

IP IN EDUCATION

# ENTREPRENEURSHIP LESSON KIT



# Entrepreneurship lesson kit

This kit is designed to help secondary and vocational school teachers promote the entrepreneurial spirit through practical activities to develop 21st century skills and attitudes in their students.

Entrepreneurship is a skill that can be taught to young learners to enable them to turn their ideas into action while teaching them how to protect the results of their creativity, innovation and entrepreneurship.



# Entrepreneurship lesson kit

## TABLE OF CONTENTS

• BLOCK 1 - Introduction to Entrepreneurship	4
◦ What is an entrepreneur?	5
◦ Why become an entrepreneur?	7
◦ Introducing young business start-ups	9
◦ Entrepreneur Test	21
• BLOCK 2 - Creativity and Idea Generation	23
◦ Creativity is all around us	26
◦ Ice breaker activities	28
◦ Ideas Shower	30
• BLOCK 3 - Intellectual Property and Entrepreneurs	31
◦ IP basics for young entrepreneurs	32
◦ IP Quiz	43
• BLOCK 4 - Make it Happen	44
◦ Meet your client questionnaire	45
◦ Write your business plan	46
• BLOCK 5 - Selling Your Idea	53
◦ Create a winning elevator pitch	55

## BLOCK 1

# > introduction to entrepreneurship

## introduction

Entrepreneurship is founded upon creativity, critical thinking and problem solving, and involves skills such as taking initiative, perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or commercial value.

### This entrepreneurship lesson kit will help students:

- understand and develop their creativity;
- identify entrepreneurial skills and build their own social enterprise and business start-ups;
- acquire confidence and develop practical life skills;
- learn about teamwork, problem solving and planning;
- gain confidence in researching, designing and pitching ideas.

### This entrepreneurship lesson kit will help teachers:

- to provide strong curriculum connectors by integrating mathematics, language, arts, sciences and social sciences into project-based lessons;
- to encourage students to be active participants in their learning using the ready-to-use lesson ideas with a hands-on approach;
- to give students the opportunity to engage with local businesses and the community on a real project.



### AIMS / LEARNING OUTCOMES

Students will be familiar with the concept of entrepreneurs/entrepreneurship and understand entrepreneurial behaviour and skills and how to develop these.

### LEARNING OBJECTIVES

By the end of this activity, students will:

- define who is an entrepreneur; and
- describe the advantages and disadvantages of being an entrepreneur.

### ACTIVITY OUTLINE

Students find out what makes an entrepreneur, the skill set required to become successful, and the advantages and disadvantages of this type of employment. For older students, this can be based on their current knowledge. For younger students, it might be better to carry out a Web Quest to find the appropriate answers.

### TEACHING NOTES

- Warm up: Write the word 'Entrepreneur' on the board and ask students if they know what this is, and then ask students to suggest words associated with this central concept. If students are unfamiliar with the term, they could be prompted by giving them the names of famous entrepreneurs.
- Main task: Once introduced to the topic, split the class into groups or pairs to work on the handout. Set a time limit of about 15-20 minutes for this exercise.
- Wrap up: Feedback session from the groups or pairs about how they answered the worksheet questions. This could be done by writing answers on the board or using post-it notes to summarise group responses.
- Fast finishers: Ask these students to research and identify the different types of entrepreneurship. (Commercial, social and intra-entrepreneurship) They can then report back to the rest of the class.



## suggested answers

### 1 - WHAT IS AN ENTREPRENEUR ?

- a person who starts a business and is willing to risk loss in order to gain a reward;
- someone who is far-sighted and innovative;
- a go-getter, an independent business owner.

### 2 - FIND EXAMPLES OF

- a world famous entrepreneur
- a national entrepreneur
- an entrepreneur from your home town
- say why they are well known


More information can be found here

 <http://www.eu-startups.com/2017/05/20-of-europes-most-successful-entrepreneurs-under-30/>

Interviews with Young European Entrepreneurs:

 We did it, You can do it! - <https://www.youtube.com/watch?v=uhkKiVN3fEw>

Success stories from young entrepreneurs

 <https://www.erasmus-entrepreneurs.eu/videos.php?vid=CUvBWH2tL18>

Some examples of successful entrepreneurs

1. Amancio Ortega Gaona 2. Ms Rhona Jack 3. Karl and Theo Albrecht 4. Richard Branson 5. Mr Ashley Parasram  
6. Xavier Niel 7. Daniel Ek 8. Sara Blakely 9. Karen Aiach 10. Professor Brian Copeland

### 3 - WHAT MAKES AN ENTREPRENEUR ?

- An entrepreneur is a person who has a certain set of skills which makes them effective when bringing an idea to life.



## WHY BECOME AN ENTREPRENEUR ?

### What are the advantages and disadvantages of being an entrepreneur ?

TEACHING NOTE: This activity could prove challenging for younger students, an alternative is to cut up the answers and ask students to complete the jigsaw activity. It could also be done as a full class activity by projecting the empty table and copying and pasting the phrases into the correct columns.

#### POSSIBLE ANSWERS

##### ADVANTAGES

Joining the jet set: The richest people in Europe have made their fortune in business ventures.

Independence: You can be your own boss, and not have to answer to anybody else - you are in control of your working life.

Personal Satisfaction: It is extremely fulfilling to know that you have made your own money, leading to greater self-esteem.

Meeting interesting people: Building connections and links to others is a very social thing. Networking is central to entrepreneurial success.

Social Satisfaction: Entrepreneurship isn't just about business - communities and local problems can be resolved using the same mindset.

Control: having more autonomy over the management of work leads to greater control over life.

##### DISADVANTAGES

Risk: Running a business does not guarantee a fixed income, especially at the beginning, so there is a financial risk.

Time: When you start your own business, long hours are often required. You are not paid an hourly rate.

Getting your money back: It can take many years for a company to become profitable enough to return investments.

Not being taken seriously: You need to have confidence, resilience and the ability to perform, especially in a sales pitch.

Economic climate: when there is a downturn in the economy even the best business plans can fail for reasons beyond your control.

Being alone: When you are working alone, you can miss an important aspect of the world of work: socialising.



CUT HERE FOR PLAYING

ROUND UP: Explain to the students that there are different types of entrepreneurship: commercial, social and policy are a few examples. In the lessons provided in this kit, they will have the chance to develop an entrepreneurial project, so they should start thinking about an innovative idea which would improve some aspect of life or society.

**BLOCK 1 - WORKSHEET 1**

**introduction to entrepreneurship**

**1 - WHAT IS AN ENTREPRENEUR ?**

.....  
.....

**2 - FIND EXAMPLES OF**

A world famous entrepreneur: .....

A national entrepreneur: .....

An entrepreneur from your home town: .....

Say why they are well known: .....

.....  
.....

**3 - WHAT MAKES AN ENTREPRENEUR ?**

.....  
.....  
.....

**4 - WHAT SKILLS ARE REQUIRED TO BE SUCCESSFUL ?**

.....  
.....  
.....

**5 - WHY BECOME AN ENTREPRENEUR ?**

.....  
.....  
.....

**ADVANTAGES**

.....  
.....  
.....  
.....  
.....

**DISADVANTAGES**

.....  
.....  
.....  
.....  
.....



### AIMS / LEARNING OUTCOMES

Students will have an insight into the story behind some young entrepreneurs who will inspire them through their own accounts of their successful entrepreneurial projects.

### LEARNING OBJECTIVES

By the end of this activity, students will:

- summarise the profiles of entrepreneurs provided to them;
- explain the motivation for commencing the respective business enterprise; and
- identify the business solutions provided by the respective entrepreneurs.

### RESOURCES

Photocopies of the texts for each group of students.

### ACTIVITY OUTLINE

The texts, with comprehension questions, provide information about the entrepreneurs and their projects. They should be answered individually before sharing the answers and checking the information with the rest of the group.

### TEACHING NOTES

- Introduction: Explain to the class that many entrepreneurs begin their first enterprise when they are young and still in school, indeed some ideas are a result of class assignments or projects. Encourage class discussion about young people starting a business. Ask if they know anyone who has started their own business; if they think it is a realistic possibility, etc. As teamwork is so important when it comes to entrepreneurship, they are going to work in groups.
- Main task: Divide the class into groups of four, each student should read and answer the questions about one of the stories. When each student has finished their text, they summarise it for the rest of the group. An alternative is to use these texts in a challenge-based activity, with the fastest and most accurate group winning a prize. Set a time limit of 15-20 minutes for this exercise.
- Wrap up: Refer students back to the previous exercise about the skills required to become a successful entrepreneur, ask the class to identify these skills in the stories they have just read.



# VEGEA

## VEGEA

### · ITALY ·

Vegea is a company in Milan, Italy that specialises in the creation of leather from renewable raw materials. It is made entirely from grapes. The company was founded in 2016 after its founder Gianpiero Tessitore began to study, 'the physical and mechanical properties of various plant fibers, and their ability to be transformed into eco-friendly materials.' The research led him to create 'wineleather', as he realised that grape skins, stalks and seeds were ideal for creating sturdy and real-feeling vegan leather.

There are 26 billion litres of wine produced annually, creating waste from the production process. Vegea is using it to make fashion products. Under the creative direction of eco designer Tiziano Guardini, the company worked on the first prototypes for dresses, handbags and shoes, showing the great potential and versatility of the material, explained Gianpiero Tessitore, owner of VEGEA.

