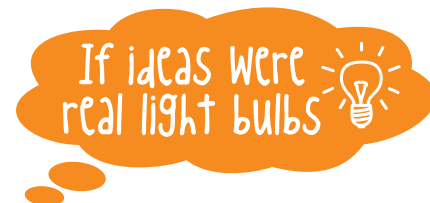


If ideas were
real light bulbs



Teachers' Notes

Resource outline



UNIT TITLE: If Ideas were Real Light Bulbs

TARGET AUDIENCE: 10 – 11 year olds

AIMS: to develop a respect for individuals and intellectual property

CURRICULUM AREAS: Literacy and language development, Citizenship and Social Education.

Introduction

These notes provide guidance to teachers who are using this resource to teach their pupils about showing respect for intellectual property.

Background information for teachers

Defining key terms: what is Intellectual Property?

Intellectual property is any new invention, story, piece of art or music, film, report, computer software, dance, design or brand created by a person. The law protects these creations in different ways: patents (for inventions), copyright (and related rights) for creative works and applied art, design rights for product designs and trade marks for brands.

In this resource, Intellectual Property is symbolised metaphorically and literally by the light bulb. We focus in this teaching resource on copyright, which is the type of intellectual property with which children most frequently engage.

What is copyright?

We have to make sure we've got permission before we make a copy of an original creative work. This is what 'copyright' means – asking permission for the right to copy a creative work. Copyright does not mean that abstract or general ideas cannot be re-used, just that the original expressive work of a creator cannot be freely copied without their consent, except for use for special reasons, such as quotation in another piece of work. Sharing someone's copyright work online is making a copy of it. It is becoming increasingly common for children to have access to copyright works for free online, but this doesn't mean we can take them and make them our own. Also, authors are entitled to be given credit when their work is quoted.

Why is important for children to learn about respecting IP?

Apart from the basic need for children to learn that taking other children's creations is wrong, in the wider world, a lack of respect for IP can mean people losing their livelihoods if their work is taken and reproduced without permission. Likewise, when children encounter the world of social media, they will be ready to share photos, music, videos responsibly, without potentially hurting somebody who didn't want their photo / work shared or infringing copyright or other IP laws.

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RESPECT

Any resource on intellectual property has the concept of respect at its heart. Fundamentally, somebody who creates something has the right to decide where their piece of work is shown. Any person (child or adult) who takes a photo or writes a story has rights to protect them. They are free to let others know that their creation belongs to them and that they decide where it is shared and who can share it.

Engagement:

Children will be given a treatment for a short film. They will work in groups to put a storyboard and script together for their part of a story exploring the concept of sharing, respecting and nurturing creative ideas. The 'real-world' scenario of collectively working on a film treatment will help pupils internalise the concept of respecting intellectual property, principally by reference to copyright, in a positive, child-friendly way. The central idea uses the simple visual metaphor of children's ideas becoming real light bulbs appearing in their school lockers. These light bulbs can represent any kind of original creative idea and as such, they can be turned into stories; essays; poems; pieces of art; scientific solutions; computer games – anything. Ultimately, children will learn that these light bulb ideas have value and can belong to someone.

Differentiation:

- All children will be able to create a visual representation of the story via storyboards
- Most children will be able to work collaboratively to write a film script for their section of the story
- Some children will be able to edit the storyboard/film scripts and present it to the rest of the class

NB: the group led activity is differentiated in as much as the first group can use the script example provided for their particular scene. The other groups will only be able to use it as a template.

Assessment for learning:

Pupils can use visual imagery to demonstrate understanding of respecting intellectual property.

Learning episodes:

This project could be part of a two-week focus on writing / creativity and respecting each other's ideas. Pupils are to take ownership and organise themselves with little teacher input once they have been given the brief and student worksheets. After two weeks, they are to present their film treatments and the whole story could be amalgamated and displayed in the school in its entirety.

Teacher led -

Introduce the idea for the short film treatment. We are all familiar with the concept of an idea being represented by a light bulb. Ask: "what if your ideas turned into real light bulbs?"

Imagine this scenario: every time you had an idea for a story, a solution for a science experiment, or a piece of artwork, a light bulb appears in your locker. Explain that the class are going to create a treatment for a short film that tells a story called 'If Stories were Real Light Bulbs'.

Group work -

The class will be split into 5 groups:

Group 1:

... will tell the story of a girl who gets an idea for a story and she uses her story-idea light bulb to write the best story she's ever written. She gets to be 'Champion Writer' of the week and is awarded house points and a Head Teacher Award in assembly.

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Group 2:

... will tell the story of a boy who has an idea for a fantastic dance routine. He uses his dance idea light bulb to come up with the choreography and shares it with his friends so that they can perform their dance in a school talent show. The whole school respects him for his brilliant dance.

Group 3:

... will tell the story of a pair of friends who come up with an idea for a brilliant computer game. They use their game idea light bulb to work collaboratively on their game which they create for their friends in the computer lab.

Group 4:

... tells the story of a girl who arrives every day to school and there are no ideas in her locker. She tries her hardest to come up with an idea for something, but nothing comes. She's sad that she doesn't have the success that her friends are having. She notices a girl who has lots of idea light bulbs in her locker. One lunchtime, she sneaks in and steals one of the ideas. It's an idea for a piece of art. She creates the piece of art and tells people that it's her own. The girl whose work has been stolen is sad and angry, but she keeps quiet. The girl who stole it realises that she is not enjoying the fake success and apologises to the other girl.

Group 5:

... continues and completes the story. Having accepted the apology, the girl with all the ideas decides to help the other girl and she gives her one of the light bulbs and shows her how to make it her own. She is able to use the idea and put her own spin on it to create a really good piece of art which is hung in the school entrance hall for all to see. She is proud. She realises that she can be inspired by others without taking unfair advantage of their work.

Plenary

The whole class comes to together to piece the story together and share their sections of the film treatment.

Extension

Children are to find out about respecting intellectual property in the real (and virtual) world. They play: 'It is ok?' by asking and sharing their thoughts on the following questions:

Is it ok to share a photo of somebody on the internet without asking their permission?

Is it ok to watch a film that's been illegally downloaded from the internet?

Is it ok to 'borrow' someone's work and use it in your own work?

Is it ok to add your favourite band's music to a film you made?

Is it ok to cut and paste information from the internet when you're researching something?

Children can come up with their own 'is it ok?' scenarios based on their 'If Light Bulbs were Real' film treatments. They are to discuss what would happen if a film producer found their story and pretended it was his. If it were made into a successful movie, without their names being credited, how would they feel? Imagine this happening in the real world. Many writers, storyboard artists and film directors rely on the money their stories generate – what if their ideas were used without permission or payment? How would it impact how they live and work? Creative works are people's property. They are what we call 'intellectual property'. Why is it important to respect people's ideas and intellectual property?