

UNIT 2: RESOURCE OUTLINE



UNIT TITLE: That's My Idea

TARGET AUDIENCE: 11 – 12 year olds

AIMS: To encourage students to explore the factors that inform individual behaviour and personal morality, as well as looking beyond their own experiences to consider alternative points of view. The aim is to lead students to a better understanding of creative activity and the links to intellectual property.

CURRICULUM AREAS: Citizenship, Information Communication Technology, Religious and Moral Education, Social Studies and cross-curriculum dimensions such as Identity and Cultural Diversity and Technology and the Media.

INTRODUCTION

“**That's MY idea**” encourages students to explore the factors that inform individual behavior and personal morality, as well as looking beyond their own experiences to consider alternative points of view. The aim is to lead students to a better understanding of creative activity and the links to intellectual property.

Each of the six sections comprises an introductory set of resources with a mixture of information and questions, along with a series of student worksheets. These materials can be used to explore a range of issues concerning our social, legal and moral decision-making with reference to the digital age and intellectual property.

Rather than taking a didactic approach, each section is designed to ask questions, for example, who or what influences personal behaviour and decision-making? What are society, culture and community? What are the legal, social, and moral consequences of a range of actions? How have changes in technology influenced education and learning, as well as leisure and entertainment?

CONTENT OVERVIEW

Individuals and Communities

This section is designed to introduce students to the ideas of personal choice and personal responsibility and to stimulate discussion about the different sources of guidance individuals may draw on to inform their behaviour. They begin by exploring conduct and consequences with an extract from The Highway Code, as used in the United Kingdom.

Students explore the importance of a range of communities to their lives using a 'circles of influence' chart - a mind-map for recording responses on who and what influences our actions.



Legality and Morality

In this section students can extend their understanding about personal motivation to hypothetical situations, looking at legal, moral and social implications. By applying their knowledge and considering a range of viewpoints, they develop skills of reasoning and empathy.

A discussion activity allows students to consider a range of actions: which are legal and which are not?

Secondly, there is a ranking activity which allows students to explore the seriousness of actions. Finally there is an exercise which asks students to give ideas about why people might break the law and reasons for following the law.

Stealing Ideas

Ideas are frequently recycled, and plagiarism is nothing new, but has technology changed the scale or scope of plagiarism? This section explores the concept of intellectual property, and examines the issues involved with proving ownership of ideas, designs and concepts. Students will work together to define plagiarism, why it might be a temptation, and what arguments might be made against plagiarising other people's work.

They will watch an advert about film piracy from Chile, establishing the messages conveyed and the methods used to convey them.

A series of questions ask students to explore their responses to the anti-piracy advert from Chile, which links pirate videos with cheating in school work.

Finally there is a downloadable role-play scenario which looks at what might happen in a competition where one team cheats to win.

Making Fakes

Creativity and originality are often praised and encouraged, but there are always people willing to capitalise on the success of others. Is there anything wrong with 'fake' goods, and can you always tell them apart from the real thing? This section also explores the rights and responsibilities of the consumer.

Firstly, students are asked to think about what the words creativity and originality mean and how these words relate to specific jobs within the creative industries. Following on from this, the idea of a "fake" is considered and students are asked to think about where they might find 'fake' goods and what problems might be associated with these products.



Entertainment Online

In this section students begin by thinking about the different entertainments offered to them by television and the internet. Questions of access to materials are considered here, along with the origin of the content: what choices are we offered, and what material is 'legitimate'? What differences are there for users and creators of content? And has regulation kept pace with consumer demand?

First, students compare 'free' and 'paid-for' TV channels in terms of content and cost

Then students are asked to compare and contrast 'legal' and 'illegal' download sites, looking in detail at the consequences of illegal downloads.

Film Piracy

This focuses on the film industry, in particular, considering how and why pirate DVDs are made, and how these and illegal downloads might affect the industry and individuals within it. The final section explores some industry responses to this perceived threat as students watch and respond to three anti-piracy campaigns, exploring and comparing the messages and values conveyed.

To consolidate all they have learnt across this unit of work, students are to come up with their own anti-piracy campaign, thinking about intellectual property and the social, legal and moral responsibilities of individuals.