

# PLAY IT SAFE IN CYBERSPACE

## Reprogram Your Thinking About Software Theft

### A Message to Educators:

We know you're concerned, as we are, with students visiting inappropriate Web sites. But that's a risk they face when they download software from the Internet illegally. While this may look like an easy and free way to get new programs, music, and games, the price may be higher than you think. Although some of these sites may appear safe, many actually expose young children and teens to unsuitable material and/or jeopardize their privacy. And of course, when students download unlicensed software, they may be downloading harmful computer viruses unwittingly.


On a practical level, copying software without paying for it cheats the creators of digital content. The software industry loses billions of dollars annually through illegal copying and distribution, and the economic effects impact the entire software distribution chain, from creator to retailer.

*Play It Safe in Cyberspace* is a program created by the Canadian Alliance Against Software Theft and Weekly Reader to teach students in grades 3-8 about software piracy. Early education about valuing creativity and responsible computer behaviour will help children contribute to the establishment of a safe and legal online world. Through engaging, age-appropriate activities, this program provides students with a thoughtful exploration of the issues of intellectual property, copyright, and the ethical and legal uses of software.

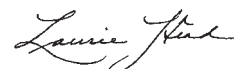
Please share *Play It Safe in Cyberspace* with your colleagues. Although these materials are copyrighted, you have permission to make copies for educational purposes.

We'd appreciate it if you'd take a moment to complete the enclosed program evaluation form. Your feedback on the material is important and will help us enhance future programs. And, please fill out and return the response card to ensure your continued receipt of free educational programs.

Sincerely,



Katy Dobbs  
Editorial Director  
Lifetime Learning Systems  
A Division of Weekly Reader



Laurie Head  
Educational Programs Director  
Canadian Alliance Against Software Theft

WEEKLY  READER®



# PLAY IT SAFE IN CYBERSPACE

## Reprogram Your Thinking About Software Theft

**Target Audience** Students in grades 3-8

### Curricula Objectives

- Help students understand and appreciate the importance of using legal software as well as the meaning of copyright laws and why it's essential to protect copyrighted creative works such as software.
- Initiate discussion around the following: stealing, plagiarism, intellectual honesty, and other pertinent topics.
- Encourage students to examine their personal behaviour using their computers, software, and the Internet.
- Build an awareness of the economic losses suffered through the unauthorized copying of software.

## CANADIAN ALLIANCE AGAINST SOFTWARE THEFT EDUCATIONAL KIT

### Program Components

- A teacher's guide that gives suggestions for introducing and using the activities plus the answers
- Four dual-sided reproducible activity masters, 8 activities total, to serve as worksheets for each student
- A wall poster
- A teacher response card

## ACTIVITY SHEETS: GRADES 3-5

### Activity 1: Is It Stealing?

**Objective:** To help students understand the underlying issues of software theft.

This activity helps students appreciate the role of software in their daily lives and provides a general introduction to the issue of software theft with a focus on three concepts: owning, stealing, and licensing. To familiarize yourself with the topics of software piracy and cybercrime before teaching this activity, we highly recommend visiting these Web sites:

Play It Cyber Safe - [www.playitcybersafe.com](http://www.playitcybersafe.com)

Canadian Alliance Against Software Theft - [www.caast.org](http://www.caast.org)



Explain to your students the difference between hardware and software. Hardware is the computer, modems, and cable. Software is the program that instructs the hardware what to do.

Ask students what they already know about software. How important is it in their daily lives? Do they use software to do homework? Play games? E-mail friends? Do their parents use software in their jobs?

Distribute the activity sheet.

**Answers:**

**1. d; 2. a; 3. b; 4. a**

### Activity 2: Software Talk: Defining the Terms

**Objective:** To teach students basic terms associated with proper software use and software theft.

Begin with a discussion about creative works. Remind students that creative works include, among other original works of authorship, computer software, books, magazines, music, games, films, building designs, and photographs. Have the students list creative works that fall into each of these categories.

Ask them to list their own creative works (which might include stories and reports they've written or artwork they've made).

Explain that copyright is a legal protection provided by the government for the creators of these works. It allows copyright owners to decide how, when, and where their works will be reproduced and used. Like other creative works, software is protected under copyright law.

