FAUX PAW

Mew Tunes

AND THE
DANGEROUS DOWNLOAD

Educator's Curriculum and Supplements

Produced By
iKeepSafe

Lesson one   Introducing the story _Faux Paw and the Dangerous Download_

Organizing question/s:
How and why do people use computers and the Internet for file sharing or downloading?

Lesson overview
This lesson introduces the picture book _Faux Paw and the Dangerous Download_ and assists students to begin to explore the concepts of file sharing and downloading using the Internet.

Lesson two   Using the Internet and ownership of content.

Organizing question/s:
How and why do people use computers and the Internet for file sharing or downloading?

Lesson overview
This lesson draws upon _Faux Paw and the Dangerous Download_ and lesson one activities to assist students to explore the concepts of file sharing and downloading using the Internet and the concept of content ownership.

Lesson three   Understanding the Internet as networked computers.

Organizing question/s:
How and why is the Internet used to share content throughout the world?

Lesson overview
This lesson assists students to begin to develop understandings about computer networking and risks involved in opening your computer to others when using the Internet for file sharing and downloading.

Lesson four   Respecting ownership and copyright.

Organizing question/s:
How and why can file sharing, downloading and copying be unfair to owners of content?

Lesson overview
This lesson draws upon _Faux Paw and the Dangerous Download_ to assist students to explore the concepts of file sharing, downloading, copying and content ownership.

Lesson five   Making sensible or 'common sense' choices.

Organizing question/s:
How and why can we use clues to help us to draw on our common sense to make sensible choices or decisions related to Internet use.

Lesson overview
This lesson draws upon _Faux Paw and the Dangerous Download_ to assist students to consider how common sense can help us to make fair and responsible decisions related to Internet use.

Lesson six   Understanding copyright and piracy issues.

Organizing question/s:
How and why should people share and use content appropriately and fairly?

Lesson overview
This lesson draws upon the picture book _Faux Paw and the Dangerous Download_ to assist students to

explore the ethics involved in file sharing or downloading content using the Internet.

Lesson seven   Using fairness and common sense in relation to copyright and avoiding the risks involved in file sharing, downloading and copying using the Internet.

Organizing question/s:
How and why can downloading, copying and sharing files using peer-to-peer sharing create risks for yourself and other people?

Lesson overview
This lesson draws upon *Faux Paw and the Dangerous Download* and assists students to explore the ethics and risks involved in file sharing and downloading content using the Internet.

Level 2 & 3 (8-11+ year olds): Lesson one

Introducing the story _Faux Paw and the Dangerous Download_

Organizing question/s:
How and why do people use computers and the Internet for file sharing or downloading?

Lesson overview
This lesson introduces the picture book _Faux Paw and the Dangerous Download_ and assists students to begin to explore the concepts of file sharing and downloading using the Internet.

Curriculum connections   (Key learning areas)
Computers/Technology, English, Health and Personal Development, Social Education, The Arts.

Objectives
This lesson will help students to:
- enjoy the picture book _Faux Paw and the Dangerous Download_
- identify main characters and key events in order to understand the plot
- begin to identify some of the key messages in the picture book
- raise questions about appropriate use of the Internet
- begin to think about diverse ways to use of the Internet.

Resources for lessons
- _Faux Paw Goes and the Dangerous Download_ picture book
- Worksheet 1: Main characters in _Faux Paw and the Dangerous Download_
- Art materials

Learning Experiences or activities

Lesson 1.1

Tuning In

Explore the cover of the book, _Faux Paw and the Dangerous Download_ with the class.

Ask students what they see on the cover and list their suggestions on butcher paper or on the whiteboard, for example,
- animal characters
- signs
- the title of the book _Faux Paw and the Dangerous Download_
- other print (creators, subtitles, key messages on the cover).

Have each student draw a picture showing what he or she thinks the story will be about in _Faux Paw and the Dangerous Download_. Display the pictures in the classroom.

Leave the book in a prominent position in the classroom, so students can look through it when they have free time.

Ask students what they think 'downloading' means. Suggest they ask older brothers, sisters and parents to explain the term and then share what they discover in class the next day. Talk about the meaning and record ideas on large butcher paper, for example, copying things from the Internet, taking something from a website.

Lesson 1.2

Finding out/investigating

Using the drawings created earlier, have students share predictions about the story *Faux Paw and the Dangerous Download*. Compare and contrast predictions, ask students to explain their ideas and where appropriate, to provide reasons for ideas.

Read the book *Faux Paw and the Dangerous Download* to the class.

After listening to the story, ask students to identify their favorite part and the part they liked least. Encourage them to give reasons for their responses.

Ask students what happened in the story. Provide prompts or questions to guide the discussion, such as those that follow:
- Who was in the story?
- Who are the main characters? What was each character like?
- What things does Faux Paw like to do? How do you know?
- What does Faux Paw like to download from the Internet?
- What is Faux Paw doing at the beginning of the story?
- What happened first in the story? What happened next?
- What do you think are the messages of this story?

List things Faux Paw downloads in the story. Re-visit students' ideas recorded on butcher paper about the meaning of the word download. Record a definition of downloading based on students' understandings.

Lesson 1.3

Organizing ideas

List main characters (Faux Paw, Kittyface, Common Sense, Horse Sense, Simon) from the book *Faux Paw and the Dangerous Download* on the board.

To support vocabulary development and spelling, brainstorm and record words to describe each of the main characters, then have students use **worksheet 1** to draw each character and to write words they think describe the character.

As a class write clues for a 'Who am I?' guessing game, for example,
> *Who am I?*
> My friend is Simon.
> I am a six-toed cat.

I love downloading from the Internet.

Seat students in a circle to take turns to play the guessing game.

Lesson 1.4

Create a story ladder with the class, such as the example that follows, that shows key events that occurred in the story *Faux Paw Faux Paw and the Dangerous Download.*

Faux Paw enters Internet City.
Faux Paw downloads an e-vite (electronic invitation) to a party at MewTunes.
Faux Paw is at home wearing an iPod and talking about things she likes to download.

Make a story ladder worksheet. Have students work with a friend to cut up the 'rungs' of the ladder, shuffle the events and then correctly re-order them and read the events to one another.

Lesson 1.5

Sharing learning, taking action and reflecting

Read the story *Faux Paw Faux Paw and the Dangerous Download* again. Ask students what they think Faux Paw has learned in this story.

Display these early understandings prominently so ideas can be reviewed throughout this lesson sequence.

