Worksheet 1:
Consequences of piracy

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Scenario	What do you learn about piracy from this scenario? Consider who is impacted by piracy, and how.	How serious is the consequence of piracy in this scenario? 10 = a very serious consequence 0 = not a serious consequence at all	Do you think this scenario would change someone's mind about pirating? Why? Explain your answer.
1. Mo			
2. Dylan			
3. Lamisah			

Decide as a group

Which consequence of pirating do you think is the most serious and why?

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Scenario 1 - Mo

'My sister is a **scriptwriter**. Her last film won three different awards. Someone managed to get a copy of it and put it online around the same time it was released into independent cinemas. My sister looked it up and that it had been downloaded thousands of times. This means she loses out on money every time someone watches it for free instead of paying to see it in the cinema or on a legal site. My sister doesn't earn much money, she gets really upset about illegal streaming. She says it affects everyone she works with, from make-up artists to camera people. It makes earning a living much more difficult for those working in the film and TV industry. I think people need to take this topic more seriously.'

Keywords

Scriptwriter – A person who writes scripts for film, television or theatre.

Scenario 2 - Dylan

'My cousin works for the police, his department works at tackling online criminal organisations. Last week he told me that criminal networks use online piracy to make money by selling advertising space on websites where people stream and download films illegally. The profit made from these adverts goes directly to the criminal gangs running the websites. He said some websites can hide **malware** in the downloads which means that people's personal details can be **hacked**. He also told me about a new law on piracy which means the people responsible for these websites could get up to ten years in prison. I had never thought about this, that piracy could be linked to criminal organisations making money by stealing my information and infecting my computer.'

Keywords

Malware – A type of virus that can damage software and allow a person to be hacked.

Hacked – When someone's online personal data is broken into, often it is then used to get information like bank accounts, passwords, etc.

Scenario 3 - Lamisa

'I used to download films and TV shows really regularly from our laptop at home. My friends were all doing it, and I didn't want to miss out. I didn't see a problem with it until a few months ago. There was a really bad virus on the computer, and it deleted everything. My school projects and coursework, family photographs, my sister's job applications, all the files were lost. Everyone in my family was upset about it, including me. Around the same time, someone managed to carry out **fraud** using my mum's bank details. I'm not totally sure, but I am a bit worried that it might have been because of all the downloading I was doing. I know it's illegal, but never thought it would affect me in any way until it was too late. When we get the laptop fixed I'm going to think twice before downloading anything from an illegal site.'

Keywords

Fraud – When someone's personal details are stolen to make purchases or transfer money.

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Scenario 1 - Mo

'My sister is a **scriptwriter**. She is part of a small group of female scriptwriters in our city focused on making films about groups of people that don't often get their voices heard. Their last film was the story of a homeless woman who was trying to build a better life and all of the challenges she faced. It won three different awards at a film festival and had amazing reviews. Somehow a copy of it was leaked online around the same time it was released into independent cinemas. My sister looked it up online and saw that it had been downloaded thousands of times. Every time it is downloaded illegally, she misses out on her cut of **royalties** that she would get when someone pays to watch it in the cinema or through a legal **streaming platform.** My sister doesn't make much money, she works in a cafe on evenings and weekends and spends most of the rest of her time making films. She gets really upset about illegal streaming. She works incredibly hard on these films and the impact of illegal streaming makes it almost impossible to make a living from them. She says it affects everyone in the industry, from makeup artists to camera operators and it makes earning a living much more difficult for those working in film and TV. I think people need to take this topic more seriously.'

Keywords

Scriptwriter – A person who writes scripts for film, television or theatre.

Royalties – A payment that is made to the creators of something every time it is played or used.

Streaming platform – A website or app that lets the user watch films or TV shows when online. Legal platforms ensure copyright is respected and paid for.

Scenario 2 - Dylan

'My cousin works for the police, his department works at tackling online criminal organisations. Last week he explained to me how criminal networks use online piracy to make money. He said they make money from selling advertising space and pop up adverts on websites used for illegal streaming and downloading of films and TV shows. The profit made from these adverts goes directly to the criminal gangs running the websites. Some of the websites also charge a **subscription cost** for their website to give people access to the pirated content and make money. They can also hide **malware** in the downloads which means that people's personal details can be **hacked**. He also told me that the law has changed recently on piracy which means the people responsible for these websites could get up to ten years in prison. I had never thought about this before, that by streaming things online I could be helping criminal organisations make money.'

Keywords

Subscription cost – An amount of money paid regularly to receive a product or service.

Malware – A type of virus that can damage software and allow a person to be hacked.

Hacked – When someone's online personal data is broken into, often it is then used to get information like bank accounts, passwords, etc.

Scenario 3 - Lamisah

'I used to download films and TV shows really regularly from our laptop at home using **torrent platforms.** My friends were all doing it, and I didn't want to miss out on the conversations they were having about the latest shows. I didn't see a problem with it until a few months ago. There was a really bad virus on our computer, and it wiped everything. My school projects and coursework, family photographs, my sister's job applications, all the files on the computer were lost. Everyone in my family was upset about it, including me. Around the same time, someone managed to carry out **fraud** using my mum's bank details. I'm not totally sure, but I am a bit worried that it might have been because of all the downloading I was doing - that somehow she got hacked through a download. I know it's illegal, but never thought it would affect me in any way until it was too late. When we get the laptop fixed I'm going to think twice before downloading anything from an illegal site.'

Keywords

Torrent platforms – Online websites that connect different users and enables them to easily share files from their devices.

Fraud – When someone's personal details are stolen to make purchases or transfer money.

Worksheet 3:
Anti-piracy campaign planning

Your brief: Create an idea for a one-minute film to persuade young people (11-14 years old) not to download or watch pirated TV and film content.

Step 1:
Choose a focus

Look back at the scenarios: Which of the consequences of piracy would be most effective in persuading young people not to pirate and why? What angle will you choose to cover?

Step 2:
What's the message

To express the message you've discussion, come up with a simple, clear slogan (no more than a few words) to be shown at the end of your film.

Step 3: Ideas storm

Now for the creative part - think up some ideas about how you could get this message across in a short film clip. Use the success criteria to help guide your thinking.

Think about the campaigns and adverts that you respond best to - what type of settings and people do they feature? Are they animated or live action? Do they have complex storylines or are they relatively simple?

Success criteria

- Clear message
- Relevant to young people (11-14 year old)
- Impact - make it memorable
- Persuasive
- No more than 1 minute long

Step 4:
Write up and present

Write up your ideas as an **outline** and then if time allows, present them to the rest of the class.

If you have more time, you could create a **storyboard** using the template.
A storyboard is an illustration of each scene in your storyline.

Step 5:
Competition time (optional)

Send your finished campaign to Media Smart to be in with the chance of winning some amazing prizes from their industry partners.

For further information, please visit:
mediasmart.uk.com/secondary-resources/

Storyboard framework

Key words:

Action: description of what is happening in that scene

Dialogue: any speech that will be heard in that scene

Action:

Dialogue:

Action:

Dialogue:

Action:

Dialogue:

Action:

Dialogue:

Action:

Dialogue:

Action:

Dialogue:

Action:

Dialogue:

Action:

Dialogue: