Unit: ‘Imi Na‘auao (Technology Advisory Activity)

Topic: Copyright and Fair Use

Rationale: Haumäna need to understand copyright and fair use laws and the responsibilities that accompany them.

Activity: “Copyright and Fair Use”

Duration: One Advisory period on January 11, 2011

Procedure:
1. State that we will be revisiting COPYRIGHT today.
2. Ask haumäna to define COPYRIGHT. (Definition: Copyright is protection provided by the laws of the United States to the creators of things like books or other written works, as well as other dramatic, musical, and artistic works. To be copyright protected the works must be in tangible form. This protection means that the owner has control of what can be done with his or her Intellectual Property. Copyrighted works are protected from being copied, distributed, performed, or changed without the creator’s (or owner’s) permission. This protection is available to both published and unpublished works, and applies to students’ work.)
3. Define the term Intellectual Property. Explain that the term Intellectual Property is a name used for intellectual material, or material that is intangible (you can’t touch it) - ideas, music, written word, pictures. You may not be able to touch it, but it does have value to the person who made it.
4. Mention that there is another component to copyright and intellectual property: Fair Use. “Lawmakers came to realize that sometimes, to advance education, students and teachers need to use products that are copyrighted. To cover these situations they developed FAIR USE LAWS that are exceptions to the copyright law for educational purposes. Fair Use is intended to enhance your education AND protect the creators and their monetary rights. To violate Fair Use laws is to violate copyright and this can come with some hefty penalties.”
5. “What does this mean for haumäna? Let’s say you are doing a multimedia presentation for school. Under fair use laws you are allowed to use examples of material found on the Internet or from CDs, books, etc. in your presentation without getting permission from the author. However, if you use this material without giving credit to the creator in a Works Cited document, you are plagiarizing.”
6. Announce that we will be playing a game to see if they understand Fair Use. You will read a scenario and students must indicate whether or not it is an example of Fair Use. (See “Is This Fair Use?” below.)
7. Have haumäna review what they have learned about Fair Use. Pose the following questions to students and use the “Is This Fair Use?” sheet for answers:
   - What are some valid fair use exceptions?
   - What were some scenarios where fair use did not apply?
   - What should you do if fair use does not apply and you want to use the work?
   - When have you made use of the Fair Use exceptions for a school project?
   - Why do you still need to cite sources?
Consider this Bible scripture: A me ka na‘auao, i ka pākiko; a me ka pākiko, i ke ahonui; a me ke ahonui, i ka haipule; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; 2 Peter 1:6
How do you think it pertains to copyright?

IS THIS FAIR USE?

Scenario 1: You are compiling a video yearbook of your year in school as part of a school project. You are scanning in all of your photos of your friends and putting them to a slideshow with music. You LOVE the song “I will Remember You” by Sarah McLachlan and it will make a perfect background. You own the cd so you put the whole track behind your creation.
Is This Fair Use?
No.
Why? Fair use provides that you can use a portion of a song – less then 30 seconds, not the entire song. If you limited it, you would be ok.

Scenario 2:
You have edited together video footage of major news events throughout the year as part of a school project. This includes very short clips from news shows like NBC, CNN, etc. The project turned out so good the school wants to use it as an intro to the video yearbook they are selling.
Is This Fair Use?
No
Why? While this started as a school project, you cannot use other people’s work to make money. By including the project in a video yearbook and selling it, it is no longer fair use.

Scenario 3:
For a school project you and some friends interviewed people throughout the county on important events in history. These taped videos were hosted on the school website to demonstrate your work. Now you find out that a school across the county is using your video clips as an intro to their history fair.
Is This Fair Use?
Yes.
Why? Even though this is YOUR work we are talking about, another school is allowed to use it under fair use laws for educational purposes. This is a one-time event and is educational.

Scenario 4:
You have a major paper due for school. You find a great website covering the information online. You cut and paste sections to put into your report. You don’t need a bibliography for the paper so you don’t bother to include one.
Is This Fair Use?
Yes, but this is a form of PLAGIARISM!
Why? While you are allowed to use information online in a report under Fair Use laws – realize this is PLAGIRISM. You need to cite sources and let others know these aren’t your original thoughts and ideas.

Scenario 5:
You give credit for the music and photos you use in your report and aren’t guilty of plagiarizing. You’ve correctly followed fair use and your project gets an A+. Now your teacher wants to showcase your work on the school website.
Is this Fair Use?
No.
Why? Work cannot be displayed in a public forum without permission from the original creators. To present the project you are allowed to use music and pictures for an educational purpose. However, as soon as you go public with it, such as on the Internet, it is no longer considered fair use.
Unit: ‘Imi Naʻauao (Technology Advisory Activity)

Topic: Laptop Basic Training Refresher for Grades 7 and 8

Rationale: With half of the school year completed, it may be time for haumāna to be reminded of the rules and expectations set forth in the KMS 1:1 Guidebook.

