

# Module 1 – Design

## Design in Business Studies

### Lesson Plan

Deliverable: IO1.A4.2



DATE

CIVIC

Authored by: Your Name

Project Number: 2020-1-UK01-KA201-078934



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	20/01/2021	HESO	Creation	C	TBS

(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

## REFERENCED DOCUMENTS

ID	Reference	Title
1	2020-1-UK01-KA201-078934	IPinSTEAM Proposal
2		

## APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		

## Contents

1. Title of the lesson plan.....	<b>Σφάλμα! Δεν έχει οριστεί σελιδοδείκτης.</b>
1.1 General Information .....	4
1.1.1 Brief Description .....	4
1.1.2 Learning Objectives – Intellectual Property in STEAM topics.....	4
1.1.3 Links to curriculum.....	4
1.1.4 Duration.....	4
1.1.5 Extra materials required .....	4
1.2 Step-by-step instructions .....	4
1.2.1 Introduction or orientation .....	6
1.2.2 Preparation or conceptualization .....	6
1.2.3 Investigation .....	6
1.2.4 Conclusion .....	6
1.3 Key questions for knowledge testing .....	6
2. Additional resources .....	7
2.1 Further reading.....	7
2.2 Appendix .....	8
References .....	8

# 1. Make it real!

## 1.1 General Information

In this “Make it real!” lesson plan, students can see how a good idea can become tangible. The mentioned idea in this case is represented by a new design that student have to create for a new product. It can be a new version of a phone, or a new feature for a videogame console etc.

### 1.1.1 Brief Description

The following lesson plan will involve a small exercise to teach about design rights, within the context of business economic studies.

### 1.1.2 Learning Objectives – Intellectual Property in STEAM topics

The following lesson plan has the objective of teaching in a funny way about how designs are created, how they work within the business world and finally how to register them.

### 1.1.3 Links to curriculum

The following lesson plan links to the STEAM subjects, specifically to the Social Studies one. Social studies give a broad understanding of the academic subjects which constitute the social sciences. These include sociology, health and social policy, business studies, economics, lifelong learning and politics.

This lesson plan will be linked to the business studies subject.

### 1.1.4 Duration

The following lesson plan can last from 2 to 2.30 hours in a classroom of about 15 to 25 students.

### 1.1.5 Extra materials required

- One blackboard per classroom
- Pen, crayons or pencil colours
- Paper

## 1.2 Step-by-step instructions

The lesson plan created to teach more deeply about design rights and how they work in the business economic world is based on a DIY exercise.

1. First of all, the teacher must show the main content file about design rights in Business studies to the students in order for them to get familiar with the topic treated. This will also allow students

to understand better how design rights work, what different types of design rights there are, and what are the ways to register a design.

2. Secondly, the teacher will explain the context of the game by writing it on the blackboard:

*“You are a designer responsible for creating a new version of an existent product that will make it fly off the shelves. It can be for example a new design for a new iPhone version, a new feature for a PlayStation or Nintendo videogame console etc.*

*Remember: it has to be something new, of individual character and also it must not be solely dictated by the functionality.*

*Once you’re done with the practical design, you will have to register your new design, present your new product to the market (the rest of the students) in order to sell it. You have 30 minutes!”*

3. Students are divided in groups of 4 or 5 people.
4. Remember: the students have to develop their creativity! So let them roam free with pen and paper and create their new designs.
5. Give the students an hour of time to create their designs and how to register them.
6. When the hour is finished, each group of students will have max 20 minutes of time to present their product with its new design and explain why it is new and needs to be registered.
7. At the end of all presentations, the teacher has to decide who won for the best design. Groups will be evaluated on the originality of the design, on the quality of their presentation and on the accuracy of the information on how to register these design rights.