Level 2 & 3 (8-11+ year olds): Lesson two

Using the Internet and ownership of content.

Organizing question/s:
How and why do people use computers and the Internet for file sharing or downloading?

Lesson overview
This lesson draws upon *Faux Paw and the Dangerous Download* and lesson one activities to assist students to explore the concepts of file sharing and downloading using the Internet and the concept of content ownership.

Curriculum connections   (Key learning areas)
Computers/Technology, English, Health and Personal Development, Social Education, The Arts.

Objectives
This lesson will help students to:
- enjoy the picture book *Faux Paw and the Dangerous Download*
- link key settings with events that occur in the story in order to better understand the plot
- gain greater understanding of the concepts of file sharing, downloading and content ownership
- begin to think critically about some of the key messages in the picture book
- raise questions about appropriate use of the Internet
- begin to consider fair and responsible use of the Internet.

Resources for lessons
- *Faux Paw and the Dangerous Download* picture book
- Large sheets of paper
- Colored pens
- Worksheet 2a and 2b – Fairness Compass

Learning Experiences or activities

Lesson 2.1

<u>Tuning In</u>

Read the book *Faux Paw and the Dangerous Download* to the class, then refer to the story ladder from lesson one to review the events in the story and to identify the key settings.

List key settings from the story on the board: Faux Paw's home (kitty house on the lawn at the state Capitol), inside the Internet, MewTunes store.

Provide small groups of students with large sheets of paper, and colored pens. Ask each group to create a story map (like a treasure map) that shows where the events in the story took place. Ask groups to share story maps and display them in the classroom.

Lines could be drawn between places shown on the map and a sentence or two could be added to indicate where key events took place.

Lesson 2.2

Have each student draw a large picture of his or her favorite character from the story. Encourage students to take time and to pay great attention to detail. Aim to instill great pride in the drawings by making positive comments and giving students specific compliments about aspects of their art.

For the purpose of the next exercise, leave the pictures conspicuously in a neat pile near the classroom door or pinned to the wall, ready for students to take home. Emphasize how proud students should be of their work. Highlight the idea that their pictures will look really good displayed on the refrigerator or on a wall at home.

<u>Finding out/investigating</u>

Arrange for another teacher to come and take the pictures while the students are out of the room. When the students return and notice the pictures are missing, discuss how they feel to have such special work taken without their permission. Ask them to consider:
- Who created the pictures?
- Who owns the pictures?
- How do they (the artists/creators) feel to have their work taken without permission?
- Why do they feel this way? Spend some time focusing on the feelings engendered.
- Is it fair for someone to take other people's work or property?
- Explore with students why the theft of artistic creations is similar to the stealing of goods or property from a shop or from someone's home.

Lesson 2.3

Read the story *Faux Paw and the Dangerous Downloads* again. Before reading, ask students to take particular notice of the ways Faux Paw and other characters use the Internet. Record information on a data chart, for example,

Character	How does the character use the Internet?	Why do they use it for this purpose?
Simon	- to chat - to send an e-vite	To talk with friends To invite friends
Faux Paw	- downloads music - watches cooking shows - to play games	For entertainment For entertainment and to learn about cooking

Organizing ideas

Discuss Internet use recorded on the data chart, in particular related to music, games and cooking shows. Consider:
- Who created the content being downloaded?
- Who owns it?
- How might the creator feel if someone took the work without asking first?
- Why might they feel this way?
- Is it fair for someone to take other people's work or property?
- What do we call this? (stealing or theft)
- Consider why theft of artistic creations is similar to the stealing of property or goods from a shop or from someone's home. Ask students how they would feel if someone took one of their CDs or games. Remind them how they felt when their art was taken.

Lesson 2. 4

During the next break, arrange for the students' pictures to be returned to the classroom.
NOTE: It is preferable for students to not know who removed the pictures.

Explain to students that their pictures had not been stolen, rather you had arranged for them to be taken to prompt thinking about important things related to fairness and other people's property.

Discuss:
- Is it fair to take other people's property? Why or why not?
- How does theft or stealing affect people?
- Is taking things fair to others? Why or why not?
- Is it fair to yourself to steal from other people? Why or why not?

Lesson 2.5

Sharing learning, taking action and reflecting

Review the discussion with students about how they felt when their work was taken without permission. Have students rate how they felt, by selecting a position to stand on, along an imaginary line, where one end represents 'it felt fair' and the other end represents 'it felt unfair'.

Ask individuals to explain their position on the continuum and allow students to move if something they hear changes their opinion. Encourage students to share and to explain opinions and to give examples from everyday life to support their feelings and views.

At this stage it is likely that students will still be forming their thinking about these complex concepts. Have students use **worksheets 2a and 2b** to rate Faux Paw's Internet downloading activities using the 'Fairness Compass'.

Level 2 & 3 (8-11+ year olds): Lesson three

Understanding the Internet as networked computers.

Organizing question/s:
How and why is the Internet used to share content throughout the world?

Lesson overview
This lesson assists students to begin to develop understandings about computer networking and risks involved in opening your computer to others when using the Internet for file sharing and downloading.

Curriculum connections   (Key learning areas)
English, Health and Personal Development, Social Education, The Arts.

Objectives
This lesson will help students to:
- raise questions about appropriate use of the Internet
- build understanding about fair and responsible use of the Internet
- begin to consider the importance of cyber ethics and respect for intellectual property and copyright
- use their feelings as a guide to developing a moral compass.

Resources for lessons
- Soup or other metal cans
- string
- Worksheet 3: Making a tin can telephone
- Worksheet 4a, 4b and 4c: Internet use
- Worksheet 5: Networked computers

Learning Experiences or activities

Lesson 3.1

Tuning in

Ask students to bring a clean, empty soup can (or similar) with no sharp edges to school. Have them work with a partner to follow the instructions on **worksheet 3** to create a tin can telephone.

Provide opportunities for students to experiment with their tin can telephones. Ask them to explain how the tin can telephones enable spoken messages to be passed from one person to another.

Lesson 3.2

Finding out/investigating

Take students into a classroom or a library resource centre that has computers that are networked or show them images of networked computers, such as those on these sites:
http://www.classlink.com/blog/wp-content/uploads/2008/03/computer-lab.jpg
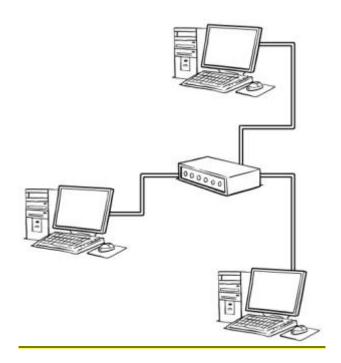http://farm1.static.flickr.com/249/452969265_684e2bf8c0.jpg?v=0

Ask students to explain how they think information, games and music can be shared between computers. Provide words such as networked or connected to help students to explain their ideas.

