

Celebrity and Creativity

Responsible year 9-10

Connect	<p><i>This activity should allow students to all feel included in the wider community and connected in some personal way to a community where the big picture of respect for the achievement, creative work and celebrity status of leaders in the field is involved.</i></p> <ul style="list-style-type: none"> • Run a class poll on the most admired male/female celebrity in any field. Every student should submit a response. (use technology if possible.) Take note of all entrants and vote. As the nominations come in categorise them in terms of their field so they can be aggregated under movies, sport, music etc. • Discuss the qualities of the highest-ranking celebrity, why that person has gained their respect and how they achieved that status. • Look at the big picture of the community groups they have come up with and see if any are missing from the range of activities in which the students themselves participate in their own time. Television, fashion, movies, sport, music, books and magazines etc. When there is a good representation of fields of endeavour and students have all identified with an area, take a second poll where students vote for the most admired star, director, singer/songwriter, author/poet, dancer/sportsperson etc <i>in each area</i>. Students can vote for their area of interest only or in any. • Widen the previous discussion to include the qualities of all the top-ranking people now included and make links to the respect for achievement, creativity, originality, hard work, success, wealth etc. whatever the field of endeavour or the community. 	<p>Resources</p> <p>Pic. or vid.clips of some current celebrities in a range of fields.</p> <p>http://www.bebo.com/Safety.jsp</p> <p>http://www.isafe.org/i-DRiVETVtrailer.html</p> <p>http://tinyurl.com/6c254m (lovemusic.co.nz)</p>
Activate	<ul style="list-style-type: none"> • Present multi-media (video clips, slides, podcasts etc) on the topics of IP, copyright, piracy, P2P, and include inventions, patents, trade marks, novels, poems, plays, films, musical works, drawings, paintings, photographs, sculptures and architectural designs in the scope of what is presented and discussed. This could be done inside a powerpoint or directing students to a selection of URLs. • Students complete definitions of all the relevant terms listed above and find symbols, acronyms and trademarks which apply to their field of interest... sport, fashion, music etc 	

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Demonstrate	<p>Students outline a plan/produce promotional material on the theme of respecting creativity for a Copyright and Intellectual Property Campaign aimed at the under 18 age group. The campaign should be focussed on one particular industry or field of endeavour e.g. music, film or fashion etc. They can use powerpoint /multimedia, an original concept or one or more of the following categories:</p> <ol style="list-style-type: none"> 1. Poster, screen saver, billboard, magazine advertisement, flyer or clothing item 2. Song 3. Short Film or television advertisement 4. Radio advertisement 5. Article or essay 6. Computer or handheld game 	Assessment
Consolidate	<p>Students present their plans to others who have also focussed on the same area of interest. They peer evaluate and discuss with some questions around the key concepts and definitions and whether the message would be understood and well received by the intended audience.</p> <ol style="list-style-type: none"> 1. What information/story/message was delivered? 2. What was something you liked about the campaign? 3. What question would you ask for more information about how the campaign would run? 4. What are 2 recommendations for removing/adding or modifying some part of the campaign and why? E.g. use a larger font. Would not be able to read billboard. 5. What are other things you liked about the campaign or the best feature you can compliment or commend or would consider including in your own campaign if you could reach agreement to do so. <p>Further presentation, evaluation and production or delivery of campaigns to a wider audience.</p>	