Point out that when you buy software, you agree to follow the licensing agreement set forth by the manufacturer and included in the software packaging. Usually that means that you can install the software on your computer and make one backup copy. The licensing agreement generally forbids you to make multiple copies.

Review with your students the meaning and ethical implications of plagiarism. Talk about learning to list their sources when they are writing a report; remind them that they must use quotation marks and give an author credit when they are citing the exact words of someone else; and encourage them to learn the importance of paraphrasing. Emphasize that plagiarism is not only copying someone else's words and claiming them as your own, but it also extends to stealing any plots, ideas, etc.

Distribute the activity sheet.

**Answers:**

**1. manufacturer    2. retailer    3. copyright    4. plagiarism**  
**5. licensing        6. creator     7. download    8. software**  
**9. programmer    10. owner**



### Activity 3: Who Gets Hurt When You Copy Software?

**Objective:** To teach students about the ripple effect of buying or using illegally copied software.

Every year, nearly \$17 billion is lost due to software theft. The piracy rate in Canada is 38 percent, while the rate in Vietnam – the highest in the world – is a staggering 94 percent. The goal of this activity is to make those numbers meaningful to students. How does software piracy affect their daily lives? It's more than just dollars and cents. Software theft can have an enormous impact on the economy and can also put the student at risk personally.



Remind students that legitimate businesses don't receive any money from illegal copies (unlicensed) or counterfeit software. The lost revenues translate into lost taxes, lost investment potential, and lost jobs. Fewer legitimate software sales affect retailers and their workers. The creator receives no royalties from counterfeit software sales or unlicensed software distribution. Office workers, truck drivers, and workers in jobs that support the software industry are also affected.

Have students examine the impact of software piracy on their personal lives. Some students may be economically affected by the loss of a parent's job. And, on a direct level, downloading or uploading software from unauthorized Web sites can be dangerous. Point out that viruses that damage computers may be downloaded at the same time as the game or software. Furthermore, Web sites that provide illegal or counterfeit software may be unsafe or inappropriate for children. Or, they might also jeopardize that child's privacy. Pirated software often has glitches in it that affect performance, carries no warranty protection or upgrade options, and does not offer the benefit of being able to contact the manufacturer's technical support centre for help.

Distribute the activity sheet.

**Answers:**

1. d; 2. c; 3. e; 4. b; 5. a

### Activity 4: You're in Charge

**Objective:** To teach students the specific steps they can take to combat stolen software.

This activity challenges students to take action against software theft.

Have students review the legal, ethical, and practical reasons for the fight against software theft. List the reasons, by topic, on the board.

Encourage students to take personal responsibility for reducing software theft. Review possible plans of action.

- They can promise not to download or use unlicensed software.

- They can refuse to make copies of software for friends.
- They can conduct an inventory of the software on their home and classroom computers to determine if the programs are legal.
- They can write letters to the principal, the editor-in-chief of your local newspaper, or a software company outlining the case against software theft.

Distribute the activity sheet.

## ACTIVITY SHEETS: GRADES 6 - 8

### Activity 1: It's Not Only the Law; It's the Right Thing to Do

**Objective:** To help students understand the legal and ethical issues concerning intellectual property and how they relate to software theft.



Have students develop a list of various types of intellectual property. Remind students that creative works include, among other original works of authorship, computer software, books, magazines, music, games, films, building designs, and photographs. To familiarize yourself with the topics of software piracy and cybercrime before teaching this activity, we highly recommend visiting these Web sites:

Play It Cyber Safe - [www.playitcybersafe.com](http://www.playitcybersafe.com)

Canadian Alliance Against Software Theft - [www.caast.org](http://www.caast.org)

Discuss the need for copyright protection. Copyright guarantees that the creator of intellectual property can decide how it can be reproduced and who can distribute it. When you copy commercial software for a friend or photocopy a newly published book rather than buy it, that's an infringement of copyright, and it's illegal.

Remind students that copyright laws cover all intellectual property and there are civil and criminal penalties for copyright infringement. In Canada, civil damage awards for software theft range up to \$20,000 for each program copied. On another level, for example, photocopying a book rather than buying it is also a copyright infringement.

Discuss the ethical issues of copyright infringement. Remind students that software piracy is stealing.

