

Guidance for Primary



These optional starter activities are designed to help educators introduce the Childnet Film Competition's key messages and to support young people to produce ideas around the theme and to keep to the brief. Slides to accompany these activities can be found in the Primary Resource Pack PowerPoint.



Childnet Film Competition 2018 Primary Category:

**Connect with respect
a better internet starts with us!**

1. What does this theme mean?

The film's message must show how together, young people can make a positive difference online, and inspire their peers to connect with respect. Help your group understand what their theme means, so that their films keep to the brief.

Activity

Ask young people:

1. What do you like about the internet?
2. What things would you like to change about the internet?
3. How can we make those changes happen?

Encourage detail in the young peoples' answers. For example:

"I like watching funny videos on YouTube and sharing them with my friends."

"I would change the way reporting works by making it quicker and adding more detail."

Record these ideas and use as a starting point.

2. Why is it important to use the internet in a positive and safe way?

A 'digital footprint' is made up of the things we publicly post online that can potentially stay there forever. Discuss the importance of making positive and kind choices online so that your digital footprint reflects this. Remind young people that their film also needs to show how important this is.

Activity

Discuss what a digital footprint is.

(Anything you publicly post online that could stay there forever)

Take list 1 and 2 from Activity 1.

Ask young people to imagine they have seen someone online doing the things on these lists.

Ask: How do you feel about someone who... (e.g. shares funny YouTube videos with their friends)?

Link the young people's ideas back the brief. Highlight how the list of actions (List 3) could give some ideas for the film's content.

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3. What are we being asked to do?

Encourage the young people to start planning ideas for their films, using their previous discussions as a starting point. This activity is an opportunity to help steer the young people in a direction that will meet the brief before they start to use storyboards to plan in more detail.

Activity

Ask young people to write down some film ideas on post-it notes. Collect these, then redistribute, mixing them up.

Young people add the new idea they receive to one of 3 choices. This could be into circles or sorting hoops, with the following categories:

- An idea that meets the brief.
- A great idea, but does not meet the brief.
- Not sure/could be changed to meet the brief.

Discuss the choices the young people have made and help to clarify why some ideas might not meet the brief. Give young people opportunity to debate their choices, and make changes if they put forward a strong argument.

4. Creativity vs copyright – find the balance

Childnet cannot accept film entries that include content that infringes copyright. To avoid disappointment, clarify this to young people before they start planning.

Activity

Ask young people what they already know about copyright.

Clarify their ideas by displaying a definition appropriate to their age group and discussing this.

Deliver the following 'true or false' quiz:

- **Only famous filmmakers and authors can own the copyright to their work.**

False: Copyright is given to anyone who records an original creative work in a fixed form.

- **Using only 30 seconds of someone else's song in your own video still breaks copyright.**

True: Any use of music owned by someone else needs to be cleared or licensed to meet copyright law.

- **Everything on the internet is in the public domain and free to use.**

False: Content found on the internet is still covered by copyright law and is owned by the author.

A document containing more information on copyright can be found in the entry pack.

Activity

Display the finalised ideas from the 'meets the brief' category from Activity 3.

Encourage young people to think about the skills unique to them. Taking copyright into consideration, ask them to think of ways that they could produce new and unique content without relying on other peoples' (that might break copyright). For example, if someone is passionate about drawing, they might like to offer to help with any art work needed, or if there are any budding musician's, perhaps they might like to create some original music.