

A Creator's Responsibilities

Lesson Plan

 grades
6-8

Estimated time: 45 minutes

Essential Question: What responsibilities do you have to respect others' creative work?

Learning Overview and Objectives

Overview: Students reflect on their responsibilities as creators and users of creative work.

Students view and discuss the video vignette, a documentary-style story of a young writer who posts her work online (*Nicole's Story*, 6th), or a young creator who uses video and music clips to make his own creations (*Henry's Story*, grades 7-8). Students then read case studies and discuss the particular ethical challenges that a "cut and paste" digital culture poses with respect to creative work. Then they use Ask, Acknowledge, Add Value to demonstrate their understanding of their responsibilities.

objectives

Students will:

- Consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities
- Understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications
- Brainstorm solutions to dilemmas creators might encounter

Materials and Preparation

Materials

- **Respecting Creative Work Student Video Vignette** (*Nicole's Story* for 6th, *Henry's Story* for 7-8)
- **Responsibilities for Respecting Creative Work Student Discussion Guide** (*Nicole's Story* for 6th, *Henry's Story* for 7-8)

Preparation

- Download the **Respecting Creative Work Student Video Vignette** (*Nicole's Story* for 6th, *Henry's Story* for 7-8), preview video, and be prepared to play it in class
- Copy the **Responsibilities for Respecting Creative Work Student Discussion Guide (6th or 7-8)** for all students
- Review the **Responsibilities for Respecting Creative Work Student Discussion Guide – Teacher Version (6th or 7-8)** Parent Resources
- Send parents the **Respecting Creative Work Parent Tip Sheet**
- Send parents the **Respecting Creative Work Parent/Teacher Video**

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Key Vocabulary

- **Piracy:** Stealing copyrighted work by downloading or copying it in order to keep, sell, or give it away without permission and without paying
- **Plagiarize:** Copying, “lifting,” or making slight changes to some or all of someone else’s work and saying you wrote it
- **Acknowledge:** Giving credit to someone’s work you use by clearly stating their name, title of the work, year it was made, and a hyperlink

teaching plans

Introduce

ASK *Can you remember when you last copied, downloaded, or shared some type of creative work? (Guide students to think about their everyday sharing of copyrighted work. They might not even be aware that they are using copyrighted work every day.)*

Sample responses:

- *Downloaded a video from YouTube*
- *Bought a song on iTunes*
- *Cut out a magazine photo and put in my locker*

ASK *Can you think of a time when you used someone else’s work in something you made? (Guide students to be specific about what work they used, and how they used it. You may also want to ask about whether they acknowledged the sources they used by citing them.)*

Sample responses:

- *Used information from a website in a school report*
- *Used photos I found in Google Image Search for PowerPoint slides*
- *Used video clips I downloaded from YouTube in a remix video I made*

EMPHASIZE to students that they use copyrighted work in their everyday lives in two ways: (1) to use and enjoy as consumers, and (2) to incorporate into their digital media creations (blog, remix, mash-up, etc.). Whether they are just using material for enjoyment, or using it to create a new work, highlight to students that they should be responsible and respectful of other people’s creative work.

Teach 1: Listen to a Young Creator’s Thoughts About Responsibilities

PREVIEW the Key Vocabulary with students. Ask students to listen for these words in the video, which will be discussed afterwards.

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SHOW the *Respecting Creative Work Student Video Vignette* (*Nicole's Story* for 6th, *Henry's Story* for 7-8).

TELL students:

(*Nicole's Story*, 6th) the video is about a real girl who is a writer and shares her writing online.

(*Henry's Story*, 7-8): the video is about a real boy who likes to take clips of music and movies and make them into his own creations.

ASK *Can you think of an example of piracy or plagiarism?*

Sample responses:

- *My older brother has his computer always downloading all this music for free. I think it's piracy.*
- *Piracy is those programs that let you "rip" DVDs and movies without buying them.*
- *Plagiarism would be cheating on a paper for school by copying and pasting stuff from online into it and saying you wrote it.*
- *Plagiarism is when a student turns in a paper that another student wrote.*

POINT OUT to students that there are right and wrong ways to use copyrighted work. People who pirate or plagiarize not only risk getting in trouble at school or with the law, but their behavior is also unethical and disrespectful to creators. Students should always show respect for the creative work they use by acknowledging – or giving credit to – the work they use. Provide an example of a citation (e.g., bibliography of a book).

Teach 2: Reflect on a Creator's Responsibilities Through Discussion and Case Studies

DIVIDE students into groups of four or five and hand out copies of the **Responsibilities for Respecting Creative Work Student Discussion Guide** (6th or 7-8 version) to each student. Discuss the Video Discussion Questions with students as a whole group. Refer to the **Responsibilities for Respecting Creative Work Student Discussion Guide – Teacher Version** (6th or 7-8 version) for guidance about leading the discussion.

If there is time, choose one or two of the case studies listed in the **Responsibilities for Respecting Creative Work Student Discussion Guide** (6th or 7-8 version) and have students read and reflect on how creators can be responsible, using Ask, Acknowledge, Add Value.

Wrap Up and Assess

Refer back to Ask, Acknowledge, Add Value to have students reflect on their responsibilities as creators. Have students write a one-sentence example that explains how they could do each step. Collect their responses to assess their understanding of the lesson objectives.

ASK *What is something new you learned that helps you be responsible and respectful toward other people's creative work?*

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Extension Activity

Have students break into small groups to develop their own real-life stories of ethical dilemmas about respecting creative work, which should be similar in format to the case studies they read. Students might address dilemmas regarding piracy, plagiarism, file sharing, remixing and mashing, or how to comment constructively on other people's work. Students then perform their stories of ethical dilemmas in front of the class. The class then discusses solutions to the dilemma portrayed, emphasizing how to be responsible with others' creative work.



Homework

Students use the case studies from the **Responsibilities for Respecting Creative Work Student Discussion Guide** to interview family members. Students read the scenarios aloud and ask the questions to their family. Students then explain the responsibilities creators have to respect other people's work.

Alignment with Standards — National Educational Technology Standards for Students[®] 2007

(Source: International Society for Technology in Education, 2007):

1. Creativity and Innovation

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues

2. Communication and Collaboration

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- d. contribute to project teams to produce original works or solve problems

5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning