

RESPECT THE PERSON

Attribution

Purpose

To promote creative expression and help students realize the importance of attribution—getting credit for the work they do and giving credit to others for their creative work.

Key concepts

- It's important to write your name on your paper, so we can all know who did the great work.
- We never take something that belongs to someone else and pretend that it's ours.



Grades: Appropriate for Grades K – 1

Time required: 15 - 20 minutes

Preparation

Equipment needed:

- Student art projects, completed prior to this lesson
- Computer/TV screen to play video
- Video and slides for this lesson are available at:
www.copyrightandcreativity.org/elementary

Notes to Presenter:

- Where possible, download videos and slides rather than stream. View YouTube links in ViewPure.com for more secure viewing.
- On the day you plan to teach this lesson, display student art projects with large name tags affixed to each piece. Mix up the name tags and the art, so the wrong tag appears on each piece. Place the art low to the ground, so that the students will be able to find their correct name tag and place it on their own art.
- Consider doing the optional Pre-Lesson Discussion Extension *before* you teach the lesson as a way to engage students in the topic and give them an opportunity to be creative.
- Where possible, download videos rather than stream. View YouTube links in ViewPure.com for more secure viewing.

Discussion Extension (Optional)

The following discussions are designed to create context, help students engage with the topic, and prepare them for the lesson discussion.

Sometime before teaching this lesson, or as an introduction to the lesson, have students watch the one-minute video. Do one or both of the discussion exercises below as a class.

OPTION 1: Character Sketch

Play video for students: “Respect the Person,” available at www.copyrightandcreativity.org/elementary. You may need to play it 2 - 3 times. Ask students to help you create a character sketch about one of the characters in the video.

We’re going to do a character sketch, where we decide who this person is. Which one of the characters should we use? Let’s vote. *[Take a quick vote.]* Be as creative as you can. There are no wrong answers. We want to give this character a life of his/her own—whatever we want it to be.

Write the character sketch on the board as students contribute ideas. Prompt with questions:

- Who is this character?
- What is his/her name?
- Who are his/her friends? How long have they known each other?
- Who are the people in his/her family? What are they like?
- What’s his/her backstory?
 - Where does he/she live?
 - Has he/she lived there all his/her life or has he/she moved from somewhere else?
 - What exciting thing might have happened to him/her back in kindergarten, first grade?
- What does he/she look forward to?
- What is he/she afraid of?

OPTION 2: Tell the Story

Play video for students: “Respect the Person,” available at www.copyrightandcreativity.org/elementary. You may need to play it 2 - 3 times. Ask students to tell the story they see portrayed in the video.

We want our story to have a beginning, a middle, and an end. Be creative. Let’s make it interesting.

Write the story on the board as students contribute ideas. Prompt with questions:

- Who are the characters? What are their names?
- What are they doing?
- What happens in the story?
- How does this story end?
- How does each of the characters feel about what happens in the story?

Attention Activity: Art Project

1. Use an art project that the students have recently completed (art, writing, or anything they've created). Tell the students you're going to display the art with name tags, so their parents will be able to find their project when they visit. The next day, or sometime before the beginning of the lesson, display art with incorrect name tags.

[Optional] If you use "classroom bucks" or some other kind of classroom currency for rewards, give rewards to some of the students (for example: using excellent color, showing creativity, improvement, etc.), but give the reward to the wrong student whose name is posted next to the work.

2. As the children notice the wrong name on their paper and protest, respond pleasantly:
"Darn—oh well. That's not a big deal, is it? It was a lot of work to get those all hung on the wall. It's going to be a big hassle to fix it. Can I just leave it like this?"

[Accept responses.]

"But, I think it's fine! Let's move on—I have a video clip I want to show you."

[Allow protest for just a few seconds.]

"Oh, you don't like that? OK, go ahead and find your name tag, and put it on your art project. . . Does that feel better?"

[Accept responses.]

"I have a video I want you to see. Watch and tell me what's going on in this story."

Lesson

PLAY VIDEO (45 Seconds): "Respect the Person"

VIDEO SUMMARY: One child sees his friend drawing a dragon. He takes the drawing and puts his own name on it to show friends.

DISCUSSION

What did you think about that video? What was going on?

[Accept responses, allowing the children to reply at length and retell the story. Show graphic (boys holding their art).]

Who created the drawing? *[Tim, the boy with the red hair.]*

How do you think Tim felt when he saw someone else's name on his paper?

[Accept responses: Sad, mad, not fair, etc. Bring discussion around to their classroom art that was mislabeled. Select one piece of student art.]

Here's a fun creation. I love it. Can I put my name on it? Why not?

[Accept responses.]

Yes, it's fair to give people credit for their work and creativity. We would never put our own name on someone else's work.

Wrap-up

This week I'll be watching to see who is careful to put their name on every paper. I want to know what work is yours so I can say, "Great job!"

I have a handout you can take home to show your parents, so they can see we talked about respecting artists, putting our names on our papers so we can get credit for our own work, and making sure we give others' credit for their work.

END

If you are using these resources in the classroom, please let us know!

www.copyrightandcreativity.org/feedback



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Dear Parent,

At school today we learned about the importance of respecting each other’s work by giving credit to creators for the work they do. We also learned that it is important to put our name on our school work, so we get credit for the work we do. If you’re interested, you can view the lesson here:

“Respect the Person”

www.copyrightandcreativity.org/parents

We hope your child will continue to create and to understand how we all benefit when we respect each other's work.

For fun and to reinforce this concept, consider doing the following activity with your child.

Pick up one of your child’s favorite books:

“Look at this really great book. It’s called _____ [title of the book.]” It’s written by_____.” [Show where the author’s name is on the cover]. You can always tell who wrote a book by looking at the cover. Writing is a lot of hard work, so book publishers make sure writers get credit by putting their names on their work—just like you do at school.



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