

# IP IN EDUCATION

## INTELLECTUAL PROPERTY

Subject lesson kits



# Intellectual Property for physical education teachers and sports coaches

## Introduction

In physical education (PE) lessons students can explore the importance of intellectual property (IP) related to different aspects of sports. Students will learn about the ways in which intellectual property is important in the sports industry. They will be required to create a sports project in which they will apply intellectual property tools.

## Rationale

To build awareness about the role intellectual property plays in the sports industry.

## Aims/Learning Outcomes

Students will

- learn about the role of intellectual property in sports and how it drives advances in technology and innovation in the industry;
- be aware of intellectual property tools such as patents, trade marks and designs and their application in practical situations; and
- be familiar with the risks related to counterfeit goods.

## Learning objectives

On the completion of this activity, students will be able to:

- identify various forms of intellectual property associated with a sports club of their choice;
- create a line of clothing or footwear for a sports club;
- identify the technology or innovation associated with that line of clothing or footwear and how it may be protected by intellectual property; and
- explain the ways in which various forms of intellectual property can be protected.

**Trade marks** allow consumers to identify one supplier from their competitors; they build trust, loyalty and confidence. A protected trade mark can become a valuable asset to an organisation. Trade marks are an important component in the title of sporting events (e.g. La Liga), the names of participating teams (e.g. FC Barcelona), the venues where events take place (e.g. Nou Camp), even the players themselves (e.g. Leo Messi). Trade marks can include words, logos, colours, shapes, sounds, and even holograms.

**Design** protection of the sports equipment, clothing, footwear, accessories and training practices are an important part of the sports industry revenue.

The identity of teams, their fans and even events are protected through trade marks and designs.

**Copyright** helps protect the rights of sports broadcasters, allowing them to safeguard their sizable investment in technology and infrastructure and ensures they can generate revenue which is filtered down through sporting organisations to promote sport at many levels.

Sport equipment is constantly under development by innovators to improve the performance of athletes. **Patents** offer protection to those who are advancing technology in sports equipment.

There are also plenty of **counterfeit products** in the market. Often the quality and safety of fake products are not the same. Sometimes using fake products might be even dangerous. Fake products create damage to brands, and give profits to organised crime.

Read more about how the sports and fitness industry provides a multitude of examples for the effective use of intellectual property from the WIPO site: <https://www.wipo.int/ip-sport/en/>

## Step 1

Ask the students about their understanding of intellectual property. Once you have found out what their level of knowledge is, review the main concepts with the help of:

[IP Basics for Teachers](#)  
[Ideas Powered infogram](#)

## Step 2

- The students will carry out research into the following areas of the world of sports: Sports clubs and IP. What is the trade mark of your favorite team? How have they protected their IP?
- Sports clothing, footwear and equipment make up a large part of the sporting goods sales. Their development, branding, trade marks, designs, and technology are strongly protected by IP. Students could develop their own line of clothing or footwear for their team.
- Students could conduct a desk research about the availability and risks of counterfeit sports goods and collect experiences from their peers. (Hint: do an online search using "risks of counterfeit goods").
- Broadcasting rights make an important contribution to innovation in the sports and media industries. Explore which sport events are broadcasted on which media.



## Step 3

Students share their work with the rest of the class/school by giving a presentation or holding an exhibition. They highlight their motivation and inspiration behind the work as well as the relevant IP protection that is applicable to their area of research.

## Step 4

Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Has the activity increased their IP awareness?

## Resources:

The Intellectual Property Office of your country provides [useful information](#) about the rights of owners and users of copyright.

You can also learn more here: [IP Basics for Teachers](#)

Top sportswear brands ranking: <https://www.ranker.com/list/bestsportswear-brands/ranker-shopping>

A guide to designing a clothing brand: <https://www.abetterlemonadestand.com/how-to-start-a-clothing-line/>

# Intellectual Property for music teachers

## Introduction

Students are often heavy consumers of different kinds of music. The growing trend is to access music through online or streaming platforms. Students should be aware how to act ethically online and how to respect intellectual property (IP) rights such as copyright.

Students might play music themselves and/or write and compose their own works. They should be aware how their creations can be protected and how they should deal with the content created by others.