Use magazine pictures or drawings to create a large diagram similar to the one below. Display the diagram and around it record students' understandings about use of networked computers to share files or data. Build upon ideas by asking students to explain how computers can be networked worldwide using the Internet.

Lesson 3.3

As a class brainstorm different ways that students and members of their families use the Internet, for example to:
- watch film clips
- listen to music
- chat
- send emails
- play games
- conduct research.

Use the brainstorm list to add one or two items to the tables provided on **worksheets 4a, 4b and 4c**,

then have students use the worksheets to collect information from family members about Internet use. Use spare spaces on each sheet to record any use that is not already listed.

Lesson 3.4

Organizing ideas

Share information gathered from students' families and record results as a class bar graph.

Use the bar graph to explore similarities and differences in use of the Internet within and across age groups.

Record similarities and differences between types of communication or information that can be shared using tin can telephones and computers that are networked using the Internet, for example,

Similarities and differences between networked computers using the Internet and tin can telephones	
Similarities	**Differences**
people can communicate	only spoken words can be shared using tin cans
people are connected	Spoken, written words, images, songs, games and films can be shared using the Internet
people can talk with each other	more than two people can be connected via the Internet

Lesson 3.5

Sharing learning, taking action and reflecting

Ask students to use **worksheet 5** to write or draw things people can share over the Internet.

Write the word Internet in the centre of a large chart. Explore students' understandings of the Internet and how it works and record their ideas on the chart.

Add students' ideas to the chart as you discuss how the Internet is a large worldwide networks of computers that offers:
- many new ways to communicate with family and friends
- great potential as a tool for gathering information and learning about the world,
- an endless source of entertainment with music, games and video available.

Level 2 & 3 (8-11+ year olds): Lesson four

Respecting ownership and copyright.

Organizing question/s:
How and why file sharing, downloading and copying can be unfair to owners of content?

Lesson overview
This lesson draws upon *Faux Paw and the Dangerous Download* to assist students to explore the concepts of file sharing, downloading, copying and content ownership.

Curriculum connections   (Key learning areas)
Computers/Technology, English, Health and Personal Development, Social Education, The Arts.

Objectives
This lesson will help students to:
- think critically about some of the key messages in the picture book
- continue to build understanding about fair and responsible use of the Internet
- understand that it is not fair and often illegal to copy or download content without permission
- develop respect for intellectual property and copyright law
- consider use of feelings as a guide to developing a moral compass.

Resources for lessons
- *Faux Paw and the Dangerous Download* picture book
- *Faux Paw and the Dangerous Download* film

Learning Experiences or activities

Lesson 4.1

Tuning In

Examine the front of the book, *Faux Paw and the Dangerous Download* with students, in order to locate the copyright symbol.

Draw a large copyright symbol — © — in the centre of a large chart and ask students to explain what it means. Clarify the meaning if necessary.

Record a definition of copyright on the chart, such as the one below, then discuss it as a class.

> Copyright protects work from being copied, reprinted, sold, or used by someone else without the consent (permission) of the owner of the work.

Have students imagine they have written a fantastic novel that a publisher wants to help them to sell. Soon their work will be as famous as JK Rowling, but their work has been taken. The thief has made lots of copies and is selling them. Ask students how they would feel, as the owner of the book? Discuss why this action is the same as stealing someone's favorite toy or game.

Lesson 4.2

Finding out/investigating

Ask students to keep an eye out for use of the copyright symbol in everyday life. Have them use the chart to create a 'copyright wall' to record instances where they notice the copyright symbol, for example, on software, music, books, video games, movies, etc.

Read the book *Faux Paw and the Dangerous Download* to the class, then view the film version of the story. Before reading and viewing ask students to look out for the copyright symbol in the film and ask them to notice similarities and differences between the book and the film.

As a class consider similarities and differences between the book and the film. Discuss:
- Are the same characters central to each story?
- Are the two stories set in the same places?
- What are the messages in the film?
- Are these messages similar to or different from the book?

Lesson 4.3

As a class brainstorm the actions, problems encountered, or mistakes made by Faux Paw, in both the book and the film, for example, Faux Paw
- downloaded music she did not own
- did not ask permission or pay the artists or creators for the song she downloaded
- visited an unsafe peer-to-peer site to share music
- allowed viruses, worms and Trojans to affect computers.

Organizing ideas

Create a class data chart, such as the one below, to organize brainstormed information.

Faux Paw's action	What problem was caused or what was the effect of the action?	How can this problem or effect be avoided?	What positive messages could help people avoid these problems?
Downloaded music	- the musician did not get paid for all the time spent creating the music - allowed viruses, worms and Trojans to affect computers	- do not download music unfairly or illegally - use safe sites to get music - install a firewall install anti-virus software	- Be fair. - Keep safe. - If it seems too good to be true, it probably is! - Trust your instincts (common sense). -Use your moral (fairness) compass.
Downloaded games (Legally)	None. This was legitimate. because she bought it from an honest site.		
Downloaded cooking shows (Legally)	None. She watches these on a legal site		

	that pays the owners to play their show. Sites like this make money through advertising.		
Visited an unsafe peer-to-peer site	She made her computer vulnerable to viruses (bad files). She stole a song that didn't belong to her.		Keep Away from P2P. Use reputable stores (sites) to buy songs and games.

Lesson 4.4

Sharing learning, taking action and reflecting

As a class, discuss each item on the data chart and ask students whether these uses of the Internet are fair or unfair. Have students vote by raising hands, then place smiley faces or unhappy faces on the graph to indicate fair or unfair use.

Consider how people might be affected by each of the identified copyright breaches on the graph.

Place a copyright symbol beside items to show when someone used or took content that belonged to someone else without permission.

Lesson 4.5

If possible, use an electronic whiteboard to help facilitate meaningful class discussions and provide opportunities for students to:

>   - engage in the copyright quiz found at:
>   http://www.cyberbee.com/cb_copyright.swf
>   - play Ippy's Big Idea games and quizzes found at:
>   http://www.innovated.gov.au

Lesson 4.6

Use case studies to encourage pairs of students to engage in role-play conversations, for example,

1. Imagine that Faux Paw didn't pay for the game she downloaded, instead she downloaded with without paying for it and without permission. Have a conversation between Faux Paw and the owner of the game The game-maker needs the income from selling her games to look after her family. Focus on the content owner's feelings and the effects on the owner and the owner's family.