The potential for this innovation goes beyond clothes and accessories - car interiors, furniture and other consumer goods also use leather parts.

This enterprise combines two of Italy's most highly regarded industries: winemaking and fashion, and 'it is the new way to be fashionable and eco-friendly at the same time.'

Only a few years after its foundation, Vegea has received several Italian and international prizes and awards.

1 - How is the Vegea story an example of problem solving?

.....

2 - What opportunity did the founders of Vegea see?

.....

3 - Why do you think this product would be appealing to customers?

.....

4 - How important do you think teamwork and collaboration is in this case?

.....

5 - What possibilities are there for future development of this product?

.....

More information: [www.vegeacompany.com](http://www.vegeacompany.com)

## U Dazzle Fashion Ruler

MS RHONA JACK

· TRINIDAD and TOBAGO ·

Ms Jack is a self-employed designer and seamstress from Sou Sou Lands, Tobago, and is known as one of Trinidad and Tobago's most celebrated inventors.

In her early years as a seamstress, she provided private needlework lessons to young girls at home and taught part-time at three local primary schools. She was required to carry sewing rulers of different shapes and sizes. She described them as rigid and cumbersome because they did not fit into any regular bag and were difficult to transport. Therefore, she saw an opportunity to address this issue, and through this, the idea for the "U-dazzle" multi-purpose fashion ruler was born.

The "Udazzle" is a unique, multi-purpose and collapsible sewing ruler that is comprised of three different kinds of rulers, namely, (i) the L-square – a two-piece ruler arranged in an L-shape, used to create scaled versions of sewing patterns; (ii) the Hip curve – used for creating curves for hip lines; and (iii) the French curve – used for drawing necklines, armholes, sleeve caps and more. The ruler has double-jointed hinges, enabling each section to rotate 360 degrees and the ruler itself to collapse down to one-fourth of its actual length. It has a built-in calculator and a customized carrying case for easy transport and storage. This fashion ruler is believed to have the potential to revolutionize the work of fashion designers and is currently being sold all over Europe.

Ms Jack has applied through the Madrid System to protect her trademark. The Madrid System is a convenient, cost-effective solution for registering and managing trademarks worldwide. Thus far, she has been able to request protection in multiple markets – Canada, China, the European Union, and the United Kingdom.

Ms Jack also won a special prize for the "Trinidad and Tobago Prime Minister's Invention and Innovation Competition". Further, she was inducted into the Intellectual Property Office of Trinidad and Tobago's Hall of Fame in March 2022.

1 - How did Ms Jack get her idea?

---

2 - How is the U-Dazzle story an example of problem solving?

---

3 - What is an example of thinking outside the box (specific or general)?

---

More information: <https://udazzlefashionruler.com/>





## BIRD CONTROL GROUP

### · THE NETHERLANDS ·

Bird Control Group provides innovative products to keep birds at a distance from commercial activities, ensuring a safer working environment and providing a highly effective way of preventing damage. Steinar Henskes (26), is co-founder of the laser technology company that solves the conflict between humans and birds in more than 70 countries around the world. His customers include large multinationals, airports and governments. Steinar's animal-friendly solutions have been recognized by the World Wildlife Fund.

When he was asked what inspired him to start the company, Steinar said "I've always been fascinated by laser technology, one night I was tinkering with a laser lamp in a field and I noticed that it caused the birds to simply fly off. After some research to confirm that birds perceive lasers as a physical danger, I saw an incredible opportunity to develop my own products that could solve a huge global issue that threatens lives and causes massive amounts of destruction to crops and property. Bird Control Group was born."

Steinar was a Dutch judo champion. When talking about how it helped him in business, he says "It helped me in many ways: judo taught me how to be persistent and aim for the highest goals in life. In judo you have to train hard and be very focused during competitions. I had to give up on a lot of things in life to reach my goals in judo. Being an entrepreneur is in many ways the same as being a professional athlete."

1 - What solution can the company offer to businesses?

.....

2 - Why do you think it is such a successful enterprise?

.....

3 - How is Steinar's story an example of turning your hobby into a business?

.....

4 - How important is the ethical aspect to Bird Control Group?

.....

5 - In what way are sport and business compared?

.....

More information: [birdcontrolgroup.com](http://birdcontrolgroup.com)

Source: [www.americaninno.com](http://www.americaninno.com)



## Trinidad & Tobago Fine Cocoa Company

### · TRINIDAD & TOBAGO ·

Mr Ashley Parasram is a national of Trinidad and Tobago as well as the Director and Founder of the Trinidad & Tobago Fine Cocoa Company (TTFCC). This country is universally known to produce some of the world's most premium cocoa beans and was once among the world's top five cocoa producers. Mr Parasram is responsible for setting up a large scale cocoa bean processing facility that produces its own brand of chocolate and collaborates with other cocoa estates to assist in the development of their product and brand.

TTFCC's cocoa products have reached national, regional, and international markets. For instance, his Single Estate Chocolates is currently being retailed at Harrods, which is a world-famous luxury department store located in Knightsbridge, London, United Kingdom. Notably, he has contributed to the development of Trinidad and Tobago's cocoa industry, economic diversification and Agri-tourism through his high-quality cocoa products, production, and branding.

TTFCC is looking into the possibility of using the Geographical Indication system to protect its products. A geographical indication (GI) is a sign used on products that have a specific geographical origin and possess qualities or a reputation that are due to that origin. To function as a GI, a sign must identify a product as originating from a given place.

The company received two Silver Awards by the London-based Academy of Chocolate for its iconic Steel Pan Tin packaging and for its fine dark chocolate bar in 2017. The company also won the Innovator of the Year Award from the Trinidad and Tobago Manufacturers' Association.

1 - What is the importance of teamwork in this case?

.....

2 - What opportunities did the founder of TTFCC see?

.....

3 - How did this company think outside the box?

.....

.....

More information:

<https://trinitario.tt/about-us/h>

<https://www.youtube.com/watch?v=lcSeJSx-UFU>

[https://www.wipo.int/edocs/mdocs/sct/en/wipo\\_geo\\_lis\\_19/wipo\\_geo\\_lis\\_19\\_16.pdf](https://www.wipo.int/edocs/mdocs/sct/en/wipo_geo_lis_19/wipo_geo_lis_19_16.pdf)

[https://internationalipcooperation.eu/sites/default/files/caripi-docs/2021-11/CarlPI\\_Nov-2021\\_Trinidad-and-Tobago\\_Fine-Cocoa-Company-Case-Study.pdf](https://internationalipcooperation.eu/sites/default/files/caripi-docs/2021-11/CarlPI_Nov-2021_Trinidad-and-Tobago_Fine-Cocoa-Company-Case-Study.pdf)



BlaBlaCar

## BLABLACAR

· FRANCE ·

SOLD OUT. Fred Mazzella kept refreshing the train's website. Surely there must be at least one train ticket available. At 27 years old, he had never missed a Christmas at home and was determined that 2003 wouldn't be any different. Home was 500km away from Paris in the Vendee region of western France, not the easiest place to get to without a car. With no seats available on the train until after Christmas, Fred ended up calling his younger sister and convinced her to make a lengthy detour to pick him up in Paris.

Soon after, the siblings were on the road in the old family Honda Civic. It must have been a few hours into the journey when Fred, who had been staring out of the window, noticed something. He could see the train from the A10 highway - the train that he should have been on - the train that was overbooked and had no seats left. Meanwhile, whizzing by him were hundreds of cars - cars that were mostly empty, except for the driver. Suddenly he realised what he was actually seeing. "Oh my god," he thought, "there ARE seats going to Vendee but they're not on trains, they're in CARS!"

For the next 72 hours, Fred couldn't sleep. Surely a database of empty seats in cars must exist? After searching online, he discovered a handful of listings on various forums with people offering to share a ride. It was at a very low scale and so unorganised that finding someone who was doing the same trip at the same time was next to impossible.

After experiencing the Silicon Valley boom and adopting a start-up mindset during his studies at Stanford, Fred understood that this could be massive. In each empty car seat, he saw a gap in the market and was convinced that other people would benefit from such an affordable, convenient and friendly transport solution.

1 - How did Fred get his idea?

.....

2 - What is the example of thinking outside the box?

.....

3 - How important is doing research into your entrepreneurial idea?

.....

4 - What do you think a start-up mindset is?

.....

5 - What do you think Fred did next?

.....

Source and more information: [www.blablacar.com](http://www.blablacar.com)



## Genesis Pan

### · TRINIDAD & TOBAGO ·

Professor Copeland is from Cocoyea Village, San Fernando, Trinidad and Tobago. His educational background is rooted in Electrical Engineering; however, he had a particular interest in the steel pan. The steel pan is the national instrument of Trinidad and Tobago and the only musical instrument invented in the twentieth century whose early evolution dates to the 1930's. Over the years, Professor Copeland used his scientific background to find ways in which he could improve the existing steel pan instrument. After much research, he invented the Genesis Pan, also widely known as the "G-Pan", in 2007.

The G-pan is a new family of oversized steel pan instruments consisting of four pans, namely, the G Soprano steel pan (the lead tenor pan), the G Second steel pan (covering the double tenor and double second ranges), the G 3Mid pans (covering the cello and guitar steel pan ranges) and the G 6 Bass pans (which covers the 9 Bass, 6 Bass and tenor bass ranges). This steel pan is made from high quality steel, with reduced dissonance, more resilience, and a musical range half an octave higher than an average steel pan. As such, this instrument differs from traditional steel pans by extending the range of notes on the traditional instruments.