Distribute the activity sheet.

**Answers:**

1. c; 2. b; 3. a; 4. c; 5. b



## Activity 2: Making the Connection

**Objective:** To teach students the terms associated with software theft.

Begin with a discussion about creative work. Remind students that creative works include, among other original works of authorship, computer software, books, magazines, music, games, films, building designs, and photographs. Have the students list creative works that fall into each of these categories. Have them list their own creative works (which might include stories and reports they've written or artwork they've made).



Explain that copyright is a legal protection provided by the government for the creators of these works. It allows them to decide how, when, and where their works will be reproduced and used. Like other creative works, software is protected under copyright law.

Point out that when you buy software, you agree to follow the licensing agreement set forth by the manufacturer and included in the software packaging. Usually that means that you can install the software on your computer and make one backup copy. The licensing agreement generally forbids you to make multiple copies.

Review with your students the meaning and ethical implications of plagiarism. Talk about learning to list their sources when they are writing a report; remind them that they must use quotation marks and give an author credit when they are citing the exact words of someone else; and encourage them to learn the importance of paraphrasing. Emphasize that plagiarism is not only copying someone else's words and claiming them as your own, but it also extends to stealing any plots, ideas, etc.

Distribute the activity sheet.

**Answers:**

- c.
- j.
- b.
- i.
- a.
- h.
- g.
- f.
- e.
- d.

## Activity 3: What's Your Piracy IQ?

**Objective:** To help students focus on the extent of the software theft problem, nationally and internationally.

Software theft, or piracy, is a huge problem around the world. It affects individuals, companies, and the global economy. Review with students the effects on individuals and companies, both in terms of stifling creativity and slowing economic growth.



The software industry employs many people, plus there are numerous businesses that provide services to the industry. Software theft hurts companies economically. And when those companies have to downsize, which means to reduce their workforce, this has a negative effect on their local communities. When businesses lose money, they pay fewer taxes. What will happen to local and national government services if tax revenues are reduced?

Ensure that students understand that software theft doesn't just affect manufacturers but also impacts other legitimate companies and individuals. Have them list the impact of software theft at each level.

Encourage students to talk about the impact on creativity when intellectual property is stolen. How likely is it that an artist will want to invest time and money into new projects if he or she is not fairly compensated?

Distribute the activity sheet.

**Answers:**

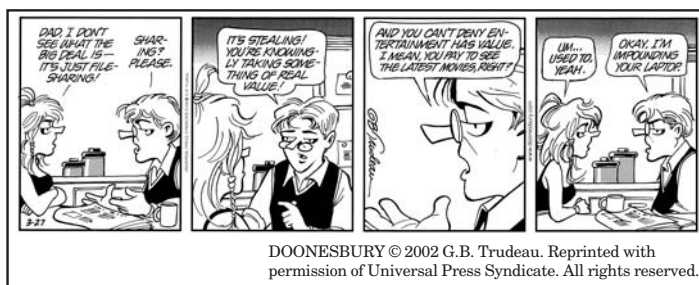
- Vietnam, 94%
- 26%
- \$7,326,003,700
- \$3,095,362,400
- \$6,999,328,950
- tax revenues
- innovation
- one million

## Activity 4: It's Up to You

**Objective:** To synthesize the information learned and have students take a personal look at their feelings about software piracy.

Ask students to put in chronological order the steps toward software production – from creating a software program to its purchase by the consumer. The purpose is to illustrate the enormous investment of time, creativity, and money that goes into the development and sale of software.

Next, distribute the activity so the students can read the *Doonesbury* cartoon. Started in 1970 by Garry Trudeau, *Doonesbury* features political satire and social commentary such as this strip about cyber-ethics. The strip featured this topic for a period of time and additional strips can be viewed at [www.doonesbury.com](http://www.doonesbury.com). Garry Trudeau won a Pulitzer Prize for his work on *Doonesbury*.



Discuss the exchange between father and daughter. Have them write out the reasons that the father should give to convince his daughter to stop stealing creative works.

Divide the class into two debate teams. Have them discuss the ethical ramifications of copying software. Emphasize that it's not a question of sharing because you do not own the software to do with as you wish. You have agreed to respect a licensing agreement that specifically limits the uses of the software.



WEEKLY WRITER