2. A conversation between Faux Paw and a musician whose song Faux Paw has downloaded from the Internet without permission. The musician is only 18 years old and has moved out of home to study at university. The musician needs money from music sales to pay the rent and to buy food. Encourage students to focus on the content owner's feelings and the effects on the owner.

After discussing the role-play conversations, develop a class list of positive messages that could help

people to use common sense and fair, honest behavior to avoid these problems.

Resources

InnovatED
An educational website funded by IP Australia, an Australian federal government agency that deals with the protection of patents, trade marks and designs. It is designed to teach children about intellectual property. It comprises of lessons plans, case studies and student activities and games.
www.innovated.gov.au

Copyright with Cyberbee
Teacher resources and lesson ideas and an interactive tool to teach students the basics about copyright.
http://www.cyberbee.com/cb_copyright.swf

Level 2 & 3 (8-11+ year olds): Lesson five

Making sensible or 'common sense' choices.

Organizing question/s:
How and why can we use clues to help us to draw on our common sense to make sensible choices or decisions related to Internet use.

Lesson overview
This lesson draws upon *Faux Paw and the Dangerous Download* to assist students to consider how common sense can help us to make fair and responsible decisions related to Internet use.

Curriculum connections   (Key learning areas)
English, Health and Personal Development, Social Education, The Arts.

Objectives
This lesson will help students to:
- enjoy the picture book *Faux Paw and the Dangerous Download*
- think critically about some of the key messages in the picture book
- consider the role of common sense in helping to make appropriate choices and decisions related to Internet use.
- raise questions about appropriate use of the Internet
- consider fair and responsible use of the Internet.

Resources for lessons
- *Faux Paw and the Dangerous Download* picture book
- *Faux Paw and the Dangerous Download* film
- Worksheet 6: Horse Sense and Common Sense
- Worksheet 7: Common sense clues
- Art materials

Learning Experiences or activities

Lesson 5.1

Tuning In

Read *Faux Paw and the Dangerous Download* to the class. Ask students to focus on the two characters, Common Sense and Horse Sense, and in particular what each character has to say.

Consider each character, Common Sense and Horse Sense, in relation to the following questions. Explore and record a range of ideas or responses on the board.
1. Who is this character?
2. Why is this character in the story and in the film?
3. How does this character help to move the story along or keep the reader entertained?
4. What do people mean by common sense?
5. What do people mean by horse sense?
6. What do people mean by nonsense?
7. How can we tell the difference between common sense and nonsense?
8. What are clues that might help us to decide whether something is common sense?

Lesson 5.2

Finding out/investigating

Explain to students the meaning of common sense, for example,
- having the ability to make sensible decisions
- having good judgment
- being wise
- having the wisdom to avoid bad decisions.

Explain that the phrase 'horse sense' is also used to mean common sense, which is strange because horses are not really very smart. Relative to body size horses have small brains and their behavior is mostly linked to instinct rather than to intelligence.

As a class read and compare the dialogue of the two characters Horse Sense and Common Sense.
Common Sense

"Be careful, and use your common sense! Lots of peer-to-peer sites up that way, and they can be dangerous!"

Horse Sense
"Faux Paw, Never, never put ice cream on your keyboard."

"And, don't forget . . . your computer's mouse does NOT like cheese!"

"P2P will get you in trouble almost every time,"

Lesson 5.3

Organizing ideas

Have students use **worksheet 6** to respond to the following questions about Horse Sense and Common Sense:
- Who is this character?
- Why is this character in the book and the film?

Have students take turns working with a partner to role-play the type of advice HorseSense and CommonSense might give to a child to help him or her to learn to ride a bicycle. Share some of these role-play conversations with the class. Focus on students' thinking about whether the role-play advice is based upon common sense.

Lesson 5.4

View the film, *Faux Paw and the Dangerous Download,* asking students to find out what advice Kitty Face gives to Faux Paw.

Discuss whether the advice Kitty Face gives to Faux Paw is sensible? Ask students to explain what clues Faux Paw could have used to help her realize that Kittyface was not giving sensible advice.

Share students' ideas then, brainstorm words that mean the opposite of sensible, such as, foolish, senseless, absurd, irrational, unrealistic, unreasonable, unwise.

Discuss the meaning of nonsense. It may help to break the word into its two meaning units 'non' and 'sense', to help students to comprehend that nonsense means: something does 'not' make 'sense,' so it is not sensible. Where relevant, review questions 1 – 8 (from above).

Lesson 5.5

Remind students that horses rely on instinct to keep safe. Ask them to think about how they might use their instincts to help them to behave with common sense. Discuss:
-    What clues might help us to decide whether something is common sense?
-    How might our senses and feelings help us to make sensible decisions?
-    How do we know if something is really, legally free?
-    How can we find out if there's a catch?
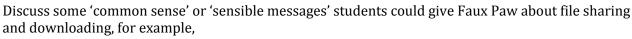-   How do we know when to trust people or websites?

Debate: If something seems too good, it probably is!

Lesson 5.6

Sharing learning, taking action and reflecting

Distribute **worksheet 7** and ask students to list clues around the magnifying glass that might help them to decide whether something is common sense, for example,
- look for signs and symbols
- watch out for a catch or a trick
- be aware of giving out personal details.

Discuss some 'common sense' or 'sensible messages' students could give Faux Paw about file sharing and downloading, for example,
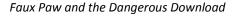- Be fair
- Keep safe
- If it seems too good to be true, it probably is!
- Trust your instincts
- Use your fairness compass.

Provide art materials and ask each student to make a poster that promotes a message students could give to Faux Paw and to others to help them to use their 'horse sense' to make common sense or sensible decisions.

Level 2 & 3 (8-11+ year olds): Lesson six

Understanding copyright and piracy issues.

Organizing question/s:
How and why should people share and use content appropriately and fairly?

Lesson overview
This lesson draws upon the picture book *Faux Paw and the Dangerous Download* to assist students to explore the ethics involved in file sharing or downloading content using the Internet.

Curriculum connections   (Key learning areas)
English, Health and Personal Development, Social Education, The Arts, Computers/Technology.