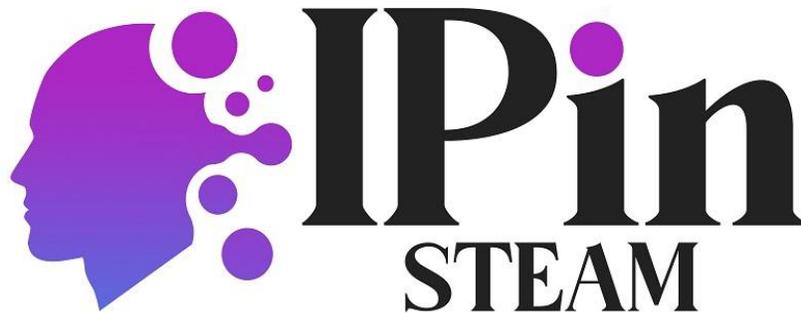


Image 1: Project logo

Source: IPinSTEAM project

### 1.2.1 Introduction or orientation

In this phase the context of the game is presented to the students by their teacher. The topic of the game, which represents a sort of context, is the following

*You are a designer responsible for creating a new version of an existent product that will make it flying off the shelves. It can be for example a new design for a new iPhone version, a PlayStation or Nintendo videogame console etc.*

*Remember: it has to be something new, of individual character and also It must not be solely dictated by the functionality.*

*Once you're done with the practical design, you will have to register your new design, present your new product to the market (the rest of the students) in order to sell it. You have 1 hour!"*

### 1.2.2 Preparation or conceptualization

In this phase the teacher can answer potential questions or clarify any doubts the students might have about the context given in the previous phase.

In this phase the teacher also starts presenting the theoretical material about the topic, in this case "Design rights in Business studies", including concept definitions, theoretical knowledge or other prerequisite background information.

Once again, the students can ask questions and get any clarification from their teacher before starting the exercise.

### 1.2.3 Investigation

In this phase the teacher divides the students in small groups, in 4 or 5 people and provide the material for students to work on, such as paper worksheets with instructions, before starting the main exercise.

### 1.2.4 Conclusion

In this conclusion phase, main points, answers, results and steps are summarized. A discussion between students can also take place to wrap-up key topics addressed in the lesson plan. A discussion can also help students to reflect on the main point of the theme and acquire new information through learning.

## 1.3 Key questions for knowledge testing

The lesson plan can be accompanied by a short quiz of about five key questions that can be used to check the learners' knowledge acquisition. Correct answers in multiple choice questions can be marked in bold.

Question 1: Design rights only protect the appearance of functional products  
True/ **False**

Question 2: Design rights protect the appearance of a product, including its: shape, colors, texture, materials and ornamentation.

**True/ False**

Question 3: Where can I apply to register my design in UK?

**UK Intellectual Property Office**

European Intellectual Property Office

Parliament

Question 4: What conditions does a design have to have in order to apply for design right registration?

**[Individual character]** [Low cost] [Functionality] **[Novelty]**

## 2. Additional resources

### 2.1 Further reading

Design rights - Intellectual property. (2020, October 30). Clarke Willmott LLP.

<https://www.clarkewillmott.com/legal-services/intellectual-property-lawyers/design-rights/>

Design Rights. (2020). Oury Clark. <https://www.ouryclark.com/resource-library/quick-guides/intellectual-property/design-rights.html>

How your unregistered designs are protected. (2015, September 23). GOV.UK.

<https://www.gov.uk/unregistered-designs>

I'm an artist – what do I need to know about IP? | Creative IP. (2017, November 12). CreativeIP.

<https://creativeip.org/im-an-artist-what-do-i-need-to-know-about-ip/>

Traub, F. (2020, April 2). How design rights can add value to a business. Pinsent Masons.

<https://www.pinsentmasons.com/out-law/guides/how-design-rights-can-add-value-to-a-business>

Traill, J. (2021, April 7). How has the Design of the iPhone 11 been Protected in Europe? - Intellectual Property Law. Reddie & Grose. <https://www.reddie.co.uk/2019/11/29/how-has-the-design-of-the-iphone-11-been-protected-in-europe/>

Kenton, W. (2019, August 21). Design Patents: What You Should Know. Investopedia.

<https://www.investopedia.com/terms/d/design-patent.asp>

Moulton, L. (2021, May 25). A basic guide to design rights. Wright Hassall.

<https://www.wrightshassall.co.uk/knowledge-base/a-basic-guide-to-design-rights>

## 2.2 Appendix

Attach or include here any additional items such as student worksheets, hand-outs that accompany this lesson plan

## References

Tes. (2021, March 24). 7 unexpected ways to teach intellectual property (sponsored).  
<https://www.tes.com/news/7-unexpected-ways-teach-intellectual-property>