A patent application for the G-pan musical instrument was granted in the United States, and has been assigned to the Government of Trinidad and Tobago.

Professor Copeland has been honoured with several awards including the Order of the Republic of Trinidad and Tobago for Music Innovation (Team Award), and the University of the West Indies/Guardian Life Premium Teaching Award.

1 - Why do you think this product will be attractive to customers?

.....

2 - What is the importance of research for an entrepreneurial idea?

.....

3 - What kind of intellectual property applies to the Genesis pan?

.....

.....

More information:

<https://icons.niherst.gov.tt/icon/brian-copeland-tt3/>

<https://www.panonthenet.com/news/2010/mar/copeland-3-01-10.htm>



## FENU HEALTH

### · IRELAND ·

It all began in 2015 when sisters, Kate and Annie Madden, then aged 14 and 13 respectively, worked together on a winning project for the BT Young Scientist competition. The idea came from a test about whether Mars Bars made horses run faster. Within a couple of months, and with support from public and private organisations, the sisters had developed a product which alleviated the stomach problems suffered by the majority of race horses.

They attended Equitana, the world's biggest equestrian trade fair in Germany, where they introduced their branded feed utilising their own specially blended formula. Annie recalls, "At Equitana, we established some key contacts and we got the opportunity to meet distributors from around the world. On the first day, people were not taking us seriously because of our age, but by the third day, they were lining up to talk to us about the product."

Since setting up the company, Annie said she and her sister have been fortunate to get advice from key people in the equine and nutrition industries. After speaking to horse trainers they found out that gastric ulcers were a big problem for race horses, so they decided to focus on this market.

The nutritional supplement is made up of fenugreek and a combination of other herbs, which is easily administered to horses by sprinkling it on top of their regular feed.

The products are available to prevent gastric ulcers or to treat them at a reasonable price.

1 - What event inspired the sisters to look at horses and nutrition?

.....

2 - Why was it important to attend the Equitana trade fair?

.....

3 - Why did some people not take them seriously?

.....

4 - In what way can being young help when getting advice from older professionals?

.....

5 - Give two reasons why the products are successful.

.....

Source and for more information: <http://www.fenuhealth.com/>

## answers

### VEGEA

1. Waste from wine production is transformed into eco-friendly material.
2. The opportunity to make fashion products from a cheap plentiful source.
3. It is environmentally friendly and fashionable at the same time.
4. The collaboration between the designer and the technical knowledge of the founder.
5. It could be used for furniture, car interiors, accessories, etc.

Entrepreneurial Skills:

spotting opportunities, vision, ethical and sustainable thinking, working with others.

### U DAZZLE FASHION RULER JACK

1. Ms Jack needed to carry around several sewing rulers of differing shapes and sizes to assist her in her business. It was difficult to transport them in one bag, therefore, she developed the idea to design a multipurpose ruler that is easily transportable.
2. U-Dazzle was developed out of several sewing rulers which were of different sizes, shapes, use, and the inability to carry around all those rulers comfortably. This new ruler solved those problems. U-Dazzle is now a ruler that is multipurpose, collapsible, has a calculator, and a customized case.
3. Apart from making a collapsible ruler that joins all three rulers needed for sewing, Ms Jack added a calculator, which is another necessary tool for seamstresses and tailors. OR It is doing something outside of one's constraints to find a solution. A great example is Jeff Bezos's creation of Amazon as an online retailer.

## BIRD CONTROL GROUP

1. They can keep spaces free from birds.
2. Because it provides a specialist service that large companies don't want to have to do themselves.
3. He was interested in laser technology and it developed into the solution to a problem.
4. Companies want to show that they are using an animal friendly solution to the problem.
5. Steinar says that the qualities he learned in sport were skills that are important to an entrepreneur: persistence, ambition, hard work and focus.

Entrepreneurial Skills:

creativity, learning through experience, turning a hobby into a business, ethical and sustainable thinking.

## TRINIDAD & TOBAGO FINE COCOA COMPANY

1. The founder's collaboration with other cocoa estates to assist them in the development of their product and brand, ultimately would have helped to improve their production and boost the Trinidad and Tobago's cocoa industry overall.
2. He knew that Trinidad and Tobago was well-known for its high-quality cocoa and therefore, he established a large scale cocoa processing facility. He also teamed up with other cocoa business owners, which allowed him to access enough raw materials for his products.
3. TTFCC packaged one of the Company's fine dark chocolate bars in a Steel Pan Tin. Here, the founder highlighted Trinidad and Tobago in two ways. First, the product itself, that is, the cocoa/chocolate that the country is well-known for, and secondly, he packaged it in a Steel Pan Tin, which is reminiscent of the country's national instrument.







### BlaBlaCar

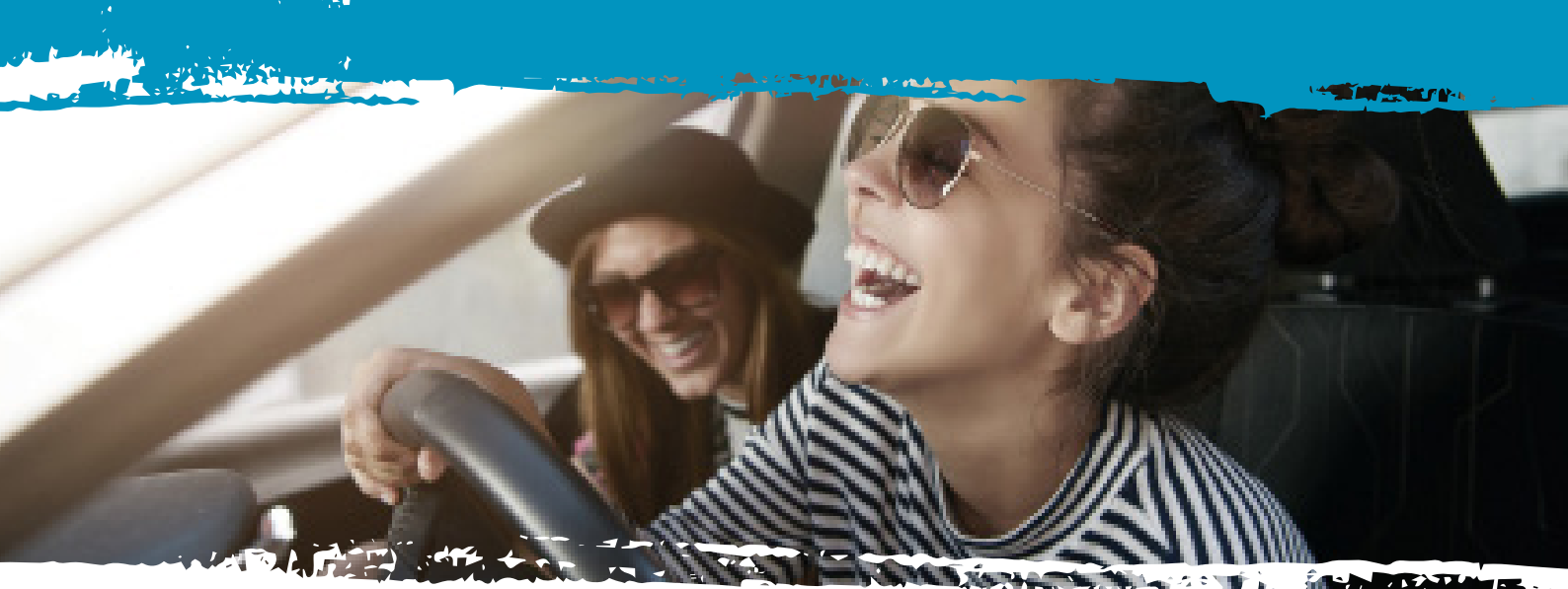
1. When he couldn't get a train ticket to go home for Christmas, while seeing lots of cars with empty seats on the road.
2. Travelling by train was the obvious solution, but car sharing was another possibility.
3. You must research information about the idea to see if it already exists and if it can be improved.
4. This is about taking action, not being afraid to fail, and working hard to make your dream come true.
5. He thought a lot about his idea, developed it, and then consulted with some very close friends who were also looking for a business opportunity. Together they worked extremely hard and the idea became a reality.

Entrepreneurial Skills: spotting opportunities, vision, planning and management, working with others, financial and economic literacy.

### Genesis Pan

1. It is a multipurpose steel pan, quite different from the traditional pan with greater advantages such as improved sound quality and wider range of musical notes.
2. Research provides the most recent information for any product or service, therefore, it provides more knowledge, discovery of opportunities and assists in problem solving which can ultimately lead to one's business success.
3. The principal form of intellectual property is a patent.

Entrepreneurial Skills: spotting opportunities, vision, planning and management, working with others, financial and economic literacy.



## FenuHealth

### 1. The BT Young Scientist competition.

There are many competitions for students in entrepreneurship, science, technology, inventions, arts and crafts, etc. These can be great for motivating and inspiring students.

### 2. As a way of showing off their product to a specialist market, to make contacts, to find out about competitors, to get inspired by new developments.