Objectives
This lesson will help students to:
- enjoy the picture book *Faux Paw and the Dangerous Download*
- think critically about some of the key messages in the picture book
- raise questions about content ownership and piracy
- consider the importance of cyberethics and fair and responsible use of content.

Resources for lessons
- *Faux Paw and the Dangerous Download* picture book
- Worksheet 8: Pirates
- Worksheet 9: Copyright notices
- Worksheet 10: Cybercitizenship word find

Learning Experiences or activities

Lesson 6.1

Tuning In

Ask students to locate pirate books from the library to read and share with the class.

Highlight ideas related to pirates stealing or taking the property of other people. Explore concepts of fairness, ownership, theft, stealing, honesty and dishonesty.

Distribute **worksheet 8** and ask students to color the pirate. Display the sheets and ask students to share what they know about pirates.

Lesson 6.2

Ask students to explain the concept of copyright explored in lesson 4. Review the definition or create a class definition. For example,

Copyright protects work from being copied, reprinted, sold, or used by someone else without the consent (permission) of the owner of the work.

Ask students what they think it might mean to make pirated copies of games or music or films.

Lesson 6.3

Finding out/investigating

Have students visit http://www.cybertreehouse.com/ to play the Pirate Deep Freeze game and to watch the videos. Discuss the meanings shared through the videos on the website.

Older students could have a go at responding to the quiz questions found at:
http://www.copyrightkids.org/quizframes.htm

Lesson 6.4

Remind students of the time and effort they put into creating great pictures in lesson two. Remind them that this art is their property. Because they own it, they get to decide what happens to it, whether they keep it, display it for others to see, allow others to display it, prevent others from displaying it, give it away or sell it for profit.

Explain that like pirates at sea, 'computer pirates' or 'online pirates' steal property. They steal intellectual property, things people have thought up, such as stories, games, music, lyrics to songs.
- 'Online piracy' involves using the Internet to download, copy, take or to share creative content protected by copyright, without the owner's permission.
- 'Software piracy' involves downloading, copying or sharing software without the owner's permission.

Ask students to name their favorite computer games. Ask how many have each of the games at home. Have them raise their hands if they think they own each game.

Explain that this is not usually the case.
- It's a little like hiring a car, where you agree to use the car for a certain amount of time to travel to particular places. You aren't allowed to let other people use the hire car unless they are part of the agreement with the hire company.
- When you buy software, you don't actually own it. Instead you pay for the right, or a licence, to use it. The fee usually only allows you to use it on one computer or console. So copying, downloading, sharing, selling, or installing more than one copy onto computers or consoles is piracy and is against the law. (Note: Some licences allow you use it on more than one computer, but it is important to read the licence agreement to be sure.)

Ask students how they think people who make games, other computer programs, or who write music or lyrics for songs, or who write books or make films feel about their work being pirated or stolen? Have students raise their hands to show whether they think it is fair for people to make copies for friends or to share or download work without the creator or owner's permission.
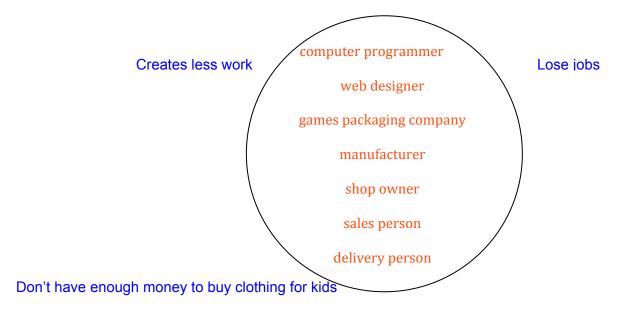
Lesson 6.5

Organizing ideas

As a class, create a concept map showing how people might be affected when content is downloaded,

copied, shared over the Internet or used without permission or payment, for example,

Creates less work

Lose jobs

computer programmer

web designer

games packaging company

manufacturer

shop owner

sales person

delivery person

Don't have enough money to buy clothing for kids

Lesson 6.6

Explain that not all work requires permission or payment for use. Some works are in the public domain, for example, some government documents and works whose copyright has run out, or people who decide to give their work away (a free song or game). Public Domain works are available for use by anyone, for example, the National Aeronautics and Space Administration (NASA) is a US government agency. It produces many images and videos that do not have copyright protection that are in the public domain. NASA's public domain works can be viewed at:
http://www.nasa.gov/multimedia/imagegallery/index.html

Discuss why it is important to read copyright notices before using content. Understanding copyright can be tricky. Work may be copyright even if it does not show the copyright symbol, and sometimes work is protected by a different system for protecting intellectual property, such as a trademark. This may be shown with the symbols ® or TM

Have students work with a partner to read the copyright notices on some websites in order to complete **worksheet 9.** Discuss and share findings.

Lesson 6.7

Have each student complete the Cybercitizen Word Find on **worksheet 10**.

Draw an outline around the body of a student. Display it and ask students to suggest words and sentences to describe a 'cybercitizen'. Write these around the outside of the outline, for example,
- Asks for permission to use the work of other people
- Does not download songs without paying for them
- Only uses safe sites to download free games
- Checks to make sure that games are really free
- Uses common sense
- Respects copyright.

Lesson 6.8

Sharing learning, taking action and reflecting

As a class,create a Copyright Code that draws upon the ideas recorded around the Cybercitizen. Aim for three messages and write them inside the Cybercitizen outline.

Lesson 6.9

Explain to students that they each have the power to become a Cybercitzen Superhero; a person with the knowledge to make fair and honest decisions when using computers and the Internet. Photograph each student and have each student use his or her photo to create a Cybercitizen Superhero, a person who uses common sense and who is fair when using computers, the Internet and other people's content.

Lesson 6.10

Once students have created their Cybercitizen Superhero, have them write a story or create a storyboard with themselves as the main character, Cybercitizen Superhero, who teaches others to be fair, ethical cybercitizens.

Encourage students to use the copyright symbol on their stories, storyboards and whenever they create art or other stories.

Share stories or storyboards within the class, with other classes and with parents or family members.

