

# Module 4 – Patents in Business studies

## Lesson Plan

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## REVISION HISTORY

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(\*) 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		
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# 1. Independent practice

## 1.1 General Information

In this lesson plan, the main topic will be patents. Patents are a type of Intellectual Property that specifically protects inventions. Patents give the owner the right to take legal action against anyone who makes, uses, sells or imports it without their permission.

That is why patents are particularly important to use for successful businesses.

### 1.1.1 Brief Description

In this lesson plan, students will work in pairs or small groups to create a small presentation about a patent violation case within a business company. The presentation will then lead to a discussion and debate.

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

The main learning objectives of the following lesson plan are:

- To acquire more knowledge on Intellectual Property, and specifically about patents;
- To understand why patents are important from businesses' point of view;
- To improve debate skills, critical thinking and public speaking.

### 1.1.3 Links to curriculum

The following lesson plan is linked to the teaching of Intellectual Property within business studies. More specifically, the topic will be the study of patents within Business studies, linked to the STEAM subject, Social studies.

### 1.1.4 Duration

The time needed for the following plan is about 3-4 hours. However, it is also possible to divide the activity in 2 different days, to give more time to the students to prepare their presentation.

### 1.1.5 Extra materials required

For the following activity the students will need:

- A laptop with Internet connection;
- Student instruction paper
- The material on the module “Patents in Business studies”

## 1.2 Step-by-step instructions

This activity can be divided into the following steps:

1. First of all, students are provided with the material and presented with the topic of the activity. The student instruction paper quotes “You and your group will work together to research a case in which there was patent violation. What was the item protected? Who violated the protection and how? What actions were taken as a result? You have to prepare a 10 minute presentation and then lead a 10 minute discussion about your topic.”
2. If the activity is carried within the same day, the students will have 2 hours to do their research and prepare their presentation; if the activity is carried for 2 different days, the students will have an entire day to do their research and prepare their presentation, and then present it the following day of the activity.
3. After the 2 hours of research and preparation/ or the following day of the activity, students will present their presentation based on the questions asked in the student instruction paper. They will have 20 minutes of time to present, which includes 10 minutes for the actual presentation + 10 minutes for a discussion with the rest of the class. The students should also prepare some questions for the rest of the students to set up a debate and keep their audience engaged.
4. Once all groups of students have presented, the teacher will evaluate them and declare a winner based on the quality of the presentation, the accuracy of the information presented and the quality of the debate.

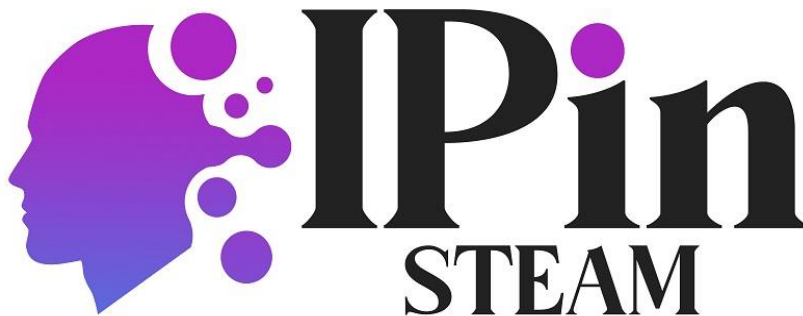


Image 1: Project logo

Source: IPinSTEAM project

### 1.2.1 Introduction or orientation

In this phase, the topic to be studied or investigated is presented. The teacher indeed will distribute or show the material “Patents in Business Studies” to the students for them to get familiar with the topic and acquire some information context. This will help them complete the following activity. The teacher’s role in this phase is also to encourage students to express ideas, prior knowledge and questions about the topic, while promoting interaction and communication between them.

### 1.2.2 Preparation or conceptualization

All concept definitions, theoretical knowledge or other prerequisite background information are presented here, in order to stimulate students’ curiosity. Students are free to ask any questions about the topic to the teacher and any doubts can be clarified.

### 1.2.3 Investigation

In this phase students start to work together. As mentioned before this activity can be carried on with students working in pairs or groups of 3-4 people.

Students are free to prepare a visual presentation as well for their work. The visual presentation can include concept maps, graphs, tables, charts, posters etc., which can help them visualize their work and results or conclusions.

The preparation of a visual presentation should be strongly encouraged if the teacher decides to divide the activity in 2 days, so that students have more time to prepare their final presentation.

### 1.2.4 Conclusion

In the conclusion phase, main points, answers, results and steps are summarized. In this phase you may have discussion, communication and reflection to wrap-up key topics addressed in the lesson plan. At the end of all presentations, the teacher will evaluate them and declare a winner, based on the quality of the presentation, the accuracy of the information presented and the quality of the debate.

## 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: Patents are a type of Intellectual Property that specifically protect the visual appearance of a subject matter.

[True] **[False]**

Question 2: ([More than one answer is correct](#)) What of the following inventions CANNOT be patented?

**[a scientific theory]** [a chemical composition] **[an artistic work]** [a pharmaceutical]

Question 3: ([More than one answer is correct](#)) Why is registering a patent considered more complicated compared to registering other types of Intellectual Property?

**[Because it's more expensive - it could take up to £4000 to ask for professional help in getting a patent]** [Because there are not many professionals that can help with the patent application process] [Because after the “substantive examination” of the patent application process, the applications are refused] **[Because the process of patent registration is long - it can take up to 5 years]**

Question 4: The World Intellectual Property Organization (WIPO) strongly encourages to make the invention public before the inventor applies to register the patent.

[True] **[False]**

## 2. Additional resources

### 2.1 Further reading

- Module 4: Patent in Business Studies
- Kellett, A. (2019b, March 7). The Difference Between Trade Marks, Patents, Copyright And Designs. Intellectual Property - UK. <https://www.mondaq.com/uk/trademark/786548/the-difference-between-trade-marks-patents-copyright-and-designs#:~:text=trade%20marks%20are%20elements%20of,protects%20the%20appearance%20of%20products>
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- A. (2019, October 16). The Great Eight – Eight Wonders of the World of Patents. Intellectual Property Talent Search Examination. <https://iptse.com/famous-patent-invention-examples/>
- Committee, J. D. S. O. L. (2021, June 25). Apple Inc. v. Samsung Electronics Co. Ltd. : An Analysis on How It Has Shaped the Future of Design Patents. Medium. <https://medium.com/legis-sententia/apple-inc-v-samsung-electronics-co-ltd-be994cb811ec>

## 2.2 Appendix

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

## References

Protecting Your Work: Copyrights vs. Patents vs. Trademarks. (2018, October 24). Common Sense Education. <https://www.commonsense.org/education/lesson-plans/protecting-your-work-copyrights-vs-patents-vs-trademarks>