Activity: Basic Training Refresher Assessment

Duration: One advisory period on January 20, 2011

Procedure:
1. Announce that today students will be taking a refresher test in Blackboard and haumāna must pass with a perfect score.
2. Ask haumāna to open up their computers and launch a web browser (i.e. Safari or Firefox).
3. Ask haumāna to go to their Blackboard account at bb.ksbe.edu. The login is the student’s KS user name.
4. Any haumāna that forgot his/her password should click the “Forgot Password” link and follow the prompts to reset his/her password.
5. Grade 7 haumāna should go to their “Grade 7 Technology” course; grade 8 should navigate to their “Grade 8 Technology” course.
6. Under the “Assignments” tab, students should click on “Basic Training Refresher Assessment”. Haumāna will need to complete the 20-question assessment and pass with a perfect score. Since this is an individual assessment, students should not talk to others during this testing period.
7. Any haumāna that does not pass the test with a perfect score must retake the assessment on his/her own time and pass on any subsequent attempt(s) by FRIDAY, JANUARY 28. Remind haumāna to review the KMS Guidebook on the KMS 1:1 Learning Program site before retaking the test. The site can be accessed from our KMS homepage.
8. Remind haumāna of the following ‘ōlelo noʻeau:

   E kaupē aku nō i ka hoe a kō mai.
   Put forward the paddle and draw it back.
   Go on with the task that is started and finish it. In this case, students may need to retake the test multiple times to receive a passing score. They should continue to work hard to complete the task.

9. Allow haumāna to complete the 20-question assessment for the remainder of the advisory period.
10. Renee will monitor the Blackboard grade book to keep track of those haumāna that do not pass the test with a perfect score. Any haumana that does not successfully pass the assessment by Friday will be called in by Renee to take the assessment in the CL during 8th period the following week.
11. If there are any questions/concerns, please contact Renee. Mahalo in advance for your assistance with this!
REQUIRED ADVISORY ACTIVITY

Topic: CRB Founder’s Day Advisory

Activity: Charles Reed Bishop Trust

Objective:
Haumāna will gain a deeper appreciation of CRB and his contributories to KMS.

Duration: One advisory period on January 25, 2010

Directions:

1. Students are to visit the CRB Trust website to learn more about Mr. Bishop.
   http://www.charlesreedbishop.org/

2. Click the “The Man”
   Answer the following questions:
   1. Upon his arrival in Hawai‘i what jobs or positions did Mr. Bishop hold?
   2. What were some things that the Bishops did together as a family?
   3. What organizations besides Kamehameha Schools benefited from Mr. Bishop’s generosity?
   4. Upon the stone monument marker for Mr. Bishop are inscribed, “Builder of the State – Friend of Youth – Benefactor of Hawai‘i” What character qualities do you want others to remember of you? List at least three character qualities that you would like others to remember you by and share with classmates.
SUGGESTED ADVISORY ACTIVITY

Lesson Title: “Knowing the Good”

Directions:

1. Ask haumāna the following discussion questions:
   - Should people be given the choice of going to school or not? At what age?
   - When should you have the choice of what subjects you take? Why? What would you take? Why?
   - How would you describe an educated person?
   - What should a person your age know?
   - What is the difference between being smart (intelligent) and being wise?

SUGGESTED ADVISORY ACTIVITY

Lesson Title: Proverbs and Maxims

Rationale: This activity will enable haumāna to develop personal values system by analyzing/evaluating proverbs/maxims.

Directions:

1. Randomly share the following proverbs and maxims with students.
   - Happy is the man who finds wisdom and the man that gets understanding? – Proverbs 3:13
   - To understand life is to understand ourselves and that is both the beginning and the end of education. – Krishnamuti
   - I never met a man so ignorant that I couldn’t learn something from him. – Galileo
   - The guy who thinks he knows all the answers has undoubtedly misunderstood the question.

2. After you read the proverb or maxim to the students, ask the following questions:
   - What does this mean to you?
   - What example is opposite of this?
   - How does this connect to you personally? Or do you know a person that you can relate this to?
   - How could you use this proverb/maxim in your life?

Lesson: ‘Ōlelo No‘eau

Rationale: This activity will enable haumāna to develop personal values system by analyzing/evaluating ‘ōlelo no‘eau.

Directions:
In this activity, haumāna will sing or act out an ‘ōlelo no‘eau.

1. Ask haumāna to form groups of about 4 students each.
2. Ask a representative from each group to select an ‘ōlelo no‘eau from the teacher. Each group will create and present a skit or an original song that depicts their ‘ōlelo no‘eau. (Several groups will be assigned to the same ‘ōlelo no‘eau.)

Lawe i ka ma‘alea a kū’ono‘ono.
Take wisdom and make it deep.

Ua lehulehu a manomano ka ‘ikena a ka Hawai‘i.
Great and numerous is the knowledge of the Hawaiian people.

Ma ka hana ka ‘ike.
In working one learns.

3. Allow haumāna to work on their presentation.
4. Students will need to share their presentation. Before sharing, ask haumāna to review the TRIBES Agreements.
5. Conduct presentations.