designer brands and pirated DVDs are often sold on the street, at markets and through online web sites.

So what's the difference? If a fake looks similar, but comes at a fraction of the price, why shouldn't you buy it?

The craftsmanship that goes into a designer good is lost when it's copied using cheap materials. Think about fake DVDs - how can you tell that they are not the real thing? When something is copied, quality often suffers. Pirate DVDs may have poor sound or visuals.

MAKING FAKES



Worksheet 5: Originality and Creativity

Answer the following questions based on what you have read, heard, seen and discussed this lesson.

Write your own definitions for the following words:

Originality

Creativity

When do you think originality and creativity might be important?

Fakes and the real thing

Where might you come across 'fake' versions of products?

What differences might there be between fakes and the real things?

What problems might be associated with making, selling and buying 'fake' goods?

ENTERTAINMENT ONLINE



Changes in technology over the past few decades have influenced the way many people spend their leisure time. Now you no longer have to be in at a certain time to catch your favourite TV show: you can watch again, watch online or even download new episodes for a fee.

HD recorders and on-demand services mean we have greater access than ever before to a range of entertainment.



Providers such as Apple and Netflix allow users to download the latest DVD releases for a small charge. Users can watch the films on their computers a limited number of times before they expire.

- What do you think are the advantages of these new ways of watching films and TV?
- Where does the money users pay for these services go to, do you think?
- Some sites offer the same services or downloads but for free. What problems might be associated with this?
- Who do you think loses out when money is not paid for film downloads?

There are many ways of accessing entertainment from home. A wealth of television channels showing a range of topics can be accessed by viewers, some for free, and some for a fee.



Worksheet 6: Public broadcasting – Cost Free?

What do you and your friends know about the following? Write down all you know about ‘free’ and ‘paid’ programming.

| Examples of ‘free’ programming | Examples of ‘paid’ programming |
|--------------------------------|--------------------------------|
| | |

Are public broadcast channels totally cost-free? Can you think of ‘hidden’ costs that might have to be paid in order to watch these channels?

Can you identify any key differences between the content that is offered for ‘free’ and that which attracts a fee?

Why do you think certain channels, and certain content, cost viewers more?



Worksheet 7: Illegal downloads

How are 'illegal' download sites different from legal ones?

Do you know what might be 'illegal' about the material you can download? Is it easy to tell the difference between legal and illegal sites?

Piracy on the internet can take a number of forms, and involves the making available online of copyright-protected works without obtaining permission from their owners.

Why might people choose to download films from illegal sites rather than paying for them?

What disadvantages can you think of to watching illegal downloads compared to seeing a film at the cinema? Collect as many ideas as possible from your class.

What do you think are the consequences of illegal file sharing – for those providing the downloads, those watching them and the film industry?

FILM PIRACY



Nothing beats watching a film at the cinema. Films are part of our everyday culture: we like to watch and re-watch our favourites over and over again and if we can share that experience with friends and family, all the better.

We can buy DVDs or download movies from websites after they have been released at the cinema. As we know: we can do this legally via legitimate retail outlets or download sites. Unfortunately, the demand for film is so high that people have developed illegal ways of getting pirated (illegally copied - without the producer's consent) films to the consumer. These pirated DVDs or illegal downloads are usually cheaper than the real thing, which makes it tempting to break the law for the consumer.



Film piracy is damaging the film industry and more importantly, the individuals who work within the film industry. The professionals behind and in front of the camera are all affected by the illegal pirating industry.

Who gains? Who loses? – a role play activity

Choose students to be in the hot-seat acting in role as the following people:

1. Someone who illegally downloads new movies and watches them for free. Explore the reasons why this goes on and why this type of activity is harming the creative industries.
2. A film distributor who is trying to release a low-budget independent film into cinemas. How is film piracy hurting his or her chances?
3. A person who has illegally recorded a movie at the cinema, and who is now sharing it online. Who does this type of activity benefit?

FILM PIRACY



Final Project: That's MY Idea – getting the message across

It's clear that we need an anti-piracy campaign. But what's the best way of getting the message across? Who needs to be aware of the problem? How should we tackle the problem?

Your task is to come up with your own anti-piracy campaign to raise awareness in your school:



Think about:

WHO you are addressing

WHERE you should place your campaign: online; on paper around the school; via text; in the local press; as a YouTube video etc.

HOW you should get your message across.

WHEN you should start your campaign for maximum impact.

WHAT you need to say - articulate your message clearly.

WHY you are saying it: think about the social, legal and moral responsibilities of each individual when it comes to intellectual property and film theft.