Lesson 6.11

Students could explore a range of websites to learn more about works considered to be in the public domain. The following sites could provide starting points for further investigation, for example,
> Gutenberg Music
> http://www.gutenberg.org/music

Big Foto
http://www.bigfoto.com

OpenFlix™
http://www.openflix.com

morgueFile
http://morguefile.com

Resources

http://www.cybertreehouse.com/

http://www.copyrightkids.org/quizframes.htm

Copyright Kids
The Copyright Society of the U.S.A. is a non-profit
corporation that was founded in 1953 to foster interest in and advance the study of copyright law and the rights in literature, music, art, the theater, motion pictures, and other forms of intellectual property. Copyright information for teachers or older students is provided at: http://www.copyrightkids.org/

Learn from the Past, Create the Future: The Arts and Copyright
A 72 page resource exploring copyright and protection of intellectual property, along with public domain content and other limitations on copyright produced by World Intellectual Property Organization (WIPO). It is located at:
http://arstechnica.com/news.ars/post/20070926-wipo-tries-to-educate-kids-about-copyright-with-surprisingly-fair-results.html

Level 2 & 3 (8-11+ year olds): Lesson seven

Fairness and common sense in relation to copyright and avoiding risks involved in file sharing, downloading and copying using the Internet.

Organizing question/s:
How and why can downloading, copying and sharing files using peer-to-peer sharing create risks for yourself and other people?

Lesson overview
This lesson draws upon *Faux Paw and the Dangerous Download* and assists students to explore the ethics and risks involved in file sharing and downloading content using the Internet.

Curriculum connections   (Key learning areas)
English, Health and Personal Development, Social Education, The Arts, Computers/Technology.

Objectives
This lesson will help students to:
- enjoy the picture book and/or the film *Faux Paw and the Dangerous Download*
- think critically about key messages in the picture book
- understand issues related to content ownership, copyright and piracy
- consider the importance of common sense, cyber ethics and fair and responsible use of content
- understand risks associated with downloading, copying, sharing and use of peer-to-peer services in relation to viruses, worms, Trojans and spyware
- develop knowledge, skills and attitudes to guide appropriate use of the Internet.

Resources for lessons
  - *Faux Paw Goes and the Dangerous Download* picture book
  - *Faux Paw Goes and the Dangerous Download* film
  - Worksheet 11: Internet Risks
  - Worksheet 12: Quiz
  - Worksheet 13: Moral Compass Badge or Plaque
  - Art materials

Learning Experiences or activities

Lesson 7.1

<u>Tuning In</u>

As a class, discuss what students have found out about downloading or copying files. Ask what they know about peer-to-peer file sharing?

Read *Faux Paw and the Dangerous Download* or view the film again, then review the data chart created in lesson 2 recording the ways Faux Paw and other characters use the Internet, for example, to chat, to send an e-vite, to download music, to watch cooking shows, to play games.

In order to do these things the characters had to download files from the Internet or use peer-to-peer file sharing. As a class, discuss:

- How can downloading or copying files cause problems for yourself?
- How can downloading or copying files cause problems for other people?
- Why is it risky to use peer-to-peer file sharing sites?

During the discussion encourage students to draw upon *Faux Paw and the Dangerous Download*, their experiences at home and activities from previous lessons to consider ownership of content and the spread of viruses, Trojans, worms and spyware.

Based on the discussion, create a class T-chart exploring pros and cons of illegal downloading or copying files and peer-to-peer file sharing.

Downloading, copying and peer-to-peer file sharing

pros	cons
- can share my own content with friends	- sharing other people's content without permission is unfair and against the law
- can get information for school projects	- can let people see things in my computer
- provides entertainment	- can let viruses, worms or Trojans attack my computer and other people's computers
-	- spyware can give others access to my personal details
	-

Lesson 7.2

Finding out/investigating

Copyright and piracy – check your thinking. As a class list types of intellectual property that you usually need permission to use, download, copy or share, for example,
- books
- music
- paintings
- film clips/TV shows
- games and other computer software
- e-cards
- magazines
- photos
- cartoons,
- animations
- drawings.

Review ideas from lesson six. Piracy involves breaking copyright laws by stealing intellectual property included in work such as books, music, paintings, film clips, games and other computer software. Copying or downloading using the Internet is stealing if the creator or owner of the work did not give permission for his or her work to be used in this way.

Discuss, as a class:
- How are the owners or creators of work harmed when people steal their work?
- Is copyright theft the same as stealing from a shop or from someone's home?
- Who pays for the theft in both types of stealing?
- What are some consequences of piracy? Remind students that if people don't get paid for their work, they will be unable to create new work, for example, if all the makers of games went broke, there would be no new games!

Review the *temptations*, for example,
- taking or using work that is copyright which is not honest and against the law
- not paying for content that you download or copy
- If something seems too good to be true, it probably is, for example games or music that can be downloaded for free has often been stolen.

Remind students that they have the knowledge and the skills to be able to use common sense so they can avoid the *temptations*.

Ask students to list the values and personal qualities of the Cybercitizen Superhero from lesson six. Emphasize these same values that they use in everyday life to avoid temptation and keep honest are important in the online world.

Lesson 7.3

Risks – check your thinking. Challenge students to use **Worksheet 11** to record what they think is meant by:
- Viruses
- Worms
- Trojans
- Spyware
- Malware
- Fire wall
- Anti-virus software

Discuss risks that can be created by sharing files or software using peer-to-peer sites, for example, you risk harming your computer by allowing viruses, worms, Trojans or spyware to gain access to your computer and to the computers of other people. You may also allow other people to view or take files from your computer.

Display the drawing of networked computers created in lesson three. Place an image (such as the one below) to represent a nasty looking worm, Trojan or virus on top of one of the computers.

Ask students to explain how downloading, copying or sharing a file can send one of these from one computer to many other computers. Discuss how the spread of worms, viruses, Trojans and spyware can cause problems for people all over the world.

Copying, sharing or downloading music, images, games or other software is risky as the files may contain viruses or other dangers that can 'crash' computers. Often these 'nasties' will look innocent, just like the file you would expect to see when downloading music or a game, but you will be in for a shock

Faux Paw and the Dangerous Download

when you open the file!

Review the *risks*, for example,

- letting viruses, Trojans, worms and spyware into your computer
- spreading viruses, Trojans, worms and spyware to other people's computers
-

Remind the students that they have the knowledge and the skills to be able to use common sense so they can avoid these *risks*. Explain the need for students to use their common sense to protect themselves and others from risks. If they are going to use peer-to-peer file-sharing, they need to have a parent (or the adult who owns the computer) present with them.

Have students use **Worksheet 12** to create their own moral compass badge or plaque, by listing temptations, dangers and risks that they can avoid by using common sense.