### 3. Some people underestimate the ability of young people; most of the world's greatest entrepreneurs began their venture when they were still at school. The fearlessness of youth is a distinct advantage for young people, not being afraid to fail is an important characteristic in entrepreneurs.

### 4. Older professionals are generally more willing to help young entrepreneurs because they don't see them as a direct competitor. This benevolence can give the young entrepreneur access to some very valuable business advice.

### 5. The products are successful because they answer a need in the market, they are easy to incorporate into the horse's diet, they are economical and completely natural.

Entrepreneurial Skills: learning through experience, working with others, spotting opportunities, valuing ideas, taking the initiative.



### AIMS / LEARNING OUTCOMES

Students will be aware of the type of characteristics and mindset which contribute towards entrepreneurial success.

### LEARNING OBJECTIVES

By the end of this block, students will:

- formulate an idea for a business or social initiative;
- identify the problem or issue which could be solved or improved by their business or social initiative; and
- identify possible solutions to the problem or issue.

### ACTIVITY OUTLINE

Along the lines of a personality questionnaire, this activity is a chance for students to reflect on their aptitude for entrepreneurship.

### RESOURCES

Photocopies of the questionnaire for each student.

### TEACHING NOTES

- **Introduction:** Explain to the class that many entrepreneurs have a certain set of characteristics, becoming an entrepreneur takes a specific type of personality. Fortunately, it's the type of personality you can develop by recognising and developing weaker areas, while growing and learning how to improve these traits. Even if someone has no intention of becoming a self-employed business person, it is still important to develop these useful life skills.
- **Main task:** Ask the students to individually complete the questionnaire, after which they can total their scores and check the results table.
- **Wrap-up:** Encourage students to compare their answers with each other with a feedback session from the groups or pairs about how they answered the worksheet questions. They could also be asked to identify the most important characteristics for an entrepreneur, perhaps creating a ranking (1-5) of the most important traits.



BLOCK 1 - WORKSHEET 2

# Could you be a successful entrepreneur?

TAKE THE TEST TO FIND OUT!

		YES	MAYBE	NO
1.	It is important for me to succeed.			
2.	When I set an objective, I reach my goal.			
3.	I am confident about my abilities.			
4.	I am creative.			
5.	I don't like people telling me what to do.			
6.	I have determination.			
7.	I will take a chance when I think an idea is good.			
8.	I like being in control.			
9.	Learning never really ends.			
10.	I am inventive.			
11.	I am generally optimistic.			
12.	I am prepared to take risks.			
13.	When I'm interested in something, I don't get tired of it.			
14.	I would prefer to decide my own working conditions and hours.			
15.	I like doing things my way.			
16.	I can work well autonomously.			
17.	I think problems can be solved.			
18.	I can think of original solutions to problems.			
19.	I am innovative.			
20.	I enjoy problem solving			
21.	I often act on my gut instincts.			
22.	I am flexible.			
23.	I think that a mistake is an opportunity to learn.			
24.	I am good at spotting opportunities.			
25.	I enjoy working with other people.			

YES ..... x4= .....

MAYBE ..... x2= .....

NO ..... x0= .....

total your score

## HOW ENTREPRENEURIAL ARE YOU?

> CHECK YOUR RESULTS HERE

- Below 40 Nothing should stand in your way if you want to become the next great entrepreneur. You should continue to develop your skills and get some experience working in an established business before you go it alone.
- 41 - 60 Everybody's skills get better over time! Take every opportunity to be creative, inventive and have the confidence to know that you can make a difference to the world around you! Why not team up with a partner who complements your skill set to get better results.
- 61 - 80 The future is looking bright! You show potential to become a successful entrepreneur. Look out for opportunities to use your entrepreneurial skills to help yourself and others. Remember a great idea can come at any time.
- 81 - 100 Congratulations! You show a strong aptitude and have a good skill set to become an entrepreneur. Remember, you need to work hard and focus on your goals. Entrepreneurship is all about turning your ideas into practice.

## BLOCK 2

# > Creativity and idea generation

### AIMS / LEARNING OUTCOMES

Students will have an understanding that creativity is all around us. They should be aware of their own creativity, and have a better understanding of the processes behind generating ideas. Students should come up with a commercial or social enterprise idea by the end of the class.

### ACTIVITY OUTLINE

There are three activities to this block:

- a short warm-up activity to get students thinking creatively.
- completing a table about the everyday creative activities of others, followed by focusing on their own creativity in day-to-day situations.
- in the main activity, students will use a brainstorming diagram to generate ideas for a business or social initiative.

### LEARNING OBJECTIVES

By the end of this block, students will:

- identify the various forms of intellectual property rights associated with the business or social enterprise that they have created; and
- explain the ways in which the various forms of intellectual property can protect their business or social enterprise

### RESOURCES

Photocopies of the handouts for each student/pair of students.

### INTRODUCTION

Creative thinking is the must have 'skill' of an entrepreneur for the creation of new ideas. Creativity allows a person to devise interesting processes. In this block, students will become familiar with ways of developing their creative thinking.

Creativity is not the exclusive domain of the arts; rather it is about applying ingenuity to all aspects of our lives, both inside and outside the classroom. Learning to be adaptable, to think outside the box and evaluate critically are vital lifelong skills in a rapidly evolving labour market.

The challenge in education is to develop creativity, not just in the arts but also, and especially, in the sciences. As educationalists, the aim is to inspire students in different subject areas to see creativity, innovation and entrepreneurship as central to their learning.



# What can teachers do in class to foster creativity ?

Creativity is a skill that can be learned as children grow and develop; as such it should be encouraged and fostered in the school environment.

Here are some tips to help incorporate more creative practices in the classroom.

Make creativity a daily goal	Replace hierarchy with collaborative learning spaces	See creativity in a positive light
Keep your classroom layout flexible	Introduce unconventional learning materials	Visualise goals with timelines
Encourage discussion	Integrate more hands-on learning	Rewards and recognition are key to motivating your students
Encourage more colour	Make room for visual reflection	Don't limit assignments to one format
Pin up motivational posters	Explore different cultures	Accept that mistakes are part of learning

## INTRODUCTION

Choose one of the warm-up activities below to get the class working together and thinking creatively. Following this short activity, ask students to fill in the tables Creativity is all around us.

- In other people around us in everyday situations.
- Identify situations in which the students themselves have been creative in their everyday lives. It might be helpful to guide the students towards problem solving situations.

## EXTENSION

When all the students have finished the task, form larger groups with the task of combining their answers into a list of the most creative activities. Finally, these could be shared with the rest of the class.

## MAIN TASK

Ideas shower; explain to students that a great idea can come to you at any time, in the shower, while relaxing in the garden, etc. However, coming up with great ideas can also be done through a process of brainstorming in groups or alone. This process allows the free flow of ideas without the pressure of contributing 'sensible' ideas.

It is sometimes easier for students to approach this activity from a problem solving perspective, thus identifying a need, a problem or situation which requires a solution.

Ask students to make a note of all of the ideas on the brainstorming diagram.

## business tips

Here are a few tips that can help when it comes to generating project/business ideas:

- **PROBLEM SOLVING**  
Identifying a problem or difficulty which could be solved by a new product or service.
- **UTILISING WASTE MATERIAL**  
As you may have seen already in the case of Vegea, who make leather from the waste products of wine making, there is a lot of potential in by-products (recycling waste from other industrial activities) or in ideas which support conservation and environmental protection.
- **CONVERTING A HOBBY INTO A BUSINESS**  
Our ability or skills that have been learned and developed through doing a hobby can often be re-used to set up an enterprise. Sports, fashion, design, arts and crafts, photography and writing are just some of the examples of hobbies which could be turned into a profitable business.
- **PRODUCT INNOVATION**  
As technology improves, so too does the possibility of improving an existing product.
- **NEW WAYS OF DOING OLD THINGS**  
Products and services, like almost everything, change over time, meaning that a new approach to a traditional way of doing something can prove to be a winning idea. It is through innovation that societies move forward, building on the ideas of those who came before us.

## WRAP UP

Analyse your ideas. Which is the best idea? What makes it a good idea? Who is it aimed at? How is it beneficial? Is it original? How could existing versions be better?





## BLOCK 2 - WORKSHEET 1



### CREATIVITY IS ALL AROUND US

#### what people do

Complete the table with information about people you know being creative.

What is the creative activity?	Who might use it?	What are the benefits from this activity?
Example: Baking	Example: All the family	Example: We eat delicious bread and cakes

#### your turn!

Now, write about how you have been creative (perhaps solving a problem?)

When am I creative?	How do I use creativity?	What are the benefits of this activity?
Example: At a tennis competition	Example: I used a new shot to outplay my opponent	Example: I helped my team win the tournament

## suggested answers

### what people do

Complete the table with information about people you know being creative.

What is the creative activity?	Who might use it?	What are the benefits from this activity?
Example: Baking (grandmother)	Example: All the family	Example: We eat delicious bread and cakes
Making a birthday card (sister)	Friends and family	Making the receiver of the card happy
Decorating at home (father)	All of the family	Make the home more comfortable
Writing a blog (friend)	Any internet user/follower	Entertaining readers
Developing an interesting class (teacher)	All the students	Learning something new and exciting

### your turn!

Now, write about how you have been creative (perhaps solving a problem?)