## Rationale

To provide an understanding of the kinds of intellectual property rights associated with the works of musicians which will enable them to add value and reap the benefits of their creations. By becoming aware of the value of their own creations, students will have a greater respect for the work of others.

## Aims/Learning Outcomes

Students will

- develop an awareness about intellectual property rights related to music;
- understand that analog and digital musical creations can be protected;
- know that some analog and digital musical content may be free to use without the prior permission of the owner, when exceptions to protection apply; and
- develop a positive attitude to their own and others' creativity.

## Learning Objectives

On the completion of this activity, students will be able to:

- create lyrics for a short song;
- compose music to lyrics of a short song they have composed;
- record the song that they have composed;
- list all the creative contributors of the song;
- identify the rights associated with the song;
- explain the ways in which their song can be distributed to the wider public; and
- identify musical creations which may be legally downloaded or uploaded.

## Copyright

A song is the combination of melody and words. They are both protected by copyright: the melody as a musical work and the lyrics as a literary work.

To obtain protection by copyright, a piece of music 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. No registration requirement exists for copyright protection. The protection exists from the very moment a work is created. In some Caribbean countries, the music must be written down or recorded, for example, by a mobile phone. In other countries, the music can be protected even though it is oral and not written or recorded. Copyright enables the authors to control the use of their work and prevents other people from copying, distributing, performing or adapting the work without permission.

So, everyone can be a copyright owner: famous musicians, unknown musicians, teachers and students.

The protection period of copyright is very lengthy. In the Caribbean, protection lasts for the lifetime of the creator and for a further period of time after the creator's death which ranges from 50 to 95 years depending on the country.

## Step 1

Discuss with your students the following issues:

- How does copyright protection work?
- Do their creations have protection?
- How about using music found online or via streaming platforms?

## Step 2

Set the students an assignment in which they will use their artistic talent and creative skills to write lyrics for a short song and compose music to it. Ask them to write down the lyrics and record it e.g. by tablet or mobile phone, adding information about who has written the lyrics, composed the music, and performed the song. Ask them to explore how their recording could be distributed to a larger public, keeping in mind the intellectual property rights which protect the work, and how they might benefit from its creation. Remember, before the publication you have to request permission from all the creators and performers.

(The "Going for a song" site might give good inspiration <https://www.copyrightuser.org/create/creative-process/going-for-a-song/>)

Alternative task: Ask the students to make a short video with their tablets or mobile phones and use a public domain piece of music as a soundtrack. You can also explore the possibilities of using samples from video or music making applications such as iMovie, GarageBand etc.

(Check out e.g. Creative commons list of sites which provide free music for videos: <https://creativecommons.org/about/program-areas/arts-culture/arts-culture-resources/legalmusicforvideos/>)



## Step 3

Students share or perform their work in front of the class or school. They highlight the motivation and inspiration behind the work as well as the relevant intellectual property protection that is applicable to their area of activity.

## Step 4

Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Has the activity increased their IP awareness?

## Resources

The Intellectual Property Office of your country provides [useful information](#) about the rights of owners and users of copyright.

You can also learn more here: [IP Basics for Teachers](#)

# Intellectual Property for art teachers

## Introduction

Intellectual property rights, such as copyright and design, protect the artistic/design creation and support the creator – be it student, teacher or professional artist.

## Rationale

To provide a clear understanding of the kinds of intellectual property rights associated with the works of artists which will enable them to add value and reap the benefits of their creations. By becoming aware of the value of their own creations, students will have a greater respect for the work of others.

## Aims / Learning Outcomes

Students will

- develop an awareness about intellectual property rights related to artistic works, for example, drawings, paintings, sculptures, and photographs;
- understand that analog and digital artistic creations can be protected;
- understand the reason for and the benefits of intellectual property protection;
- know that some analog and digital artistic content may be free to use without the prior permission of the owner, when exceptions to protection apply; and
- develop a positive attitude to their own and others' creativity.

## Learning Objectives

On the completion of this activity, students will be able to:

- create an original artistic work;
- identify the various forms of intellectual property associated with that creation; and
- explain the ways in which that creation can be protected (for example, by copyright, moral rights, trade marks, design rights).