Lesson 7.4 Ask students to send an email inviting the Principal, IT technician or another appropriate person to talk with students about how the school protects its computer network from worms, viruses, Trojans, spyware and other networking dangers.

Have students work with an older buddy to investigate:
- the costs of anti-virus software
- how they can buy music, games and other software from legitimate online stores such as iTunes, Bigpond
- whether there are free and legal downloading sites.

Have students use **Worksheet 12** to match the terms with the definitions.

Lesson 7.6

Read or view *Faux Paw Goes and the Dangerous Download* again.

Create a class 'To Do' list, for example,
- o **DO** be honest.
- o **DO** be fair
- o **DO** buy music from safe, legal online stories.
- o **DO** ask for permission before you download, make copies or share any copyrighted material, such as games, books, magazines, or music.
- o **DO** tell your friends to buy their own copies of games, films or music, rather than making 'pirate' copies for them.
- o **DO** ask adults at home to check to see if anti-virus software is installed properly. Are firewalls turned on? Are security programs on your computer up to date.
- o **DO** use a virus scan program before downloading, copying or loading programs onto your computer. Some programs on the Internet contain viruses that can harm your computer.
- o **DO** write information in your own words when completing projects, assignments, essays or other work for school
- o **DO** list original owners of the work in your references or credits list.

Display the 3 KEEPs® for Safe and Honest Downloading. Discuss what each KEEP refers to and

relate each one back to *Faux Paw Goes and the Dangerous Download.*

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3 KEEPs® for Safe and Honest Downloading:
- **Keep Safe your Personal Files**: Don't share your music, videos, pictures, or games with strangers online.
- **Keep Away from Doubtful Downloads**. Files from blogs or social networking sites of people you *don't* know could have bad files attached to them.
- **Keep Using Common Sense**: if it's not free in a store, it shouldn't be free online—that's stealing from the creators of the music and games.

Lesson 7.7

Make a class table or graphic organizer to match the DOs to the three KEEPs, for example,

DO be honest.	• **Keep Using Common Sense**
DO be fair	• **Keep Using Common Sense**
DO buy music from safe, legal online stories.	• **Keep Safe your Personal Files** • **Keep Away from Doubtful Downloads**
DO ask for permission before you download, make copies or share any copyrighted material, such as games, books, magazines, or music.	
DO tell your friends to buy their own copies of games, films or music, rather than making 'pirate' copies for them.	
DO ask adults at home to check to see if anti-virus software is installed properly. Are firewalls turned on? Are security programs on your computer up to date.	• **Keep Safe your Personal Files** • **Keep Away from Doubtful Downloads**
Do use a virus scan program before downloading, copying or loading programs onto your computer. Some programs on the Internet contain viruses that can harm your computer.	• **Keep Safe your Personal Files** • **Keep Away from Doubtful Downloads**
DO write information in your own words when completing projects, assignments, essays or other work for school	
DO list original owners of the work in your references or credits list.	

Lesson 7.8

Have students work in pairs to draw upon the work they have completed to help them to create a Cybercitizen Superhero pledge, for example,
- I will not copy, download, etc. copyrighted content without permission.
- I will pay for …
    Signed …….. Witness ……..

Students could create a scroll and handwrite then sign their pledge before a witness. Students could take turns to read or make their pledge to the class.

Lesson 7.8

Assist students to engage in some of the following activities:

- Compose a 'KEEPs' chant, rap or rhyme. Remember to use the copyright symbol when displaying it in the classroom! Recite or perform the work.

- Work in pairs to create a poster that warns others of the dangers of file sharing.

- Make a board game like snakes and ladders or with chance cards that represent common sense choices and decisions.

Hold a class debate: Are you allowed to post copyrighted materials on your website or social networking page? (The answer is no by the way)

References and Resources

Play it Cybersafe
A Business Software Alliance (BSA) site that aims to empower children, parents and teachers to prevent cyber crime through knowledge of the law, their rights and how to avoid misuse of the Internet.
www.playitcybersafe.com
www.bsa.org

United States Copyright Office
www.loc.gov/copyright

The Cybercitizen Awareness Program
Aims to educate children and young adults on the danger and consequences of cyber crime.
http://www.cybercitizenship.org/4kids/4kids.html
http://www.cybercitizenship.org/index.html

The CyberSmart Education Company
Provides support materials for teachers.
http://www.cybersmartcurriculum.org/lesson_plans/

Worksheet 2a   Fairness compass

Color the points of the compass to rate the actions. Are they fair or unfair? Use red and green to show what you think. (Read each question and color in the piece of the compass that points to the correct answer.)

1. When Faux Paw downloaded Simon's song from the Internet, is Faux Paw . . . ?

Fair to others

Unfair to self

Fair to self

Unfair to others

Why do you think this?

2. When Faux Paw watches videos of cooking shows by downloading them from the Internet, was Faux Paw…?

Fair to others

Unfair to self

Fair to self

Unfair to others

Why do you think this?

Worksheet 2b   Fairness compass

(suggested: Read each question and color in the piece of the compass that points to the correct answer.)

3. When Faux Paw downloaded games from the Internet, was Faux Paw...?

<center>

Fair to others

Unfair to self   **Fair to self**

Unfair to others

</center>

Why do you think this?

4. Write some sentences about downloading from the Internet.

Worksheet 3   Tin can telephone

Work in pairs. Follow the instructions to make a tin can telephone and draw each step.

What You Need
- Two clean, dry metal cans, without sharp edges
- 3 – 4 yards of string

Instructions

1. Punch a hole in the bottom of each can. Make the hole just big enough to allow the string to go through.	**2**. Push the string into the hole in one can. Tie several knots in the end of the string that is inside the can, so it does not slip back through the hole when pulled.
3. Repeat step two with the other can.	**4.** Take one can each. Walk away from one another until the string stretches tight.
5. Take turns to speak and to listen to one another.	

Worksheet 4a: Internet use

Find one person you know in each age group. Ask them how often they use the Internet to do these things. Mark their answers in the box below.

8 – 10 year old

Internet use	Every day	Once a week	Sometimes	Never
Download or listen to music				
Download or watch TV/films				
Chat				
Send emails				
Play games				
Research				

11 – 12 year old

Internet use	Every day	Once a week	Sometimes	Never
Download or listen to music				
Download or watch TV/films				
Chat				
Send emails				
Play games				
Research				

Worksheet 4b: Internet use

Find one person you know in each age group. Ask them how often they use the Internet to do these things. Mark their answers in the box below.