When am I creative?	How do I use creativity?	What are the benefits of this activity?
Example: At a tennis competition	Example: I used a new shot to outplay my opponent	Example: I helped my team win the tournament
Contribution to class project	Giving a unique insight	All the group learn more and get a great mark
Dancing with my friends	Inventing a new dance move	Having a good time with friends
Taking an artistic photo	Sharing a photo and comment on social media	Followers are amused and entertained
Organising a trip or excursion	Planning and researching the route	The family or friends who go on the trip



## ICEBREAKER ACTIVITIES

### count to 15

#### A SIMPLE TEAM EXERCISE

Ask the group to stand in a circle facing inwards. If there are more than 15 participants, form two circles.

Explain the following rules:

- The group will count to 15 (adjust according to the number of people).
- Only one person can say each number. If two say a number at the same time, the group must start again from the beginning.

Variation:

If there are more than 15 participants, the group may systematically eliminate those who say a number at the same time. Another option, which makes the exercise slightly more challenging, is to ask the participants to keep their eyes closed during the exercise.

Review the task with the group:

- What was the challenge?
- Who took the initiative?
- What strategy did you choose?
- How did you solve the exercise?

### the world's oldest creative exercises

#### A SIMPLE WAY TO DEVELOP YOUR CREATIVITY

Take a clothes hanger, or any other simple, everyday object you have at hand. Ask the groups to spend five minutes thinking of as many different uses for the object as possible.

- Who thought of the most?
- Quantity is more important than quality in this exercise!
- Review the exercise together.

## everyday issues

### PLAYING WITH WORDS GENERATES GOOD IDEAS!

Rules:

- Split into groups of 3-4. One person in each group should take notes.
- The groups begin by making a list of approx. 20 random nouns. The words need not be related.
- Ask the groups to look at the list of words. Each group member then chooses one word from the list.
- Allow three minutes per word and ask the following question: can you think of any everyday problems related to this word?
  - Take for example the word 'cat':
    - uses the kids' sandbox as a litter tray
    - makes noise at night
- Spend three minutes considering each problem and suggesting possible solutions.

NOTE: Write down everything that is said without criticism. It can be a good idea to let each group member choose a separate issue.



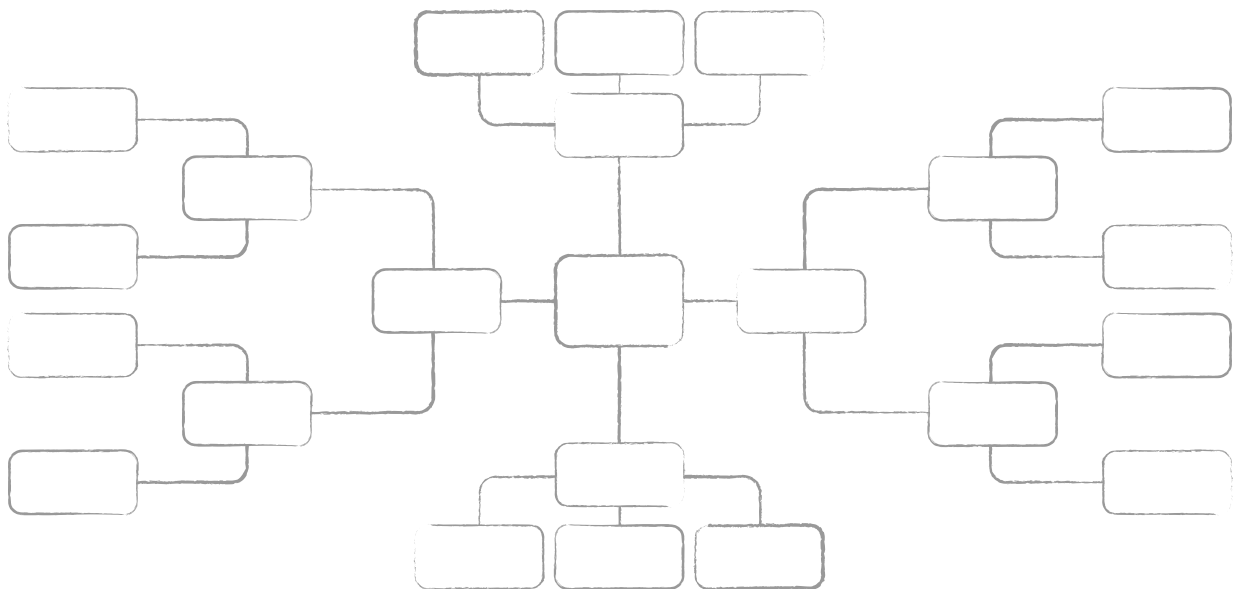
## BLOCK 2 - WORKSHEET 2

### > IDEAS SHOWER

Having learned about entrepreneurship, young entrepreneurs and the creative process, now it is time for you to initiate your own entrepreneurial initiative.

The first step is to determine a problem or issue which could be solved or improved through your social or commercial venture. This should be written in the centre box.

The spaces around the central problem should be used to expand on possible solutions.



## BLOCK 3

# > intellectual property and entrepreneurs

### AIMS / LEARNING OUTCOMES

Students will have an understanding of how intellectual property rights can protect the creative and innovative aspects of their entrepreneurial activity.

### LEARNING OBJECTIVES

By the end of this block, students will:

- identify the various forms of intellectual property rights associated with the business or social enterprise that they have created; and
- explain the ways in which the various forms of intellectual property can protect their business or social enterprise

### ACTIVITY OUTLINE

Following an introduction to IP rights, students can take the IP quiz to test their basic knowledge.

### RESOURCES

Photocopies of the handouts for each student/pair of students.

### TEACHING NOTES

Warm-up: No matter what product or service is provided by the enterprise, it is almost certain that quite a lot of intellectual property has been created. There is a commercial value to this IP, so it makes good business sense to think about taking measures to protect the investments in creativity and innovation. The IP system can assist in business development, marketing, product design, expansion through franchising and raising finance, to name a few examples.

Main task: Individually, or in pairs, the students complete the IP quiz based on what they have learned from the IP basics handout.

Answers for the IP quiz: : 1D 2D 3D 4C 5A 6B 7D 8D 9D 10D

Wrap-up: Ask students to consider how they would apply the newly acquired IP knowledge either to the entrepreneurial idea they have in mind or to the cases of young start-ups they saw in Block 1.





## IP basics for young entrepreneurs

Successful businesses are all built on having some kind of advantage over their competitors, a unique selling point (USP) that separates their business from other, similar businesses and gets people to buy/use/shop with them. This could be a number of things, such as a new innovative service, a 'must-have' brand or a more desirable looking product.

Good examples of these include:

- Google's searching algorithm, which is so well liked it has become a synonym for the verb search.
- The design of Apple's phones that makes them stand out in a very crowded market.
- Amazon's 1-Click Ordering which makes buying online much simpler.

These USP's allow businesses to get ahead of the competition and take advantage of the hard work and effort they put into creating the innovation.

As the innovations provide a benefit and are key to the businesses' survival and growth, they are crucial assets that need to be protected. The way to protect many of these is through intellectual property (IP).

IP is a suite of legal rights that help individuals and businesses protect the investments they make in creativity and innovation. This means that if you spend your time, effort and money on creating something new and innovative, then you should have the right to do what you want with it, within reason. This could be to keep it, so only you can make money from it, or you can let others use it, either for free or for a price.

Intellectual property (IP) reaches into everyone's daily lives. A basic awareness and understanding of IP is therefore essential for today's students, who are the engineers, researchers, lawyers, entrepreneurs, artists and designers of tomorrow.



# Trade Marks

## What is a trade mark?

A trade mark is a distinctive sign which identifies goods and services as coming from a particular company and distinguishes them from those of its competitors. It can be a word, a picture, a symbol or a shape, a figurative element, a slogan, a colour or even a sound.

A trade mark in itself is not protected. It is protected in relation to specific products and/or services. So, Nike, as a name, is not protected. However, the name 'Nike' in relation to sportswear is protected. In theory, it means that someone could also use the name 'Nike' to sell other, unrelated products such as fruits and vegetables. However, higher protection can be granted to well-known trade marks (such as Nike) meaning that it is not permitted to use Nike in relation to other goods and services than shoes.



Trade mark number  
1533540



A trade mark is the IP right that enables businesses:

- to make a connection between their products and services and their customers;
- to build customer loyalty and brand recognition;
- to distinguish their products and services from those of rival companies.

Trade marks:

- are an essential element of success in terms of business competition;
- represent the investment of a company in its image and brand;
- are most companies' preferred IP right;
- are often the most valuable asset of a company.

A good trade mark should have no connection with the products and services it covers. To protect 'Sports shoes' to cover sports shoes is not possible as it would prevent anyone else from using the words 'sports shoes' to sell their sports shoes. 'Nike', on the other hand, has no direct, obvious link to the products it covers and anyone can sell sports shoes under any other name. Trade marks do not affect the creativity or innovation of businesses. They are distinctive signs

which can be protected endlessly, provided they meet the following requirements:

- be clear and precise;
- have a distinctive character;
- not deceive the public;
- be available;
- cover a list of products and/or services.

## How is a trade mark protected?

Trade marks need to be registered in order to be protected. Depending on where applicants intend to do trade, they can apply:

- country per country through the national IP offices;
- through the [World Intellectual Property Organization](https://www.wipo.int) (WIPO) Madrid International Trademark System for protection in multiple countries via one application that is then dispatched and processed in each of the selected countries.