## Copyright

To obtain protection by copyright, an artwork must be original. In the Caribbean, the originality requirement can be interpreted in different ways. In some countries, it means that the creator must have utilized his or her skill, judgment and mental labour in creating the work and must not have copied it from someone else. In other countries, the artwork must reflect the creator's personality and express his or her free and creative choices. No registration requirement exists for copyright protection. The protection exists from the very moment a work is created. So, everyone can be a copyright owner: famous artists, unknown artists, teachers, and students.

The protection period of copyright is very lengthy. In the Caribbean, protection lasts for the lifetime of the creator and for a further period of time after the creator's death which ranges from 50 to 95 years depending on the country.

## Design

A design is the intellectual property (IP) right that covers the appearance of a product (lines, colours, shapes, textures, contours, materials or ornamentation). A design is new if no identical design has been made available to the public before.

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.

## Trade marks

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, figurative element, a slogan, a colour or even a sound.

## Resources

The Intellectual Property Office of your country provides [useful information](#) about the rights of owners and users of copyright.

You can also learn more here: [IP Basics for Teachers](#)

## Step 1

Discuss the following issues with your students:

- How does copyright protection work?
- What can be protected and for how long?
- Do their own creations have copyright protection?
- What are the criteria for a new design?
- Why is it important for artists and designers to protect their creations?

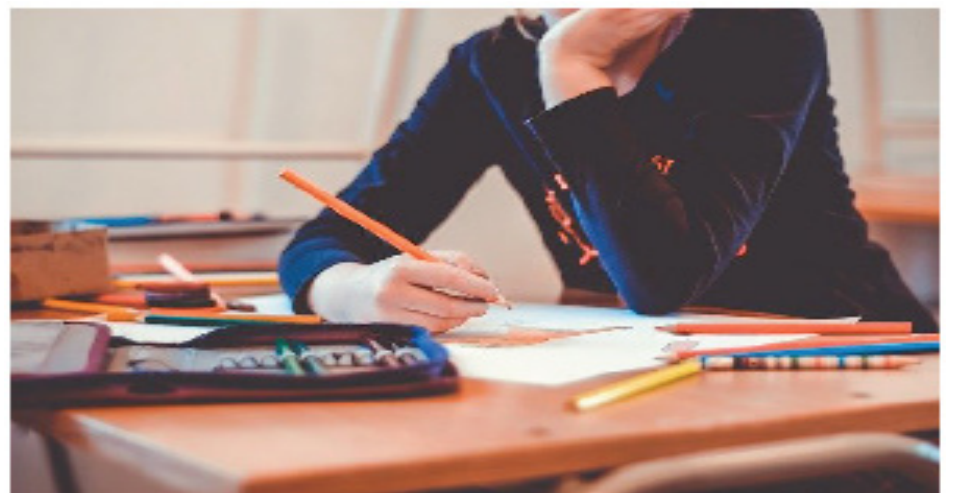
You could also watch the video "IPdential : Imagine a world without creativity" with your students and discuss the added value of creativity. (<https://www.youtube.com/watch?v=UuNFIMrvNaQ>).

## Step 2

Set the students an assignment in which they will use their artistic talent and creative skills to produce a piece of work, keeping in mind the IP rights which protect that work, and how they can benefit from the creation.

Some examples of the task:

- Create an original artwork and sign it.
- Challenge students to invent an original design (e.g. furniture, ornament, object etc.), which fulfils the novelty criteria.
- Design a logo/ graffiti tag that represents you as an artist/ creator.
- Create a digital artwork (photo, video clip, animation, drawing, etc.) using new technology.
- Create a new emoji with a specific message.



## Step 3

Students share their work with the rest of the class/school by giving a presentation, plenary session or holding an exhibition. They highlight the motivation and inspiration behind the work as well as the relevant intellectual property protection that is applicable to their creation.

## Step 4

Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Has the activity increased their IP awareness?

# Intellectual Property for STEM teachers

## Introduction

Education in the disciplines of science, technology, engineering, and mathematics (STEM) is full of insights and inventions. In particular, electronics, engineering and computing are built on technical innovation. Intellectual property (IP) such as patents could be central to investment for research and investigation.

