

# Value Activity 1

**Value** Consumer Education

**Objective** To help students recognize what piracy is and why it is a crime.

**Vocabulary** *crime, music score, piracy, proud, unauthorized*

**Materials** paper (1 sheet per 3 or 4 students)

**Preparation** Make copies of Worksheet 1 (1 per student).

## Wrap-up

### Pirated Movie Poster

Divide the class into groups of three or four.

Distribute paper (see *Materials*). Have students design a poster against movie piracy.

When students have finished, invite volunteers to the front to share their poster with the class.

## Warm-up

### Markets

Ask students how often they go to street markets, which ones they go to and which are their favorites. Elicit what they buy in the markets and whether it is cheaper than buying things in stores. If students do not mention movies, ask them directly if they buy, or anyone they know buys, movies at street markets and how much they pay for them. Allow students to express themselves openly without censure.

### 1 Unscramble the words to complete the definition.

Ask students to brainstorm ideas related to the word "pirate": *stealing, dishonest, treasure*, and the like. Hand out copies of Worksheet 1 (see *Preparation*). Divide the class into pairs and have them unscramble and complete the definition. Check the answer as a class. Then elicit examples of inventions, productions or ideas: *music, books, movies, trademarks, software, art*.

### 2 Mark (✓ or ✗) the things that can have pirated versions.

Focus students' attention on the pictures and ask them to say what the items are. Teach any unfamiliar vocabulary. Then invite students to mark the pictures that can have pirated versions. Go through each picture in turn and invite students to express their opinions.

### 3 Read about a school incident. Then mark (✓) what you think is true.

Invite students to read about what happened to a girl and to mark the statements below according to their opinion. As they finish, have them discuss the answers in small groups before leading the group into a class discussion.

Finally, invite students to talk about how they would feel if they were in a similar situation.