Trade mark registration confers protection for a period of several years, usually ten, from the date of filing, and can be renewed for unlimited additional periods of ten years.

### What are the advantages of trade marks?

#### Economic value

They are one of the most popular and valuable assets of a company. They can have enormous economic value and great importance for businesses.

#### Registration process

The registration process is usually smooth and speedy. To have a trade mark protected within a few months is possible.

#### Protection

They offer a wide range of legal protection. The owner is entitled to prevent third parties from using a trade mark in the course of trade. It concerns not only any identical sign for identical goods and services but also any similar sign for similar goods and services, provided there is a likelihood of confusion by the public.

### What are the disadvantages of trade marks?

#### Cost

The trade mark owner needs to pay in order to register and re-new trade marks (but it is much less than for patents).

#### Obligation to use

The obligation to use the trade mark for the products and services for which it has been registered — in the absence of such use after a certain period (normally 5 years) the trade mark may be cancelled.

#### Generic use of name

Trade mark owners have to make sure that their registered sign does not become a generic name, that is, the name commonly used to describe the products or services in question.

For more information about Trade Marks, see the following:  
<https://internationalipcooperation.eu/en/caripi/ip-information>

# Designs

## What is a design?

A design is the IP right that covers the appearance of a product. In its legal definition, it is the outward or visible appearance of the whole or part of product resulting from its features. These features can be lines, colours, shapes, textures, contours, materials or ornamentation. This very broad definition covers almost any creation with visible aspects.

The following can be protected as designs:

- any industrial or handicraft item or product;
- packaging;
- graphic symbols;
- parts assembled into a complex product;
- drawings and art work.

A product does not have to be produced on an industrial scale or have artistic value in order for it to be a design.

The success and importance of a design is in its appeal to the product's users. Users are often attracted by highly creative designs. New shapes or colours can give a strong boost to the sale of ordinary products and therefore, the design of the product can become a key element in a company's effort to make its products more attractive to users. Consequently, industrial designs can have a very high commercial value, and a manufacturer may obtain a decisive advantage in the market by creating a new look for its product.

In order for the appearance of the product to be eligible for protection as a design in the Caribbean, it has to fulfil two requirements:

**Novelty:** A design is considered to be new if no identical design has been made available to the public before the date of filing the application.

**Individual character:** The design must give a different overall impression to an 'informed user' from any other design disclosed earlier. The 'informed user' is an intermediate character who is neither a designer nor a technical expert.<sup>1</sup>

These products are excluded from design protection:

- features of the appearance of the product solely dictated by a technical function;
- those contrary to public policy or morality, for example, obscene, racist or immoral images or messages.

In some jurisdictions, the following products are also excluded from design protection:

- representations of the Coat of Arms, national flag official signs or hallmarks of a country
- country names or abbreviations of country names, the map of a country or national colours which are likely to mislead the public as to the existence of a connection between the origin of the products and the country;
- emblems, abbreviations and names of an international organization, unless consent is obtained from the relevant organization;
- registered trade marks unless consent is obtained from the trade mark owner;
- a copyright work unless consent is obtained from the copyright owner;
- the image or likeness of an individual, unless consent is obtained from the individual; and
- traditional knowledge or traditional cultural expressions of indigenous or local communities, unless authorization is obtained from the relevant community or where it is not practical to obtain such authorization the Registrar is satisfied that such use is not likely to mislead the public as to the existence of a connection between the products to which the design is to be applied and the relevant community.

<sup>1</sup>This requirement is included in the Patents and Designs Act, 2020 (No.1 of 2020) Jamaica, but not in the Industrial Designs Act, 2003 (No.19 of 2003) Antigua and Barbuda or the Industrial Designs Act, Chap.82:77, Trinidad and Tobago.

## How is a design protected?

A design needs to be registered in order to get full protection. Designs may be registered:

- country per country through national IP offices;
- through an international application managed by the [World Intellectual Property Organization](http://www.wipo.int) (WIPO)<sup>1</sup>.

The protection of a design is limited in time. In the Caribbean, the initial period of protection is five years. Protection can be renewed for additional periods of five years each, up to a maximum of 15 years.

### What are the advantages of registered designs?

Official title

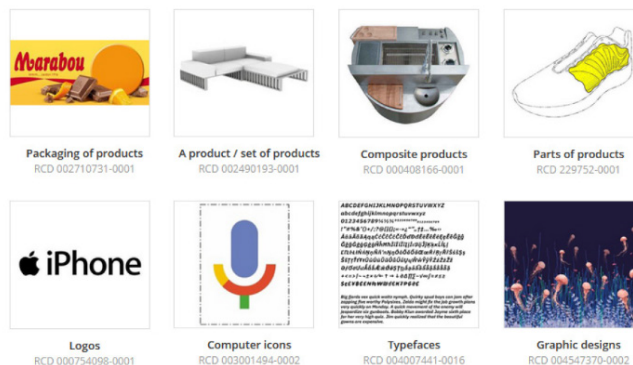
To prove the existence and ownership of the design.

Exclusivity

The protection offered by registered rights gives the owner of the design the exclusive right to use it.

Protection

The owner of a registered design may prevent third parties from using the protected design in different forms, including: making, offering or putting the protected design on the market, importing, exporting or using a product in which the design is incorporated and stocking such a product for those purposes.<sup>2</sup>



Examples of registered designs

For more information about Registered Designs, see the following:  
<https://internationalipcooperation.eu/en/caripi/ip-information>

<sup>1</sup>This option is available in Jamaica. However, Antigua and Barbuda and Trinidad and Tobago are not yet contracting parties to the Hague System for the International Registration of Industrial Designs

<sup>2</sup>Protection from stocking products by third parties which incorporates the design is provided by the law in Jamaica, but not in Antigua and Barbuda and Trinidad and Tobago

# Copyright

## What is copyright?

Copyright is one of the most widely-known intellectual property rights and the one that most affects teachers. It protects any tangible production of the human mind, provided that this production is not a mere idea.

Everyone is a copyright owner: big artists, small artists, recognised authors and unrecognised authors (who may be teachers or students). A PowerPoint presentation is probably subject to copyright. This factsheet is definitely subject to copyright.

To obtain protection by copyright the production must be original. In the Caribbean, copyright laws reflect different interpretations of originality. One interpretation proposes that a work is original when it originates from the author (not copied from elsewhere) and the work is a result of the author's skill, judgment and mental labour. The other interpretation of originality proposes that a work is original when it reflects the author's personality and expresses his or her free creative choices.

The classic example is two painters sitting at the same moment in front of a model: while the subject is the same, the work of each painter will be different.

Original works include novels, plays, poetry, music, songs, drawings, paintings, sculptures, photos, film scripts, films and videos, textile designs, architectural plans, databases and computer programmes.



Most of you have copied a copyrighted photo from the internet for a lesson. All of you have downloaded a movie or a song. These actions fall under copyright law.

Copyright law grants the creator exclusive rights to determine whether, and under what conditions, his or her original work may be used by others. It gives the owner two types of rights:

### Economic rights

- to the exploitation of the work.
- to control the reproduction of the work, the communication of the work to the public, its translation, adaptation and distribution. It grants the creator long-lasting protection to reward him or her and at the same time, to make sure that his or her family can enjoy the economic benefits from the work and its success.

### Moral rights

- to be recognised as the author of your original work. Moral rights are rights generally recognised in the Caribbean, though their level of protection differs from country to country.

They include the right to:

- have the name of the creator indicated;
- have a work published anonymously or pseudonymously;
- the integrity of the work bars the work from alteration, distortion, or mutilation.

## How is a work protected by copyright?

No registration requirement exists for copyright protection. The protection exists from the very moment a work is created. In some countries, optional registration processes are available. Registration can be useful for the purposes of providing evidence, as it can help to prove that the work existed at a certain date.

The protection period of copyright is very long. In the Caribbean, protection lasts for the lifetime of the author plus a number of years after the author's death ranging from 50 to 95 years, depending on the specific country.

Copyright is territorial. In other words, protection is granted on a country-by-country basis. However, international instruments, such as international conventions containing rules applicable to countries all over the world, set some minimum standards for copyright protection.

## What are the exceptions to the creator's rights?

Works can be used without the consent of the author or the rights holder mainly for these purposes, but other exceptions exist:

the reproduction of a work for private use;

the use of short quotations from a work for the purposes of criticism or review;

the use of extracts for the purpose of illustration for teaching or scientific research.

The Intellectual Property Office of your country provides useful information about the rights of owners and users of copyright. You can find more information here:

<https://internationalipcooperation.eu/en/caripi/ip-information>





# Geographical indications

## What is a geographical indication?

A geographical indication (GI) is a sign used on products having a specific geographical origin and whose qualities and/or reputation are attributable to that origin. GIs are typically used for agricultural products, foodstuffs, wine and spirit drinks, handicrafts, and industrial products, and refer to place names. However, nongeographical names can also be protected if they are linked to a particular place. For example, Feta cheese is not named after a place, but after the Italian word "fetta", meaning "slice", which was incorporated into the Greek language in the 17th century. However, several factors such as the fact that 85% of EU consumption of feta cheese per capita and per year takes place in Greece or the fact that feta is usually marketed with labels referring to Greek cultural traditions and civilisation, make EU consumers perceive feta as an inherently Greek product.