Society needs researchers and scientists to push forward invention and innovation. They can protect their innovation by launching patent applications to reward themselves for their hard work as well as for their insight. In exchange for sharing their invention with the world, patent holders get the exclusive rights (for 20 years) to make and sell or otherwise distribute their invention.

## Rationale

To build awareness of the intellectual property rights associated with the fields of Science, Technology, Engineering and Mathematics by integrating knowledge about intellectual property into the various syllabuses.

## Aims/Learning Outcomes

Students will:

- understand the relationship between innovation and intellectual property protection
- be familiar with intellectual property tools such as patents, designs and trade marks
- recognize the importance of intellectual property in the tech-industry

## Learning Objectives

On the completion of this activity, learners will be able to:

- identify the various forms of intellectual property associated with an area of science of their choice;
- identify the recent innovations in that field of science; and
- prepare a presentation highlighting the motivation and inspiration behind their selection.

## Patents

Patents are granted for technical inventions. Applications for patents are examined by the patent office they are filed with, to determine whether they meet the stringent requirements. Patents generally last for a maximum of 20 years from the date of filing.

In order to gain patent protection, an invention must satisfy three fundamental requirements:

1. Novelty: The invention must be new.
2. Inventive step: It must go beyond what was known before.
3. Industrially applicable: It can be manufactured or used on an industrial scale.

Although the focus of this activity will be the protection offered by Patents, other areas of intellectual property may be discussed including copyright, designs, and trade marks.

## Step 1

Ask the students about their understanding of intellectual property. Once you have found out what their level of knowledge is, review the main concepts with the help of:

[IP Basics for Teachers](#)  
[Ideas Powered infogram](#)

## Step 2

Set the students an assignment in which they will research the role of intellectual property in an area of science. Some examples of possible tasks are:

- When studying sound waves, ask students to explore the innovations and inventions in sound production, recording and reproduction.
- As students learn about the fundamentals of electricity, ask students to research the pioneers in the field of electrical inventions.
- Transportation has led the way in innovation. Ask students to choose a mode of transportation and document the major advances, paying attention to intellectual property considerations.
- The energy industry is likely to lead the third industrial revolution. Ask students to investigate the latest innovations of green technology.
- For humans to live on Mars robotics will be essential. Ask students to invent robots that will help the first humans to live on the Red Planet.
- Choose your favorite patent (e.g. from [https://www.wipo.int/patents/en/2020\\_patent\\_picks.html](https://www.wipo.int/patents/en/2020_patent_picks.html))

## Step 3

Students share their work with the rest of the class/school by giving a presentation, plenary session or holding an exhibition. They highlight the motivation and inspiration behind the work as well as the relevant intellectual property protection that is applicable to their area of research.

## Step 4

Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Has the activity increased their IP awareness?

## Resources

EPO tutorial: [https://e-courses.epo.org/wbts\\_int/litigation/WhatsAPatent.pdf](https://e-courses.epo.org/wbts_int/litigation/WhatsAPatent.pdf)

WIPO information about patents: <https://www.wipo.int/patents/en/>

The Intellectual Property Office of your country provides [useful information](#) about the rights of owners and users of copyright.



# Intellectual Property for language teachers

## Introduction

"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." UNESCO <https://uis.unesco.org/node/3079547#> "Literacy skills themselves are expanding and evolving as people engage more and more with information and learning through digital technology": UNESCO <https://www.unesco.org/en/literacy/need-know#:~:text=Literacy%20is%20a%20continuum%20of,well%20as%20job%2Dspecific%20skills>.

## Rationale

To encourage students to be creative and communicative. They should be aware how their own creations are protected and how they should deal with the content created by others. They should be instructed to act ethically online and respect privacy and intellectual property (IP) rights such as copyright.

## Aims/Learning Outcomes

Students will

- understand that literary creations (whether analog or digital) can be protected;
- be aware of intellectual property laws, including copyright, trade marks and designs;
- develop competence in managing and using information;
- use citation techniques effectively in their texts when referring to original sources;
- act ethically online by respecting the intellectual property of others; and
- develop a positive attitude towards their own and others' creativity and innovation.