13 – 15 year old

Internet use	Every day	Once a week	Sometimes	Never
Download or listen to music				
Download or watch TV/films				
Chat				
Send emails				
Play games				
Research				
Personal Profile (Social Networking)				
Blog				

16 – 20 year old

Internet use	Every day	Once a week	Sometimes	Never
Download or listen to music				
Download or watch TV/films				
Chat				
Send emails				
Play games				
Research				
Personal Profile (Social Networking)				
Blog				

Worksheet 4c: Internet use

Find one person you know in each age group. Ask them how often they use the Internet to do these things. Mark their answers in the box below.

21 – 30 year old

Internet use	Every day	Once a week	Sometimes	Never
Download or listen to music				
Download or watch films				
Chat				
Send emails				
Play games				
Research				
Personal Profile (Social Networking)				
Blog				

31 years or older

Internet use	Every day	Once a week	Sometimes	Never
Download or listen to music				
Download or watch films				
Chat				
Send emails				
Play games				
Research				
Personal Profile (Social Networking)				
Blog				

Worksheet 5

Create a drawing to show how things can be shared over the Internet. You might also write some words or sentences to explain your ideas.

Worksheet 6   Horse Sense and Common Sense

Draw each character and answer the five questions.

Common Sense	
	1. Who is this character?
	2. Why is this character in the story and the film?

Horse Sense	
	3. Who is this character?
	4. Why is this character in the story and the film?

5. How can we tell the difference between common sense and nonsense?

Worksheet 7:   **Common sense clues**

Worksheet 8:   Piracy

Name: _____   Teacher: _____

Directions: Find the words on the list below.

P	B	D	M	U	J	L	R	H	Z	P	N
R	C	O	P	Y	R	I	G	H	T	E	R
O	O	W	N	E	R	Q	O	M		R	E
P	C	N	Q	J	S	I	O	P	O	M	S
E	S	L	A	K	C	Y	D	E	W	I	P
R	C	O	M	M	O	N	S	E	N	S	E
T	X	A	R	F	P	X	Y	O	G	S	C
Y	K	D	N	I	Y	Z	W	A	U	I	T
I	D	W	P	R	Q	R	F	L	Z	O	J
N	F	I	L	E	S	H	A	R	I	N	G
T	A	N	E	W	H	N	I	T	E	L	K
E	U	S	G	A	I	F	R	G	D	C	E
R	X	T	A	L	H	O	N	E	S	T	E
N	P	I	L	L	V	I	E	P	T	C	P
E	A	N	S	A	F	E	S	I	T	E	S
T	W	C	V	S	E	N	S	I	B	L	E
A	N	T	I	V	I	R	U	S	B	F	O

common sense	fairness	download	copy	good
copyright	respect	internet	honest	own
file sharing	permission	property	instinct	legal
fire wall	anti-virus	safe sites	Keeps	owner
sensible				

Lesson: "Faux Paw and the Dangerous Download"

Worksheet 11:   Internet risks

Draw or write to show what you think is meant by:

viruses	
worms	
Trojans	
spyware	
fire wall	
anti-virus software	

Worksheet 12: Quiz
How does this work? Is this the key for the previous page, or should the designer make this into a quiz (draw lines to the correct definition, use letters and match to definition??)

spyware		This program can copy itself and infect a computer, like an illness, without the user knowing.

worms		A computer program that looks useful and innocent that is sent to computers by downloading and file-sharing. Once it is downloaded it damages computers.

virus		A giant wooden horse in a Greek fable that the Greeks gave to the Trojan people as a peace offering. It was a trick. The horse looked innocent, but was full of soldiers who captured the city of Troy.

Trojan		It secretly 'spies' on your computer activities. It can collect personal information, like usernames and passwords, bank account numbers. It can track your emails, websites you visit and your chats. It can send your information to other computers.

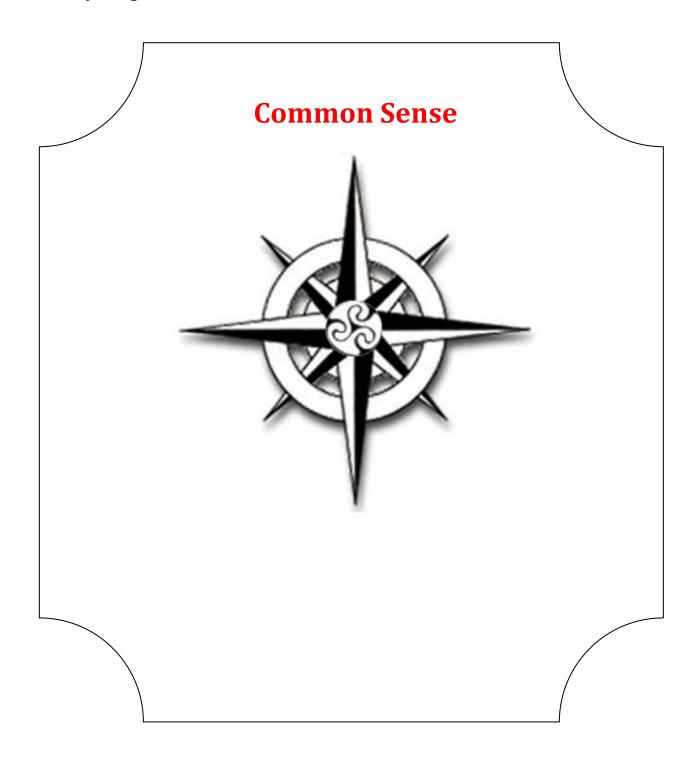|		
Trojan horse		This program burrows deep into a computer system. It can make copies of itself.

Worksheet 13   **Moral compass badge or plaque**

Make your own moral compass badge. List temptations, dangers and risks that you can avoid by using common sense.

Common Sense

P	D									P	
R	C	O	P	Y	R	I	G	H	T	E	R
O	O	W	N	E	R		O			R	E
P		N					O		O	M	S
E		L			C		D		W	I	P
R	C	O	M	M	O	N	S	E	N	S	E
T		A		F	P					S	C
Y		D		I	Y					I	T
I				R		F				O	
N	F	I	L	E	S	H	A	R	I	N	G
T	A	N	E	W		I					K
E	U	S	G	A		R					E
R	X	T	A	L	H	O	N	E	S	T	E
N	P	I	L	L		E					P
E	A	N	S	A	F	E	S	I	T	E	S
T	W	C		S	E	N	S	I	B	L	E
A	N	T	I	V	I	R	U	S			