## In order to function as a GI:

- it must identify a product as originating in a given place (e.g. Chianti identifying a wine originating in the Italian region of Chianti or Roquefort cheese originating in the Roquefort-sur-Soulzon region in France);
- the qualities, characteristics or reputation of the product should be due to the place of origin (e.g. the qualities of Chianti are due to the grapes grown in the soil of that specific Italian region, while the qualities of Roquefort result from the characteristics of the milk obtained from indigenous breeds of sheep fed according to the tradition and the characteristics of the caves in which the cheese is aged).

## GIs in the Caribbean

In the Caribbean, some countries have laws to protect geographical indications. Some products are protected by GIs, for example, Jamaica Rum, and Jamaica Jerk. Other products have the potential to be protected by geographical indications such as Blue Mountain Coffee from Jamaica and Cocoa from Trinidad and Tobago. Trinitario Cocoa has an international reputation for being a fine-flavoured cocoa which is attributable to the special growing conditions in areas such as Gran Couva, La Pastora, Santa Cruz and Cumuto in Trinidad.



For more information about Geographical Indications, see the following:  
<https://internationalipcooperation.eu/en/caripi/ip-information>

## What is a trade secret?

The term 'trade secret' may sound old-fashioned. In an age of instant internet searches, very little seems to be unknown or unknowable. But trade secrets still have — and probably always will have — an important role to play in giving businesses a competitive edge. Together with trade marks, trade secrets are key elements of many franchise networks such as fast food restaurants, hairdressers, clothes shops, etc.

Trade secrets, sometimes referred to as know-how, involve the confidential business information that provides an enterprise with their competitive edge. A trade secret is information that is not known to anyone other than the companies that own the products and their employees.

Trade secrets encompass manufacturing/industrial secrets and commercial secrets. They include, among other things, sales methods, distribution methods, consumer profiles, advertising strategies, lists of suppliers and clients, price lists and, of course, manufacturing processes.

They can be positive information (good practices) as well as negative information (errors not to be made).

## What are the criteria for a trade secret?

A trade secret can only be a trade secret as long as it remains a secret. The information in a trade secret:

must have business, commercial or economic value;

must not be known;

must not be easily discoverable.

reasonable efforts to maintain secrecy must be demonstrated.

## Is a trade secret an intellectual property right?

The answer is no. Trade secrets are not an intellectual property right as such. The holder of a trade secret does not have an exclusive right over his or her creation. He or she cannot prevent competitors from discovering the secret or coming up with the same solutions.

Trade secrets can be independent or complementary to patents. They are heavily used in the creative process leading to innovation. Until an invention is filed for protection, the inventor must take great care to maintain the confidentiality of the invention in order to secure the novelty requirement.

In franchise agreements, the franchisor supplies the franchisees with the relevant know-how that is regularly upgraded in order to maintain the competitive advantage of the franchise network.

Trade secrets are only legally protected in instances where someone has obtained the confidential information by illegitimate means (e.g. through spying, theft or bribery).

For more information about Trade Secrets, see the following:

<https://internationalipcooperation.eu/en/caripi/ip-information>



# Patents

## What is a patent?

A patent grants innovators protection for an invention. An invention is a solution to a specific technological problem in the form of a product or a process that makes our life easier or better. When a new solution is successful, it becomes a powerful tool in the hands of the innovator and an important competitive advantage for a company in the market.

Therefore, it is very likely that competitors will want to make similar or identical products. To protect the innovator and encourage further creativity, a patent allows the innovator to prevent others from remaking, using, selling or importing a product that copies their invention.

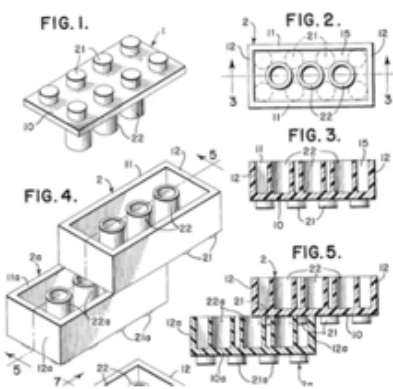
A patent blocks a particular technology and improvements, which is why patent validity is limited in time. The maximum term of protection for patents in the Caribbean is 20 years from its filing date depending on the country in which the application is made.

Inventions can be something as simple as a toy to something as complicated as a nuclear weapon. The United States Supreme Court once considered that patentable subject matter included 'anything under the sun that is made by man'. In the Caribbean, to be patentable, an invention must fulfil three requirements:

**Novelty:** It was not previously known to the public in any form, anywhere at anytime.

**Inventive step:** It must go one step beyond what was already known. It can't be a simple 'continuity' or 'variation' of what already existed.

**Industrially applicable:** It can be manufactured or used on an industrial scale.



INVENTOR Godtfred Kirk Christiansen  
BRINGING CONSTRUCTION TILE, Billund, Denmark.  
Submitted on 28 July 1958, No. Ser. 751 387  
Priority claim, filed in Denmark Jan. 28, 1958.

This invention relates to toy building elements and, more particularly, to toy building bricks or blocks adapted to connect with each other by means of protuberances on the faces of the elements arranged so as to surround the protruding parts of an adjacent element when two such elements are assembled.

## How is a patent registered?

A business or innovator can apply for a patent:

- in a specific country via the national Patent Office;
- at global level via the [World Intellectual Property Organization](https://www.wipo.int) (WIPO).

For more information about Patents, see the following:

<https://internationalipcooperation.eu/en/caripi/ip-information>

## What are the disadvantages of patents?

### Time

The processing time of applications can take years.

### Publication

The application process involves the publication of the technical details (the secret of the invention).

### Costs

A patent needs to be renewed on an annual basis. Bearing in mind that inventions are often protected by multiple patents, expenses

Getting a patent does not guarantee business success. The innovator needs to make sure that the benefit of a patent will outweigh the time, effort and money it takes to get and maintain one. When registering a patent, companies have to describe their invention in detail and reveal its secrets. A patent does not protect products as such, it protects the different steps of the innovation in what are called claims. Drafting proper patent claims is an art form in itself and must be done by patent attorneys.

Many big companies use other IP rights to protect products that could have been registered as patents without revealing their secrets. Coca Cola, for example, never patented the formula of its products, preferring to keep it secret. This strategic choice has helped the company make sure that 'Coca Cola' remains famous without risking the exposure of its recipe.

In this instance, the decision to register a patent also depends on the mystery and the technicality of the patent. If an invention can easily be reverse engineered by dismantling, for example, a motor, a secret protection will not work. In the case of Coca Cola, it was appropriate, as it was very difficult to reverse engineer.

# The IP Quiz

## 1 Intellectual property ...

- A has existed for a long time
- B consists of a suite of rights
- C protects creations
- D all of the above

## 2 Intellectual property can ...

- A protect inventions
- B protect written work and presentations
- C add value to a business
- D do all of the above

## 3 To get a patent, an invention must ...

- A be novel
- B go one step further than what already exists
- C be industrially applicable
- D fulfil all of the above requirements

## 4 A trade mark ...

- A protects an invention
- B protects confidential information
- C distinguishes products and services
- D protects the appearance of products

## 5 A design ...

- A is the outward appearance of a whole or part of a product
- B doesn't need to be registered to be fully protected
- C has to have artistic value
- D doesn't usually have a high commercial value

## 6 Copyright takes effect ...

- A when a creation is published or exhibited
- B automatically with the creation of a work
- C when a creation is registered
- D when a creation is valuable

## 7 Which of these are protected by copyright?

- A computer programmes and databases
- B photos and videoclips
- C musical scores and song lyrics
- D all of the above

## 8 If a student has a great innovative idea, she or he should ...

- A be careful when telling people about it
- B get advice about how to protect it
- C publicise it on social media to make it well known
- D answers A and B are correct

## 9 An average smartphone has ... patents.

- A 250
- B 2,500
- C 25,000
- D 250,000

## 10 A car is protected by ...

- A patents
- B a trade mark and registered design
- C copyright
- D all of the above

Answers: 1D 2D 3D 4C 5A 6B 7D 8D 9D 10D

## BLOCK 4

# > make it happen

### AIMS / LEARNING OUTCOMES

Students will become aware of some of the practical considerations surrounding an entrepreneurial project, such as the practicalities of how, when and to which client a product or service should be offered, as well as how to draw up a basic business plan.

### LEARNING OBJECTIVES

By the end of this activity, students will:

- create a profile of their proposed clients
- identify the ways in which they will sell their product or service

### ACTIVITY OUTLINE

Students fill in a questionnaire about some of the more practical details of their entrepreneurial venture before having the opportunity to complete a business plan.

### RESOURCES

Photocopy of questionnaire for each student.

### TEACHING NOTES

Warm-up: Explain to the class that it is important to consider who their product or service is aimed at - the client is central to the success of their venture. They should also consider how and where they are going to sell their products. You could explain that, before investing time and money in a venture, it is important to undertake market research through surveys of potential clients.

Main task: Hand out the Meet your client questionnaire, ask the students to complete the form individually.

Extension activity: The students could formulate a survey about the specific product or service they would like to develop.

Wrap-up: Students could compare their answers with their partner to contrast opinions on the viability of the responses.



## BLOCK 4 - WORKSHEET 1



### MEET YOUR CLIENT QUESTIONNAIRE

Circle the answers:

#### 1. WHO WOULD YOU LIKE TO SELL YOUR PRODUCT TO?

MEN	TEENAGE BOYS	CHILDREN	PARENTS
WOMEN	TEENAGE GIRLS	SENIOR CITIZENS	SINGLE PEOPLE

Others: .....

#### 2. HOW WOULD YOU DESCRIBE YOUR CUSTOMERS?

ADVENTUROUS	FASHIONABLE	FIT	NARROW-MINDED
SUPPORTIVE	CALM	CONVENTIONAL CITIZENS	PHISICALLY INACTIVE
SELF-CENTRED	CREATIVE	PET LOVER	CONCERNED ABOUT FOOD
AWARE OF GLOBAL ISSUES	ANIMAL HATER	JUNK FOOD CONSUMER	INDIFFERENT ABOUT PROBLEMS

Others: .....

#### 3. HOW ARE YOU GOING TO SELL YOUR PRODUCT OR SERVICE?

DOOR TO DOOR	IN SHOPS	HOME DELIVERY	TELESALES
ON THE INTERNET	IN A CATALOGUE	FAIRS AND EXPOSITIONS	

Others: .....

#### 4. HOW WOULD YOU LIKE TO ADVERTISE YOUR PRODUCT OR SERVICE?

ON THE INTERNET	ON THE RADIO	LEAFLETS	IN MAGAZINES AND NEWSPAPERS	ON BILLBOARDS
ON LOCAL TV	PUBLIC RELATIONS OFFICERS	BUS BACKS	BUS SHELTERS	ATTENDING LOCAL BUSINESS GROUP'S MEETINGS
LOCAL FAIRS	OFFER DISCOUNT COUPONS ON FLIERS	EMAIL MARKETING	YELLOW PAGES	

Others: .....

#### 5. IF YOU NEED TO WORK WITH OTHER PEOPLE IN THE FUTURE, WHAT QUALITIES DO THEY NEED?

EASY-GOING	HUMOROUS	SERIOUS	RESPONSIBLE
IMAGINATIVE	CREATIVE	SYMPATHETIC	CARING
ENTREPRENEUR	FRIENDLY	INTELLIGENT	COMPETENT
COOPERATIVE	TRUSTWORTHY	HARDWORKING	

Others: .....



### AIMS / LEARNING OUTCOMES

Students will have an understanding of what a business plan is - the structure, content and purpose of this type of document.

### LEARNING OBJECTIVES

By the end of this activity, students will:

- define a business plan
- explain the various components of a business plan
- create a business plan for their enterprise

### ACTIVITY OUTLINE

Based on the document template below, students will draft a business plan for their commercial or social venture.

### RESOURCES

Copies of business plan template for each pair or individual students, internet access.

### TEACHING NOTES

Warm-up: Explain to the students that they are going to compile the best information and ideas from previous activities to draft a business plan. To ensure the students understand the task, you could ask the following questions:

- What is a business plan?  
This is a written description of the future venture you are planning and how you hope to implement it.
- Why write a business plan?  
If you are looking for investment, this document will help convey your vision to those who might invest in your venture.
- What should be included in a business plan?  
Your business goals, the strategies you will follow, possible problems and solutions, the structure of the business and any financial issues.
- What is an executive summary?  
This should be a clear outline of your selling points - don't get into too much detail.  
This is the point where you grab the reader's attention and sell your entrepreneurial idea.  
Tell the potential investor/client what it is you do and what you have to offer them as investors or collaborators - think of a good hook by describing a situation or telling an interesting/amusing anecdote.

Main task: Give students a copy of the template or the digital file for them to amend on their computers. Sufficient time should be given for all the students to fully complete the template. Some students may find some of the tasks quite challenging, so be prepared to give support or suggest that students find support online.

Wrap-up: To complete the activity, encourage the students to show their work to their classmates in order to get peer feedback on how they could improve the plan.

## confidential

the name of your company here

your tag line

## business plan

prepared [date]

logotype



## contract information

your name

your email

your phone number

your website

address

# business plan

## TABLE OF CONTENTS

• EXECUTIVE SUMMARY	39
• Opportunity	
• Expectations	
• OPORTUNITY	40
• Problems and Solutions	
· Target market	
· Competitors	
· Risks	
• EXECUTION	41
• Intellectual property rights	
• Marketing and sales	
• COMPANY	42
• Overview	
• Staff and resources	
• FINANCIAL PLAN	43
• Forecast	
• Finances	



## executive summary

> Remember to be brief and concise in this section! Details come later <

### oportunity

• GIVE A BRIEF SUMMARY OF THE PROBLEM YOUR IDEAS WILL SOLVE FOR THE CLIENTS

---

---

• WHAT WILL YOUR COMPANY DO TO SOLVE THIS PROBLEM?

---

---

• BRIEFLY DESCRIBE YOUR MARKET, WHO IS YOUR CUSTOMER

---

---

• WHICH COMPANIES OR ORGANISATIONS ARE YOU COMPETING WITH?

---

---

• DESCRIBE THE TEAM BEHIND THE VENTURE; EXPLAIN WHY YOU HAVE THE BEST MIX OF TALENT

---

---

### expectations

• HOW MUCH MONEY WILL YOU GENERATE IN SALES/REVENUE?

---

---

• HOW DO YOU THINK THE BUSINESS WILL GROW?

---

---

• WHAT FINANCE WILL YOU NEED TO GROW YOUR BUSINESS?

---

---

# opportunity

> This is where you add more detail <

# problems and solutions

.....

.....

.....

.....

# target market

.....

.....

.....

.....

# competitors

.....

.....

.....

.....

# risks

.....

.....

.....

.....

execution

intellectual property rights

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

marketing and sales

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

company

overview

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

staff and resources

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## BLOCK 5



# SELLING YOUR IDEA

### AIMS / LEARNING OUTCOMES

Students will have learned about preparing and presenting ideas to an audience.

### LEARNING OBJECTIVES

By the end of this activity, students will:

- define an elevator pitch
- explain the “dos” and “don’ts” of an elevator pitch
- create an elevator pitch for their business or social enterprise

### ACTIVITY OUTLINE


After having worked hard on a business or social entrepreneurship idea, it would be beneficial for the students and the school community as a whole to share their project with the rest of the class/school during an event.

### RESOURCES

- Make a selection of clips from the internet of the most appropriate videos.
- Photocopies of worksheet.
- Contact business people or parents to act as a jury.(for a talent show)
- Arrange a time and place for the activity to take place.(the talent show)

### TEACHING NOTES

Warm-up:

- Show the students some video clips of presentations from the Dragon’s Den or Shark Tank television shows. Alternatively, the students could search online for the clips and share them with the rest of the group. For example, Levi Roots: Brainstorm the reasons why these presentations have been successful.  <https://vimeo.com/27237305>
- An extension activity would be to give students the ‘do’s and don’ts’ cards about preparing a presentation to be placed in the correct category.

Main task: Explain to the students that, at some point, they are going to have to ‘sell’ their product or service to possible investors, collaborators, retail outlets, influencers, the media, etc., so it is important that they know exactly how they are going to do this presentation. They should know how important it is to have a concise description of what they are offering. It is vital to practice this, possibly in pairs or even recording their rehearsal to see their stronger and weaker points. During the activity, the students could focus their attention on preparing a PowerPoint presentation which could be used to explain their plan in a more formal environment, or an elevator pitch where time is more limited.

Follow-up: In order to get the maximum benefit from the work carried out by the students, holding an event around the theme of Young Entrepreneur Talent Show is recommended. Possible ideas include:

- elevator pitches as part of a talent day/end of year show;
- an exhibition for invitees (local business people);
- a competition in the style of Dragon’s Den or Shark Tank to an audience of younger students in the school;
- presentation videos on the school website;
- as part of a school open day, interacting with parents as ‘customers’, the young entrepreneurs could sell their products or services, possibly even donating a proportion of the profits to charity.

## suggested answers

DO'S	DON'TS
Short, concise, clear	Ignore competitors
Talk about the facts	Act distracted
Solve the problem	Use technical terms and acronyms
Ask questions	Speak really fast
Define who you are	Sound like a robot
Find the perfect hook	Oversell your idea
Finish by giving contact details	Improvise





## create a winning elevator pitch

Complete the do's and don'ts table about the elevator pitch

SHORT, CONCISE, CLEAR	TALK ABOUT THE FACTS	IGNORE COMPETITORS
ACT DISTRACTED	USE TECHNICAL TERMS AND ACRONYMS	FINISH BY GIVING CONTACT DETAILS
IMPROVISE	DEFINE WHO YOU ARE	FIND THE PERFECT HOOK
SOLVE THE PROBLEM	SPEAK REALLY FAST	SOUND LIKE A ROBOT
OVERSELL YOUR IDEA	ASK QUESTIONS	

### DO'S

### DONT'S


BASED ON WHAT YOU HAVE LEARNED IN THE ABOVE EXERCISE, WRITE A SHORT ELEVATOR PITCH ON HOW YOU ARE GOING TO SELL YOUR WONDERFUL IDEA.

.....

.....

.....

.....

.....

.....

.....

.....

[www.caripi-hub.com](http://www.caripi-hub.com)



**EUIPO**  
EUROPEAN UNION  
INTELLECTUAL PROPERTY OFFICE



**CARIFORUM**



Funded by the European Union