## Learning Objectives

On the completion of this activity, students will be able to:

- create an original literary work;
- identify the intellectual property rights associated with the work; and
- illustrate the citation techniques used in the work.

## Copyright

To obtain protection by copyright, the new content 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. No registration requirement exists for copyright protection. The protection exists from the very moment a work is created.

The protection period of copyright is very lengthy. In the Caribbean, protection lasts for the lifetime of the creator and for a further period of time after the creator's death which ranges from 50 to 95 years depending on the country.

Although the focus of this activity will be the protection offered by copyright, other areas of intellectual property may be discussed, including trade marks.



For more information and lesson ideas, go to <https://ideaspowered.eu/en/our-projects/ideaspowered@school>

## Step 1

Discuss with your students the following issues:

- How does copyright protection work?
- What can be protected?
- How long does protection last for?
- Do their own creations have protection?
- How can they cite other people's texts?
- How about using images found online?

## Step 2

Set the students an assignment in which they will use their artistic talent and creative skills to produce a piece of work, keeping in mind the intellectual property rights which protect that work, and how they can benefit from the creation.

Some examples for the task:

- Draft a Japanese style poem (haiku or tanka). Write it on an empty sheet of paper in an elegant way. Decorate it with minimalistic illustration and sign it with your own Japanese style of signmark.
- Create a new and original short play script (drama, comedy, sketch.) Share the roles and organise the world premiere of the play for the class. Sign the manuscript of the play.
- Ask all the students to create a one-minute short film with their mobile phones. Each short film should have a title and information about the director, actors, music, and other people who have been involved with the creation.

## Step 3

Students share their work with the rest of the class/school by giving a presentation, plenary session or holding an exhibition. They highlight the motivation and inspiration behind the work as well as the relevant intellectual property protection that is applicable to their area of activity.

## Step 4

Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Has the activity increased their IP awareness?

## Resources:

The Intellectual Property Office of your country provides [useful information](#) about the rights of owners and users of copyright.

You can also learn more here: [IP Basics for Teachers](#)

Creative Commons: <https://creativecommons.org/about/ccllicenses/>

# Intellectual Property for IT teachers

## Introduction

Students nowadays produce content, write blogs, post on social media, code and create inspiring visual design with the aid of digital technology. As such, students deserve to have clear and accurate information about legal, moral, ethical and cultural implications of Intellectual Property (IP) as it concerns Information Technology (IT) and the digital environments.

Online marketplaces are a major channel of distribution for counterfeit products. For their own safety and to avoid being cheated, students should be aware how to shop safely online.

## Rationale

To build awareness among students about the legal, moral, ethical and cultural questions concerning the use of digital content, including the rights to use software, licensing and ownership of online content.

There is a wide spectrum of public domain content available from safe sources. Students should know, where and how to look for legal online contents such as images and music to their presentations and creative work.

Students should also know how to share and protect their creations.

Creative Commons licenses is the most known option to grant the public permission to use the creative work under copyright law. The various licenses and the public domain dedication tool give creators a range of options. Learn more:

<https://creativecommons.org/about/ccllicenses/>

## Aims/Learning Outcomes

Students will

- learn about the role of intellectual property in the online world;
- know that digital content may be protected by intellectual property rights, including trade marks, designs, patents and copyright;
- be aware that protected content may be used subject to certain conditions;
- be aware of freely available digital content;
- have a positive attitude to their own and other's creativity; and
- be able to distinguish real from possibly fake products and websites when shopping on the internet.

## Learning Objectives

On the completion of this activity, students will be able to:

- identify the various forms of intellectual property that can be found online;
- identify the legal, moral, and ethical issues related to the use of online content;
- find public domain content and creative commons websites for art, images, music, books and videos;
- identify and select legal materials for downloading or uploading; and
- list their top ten safety tips for online shopping.

## Step 2

- Ask students to consider the legal, moral, ethical and cultural issues related to online content copyright infringement and possible solutions.
- Ask student groups to find public domain / creative common / freeware sources for art, images, emojis, music, books, applications, videos etc. and present their findings to the other ones.
- Ideas.Powered publishes strong visuals on Instagram made by young creators. Students should choose their favorite visual from the <https://www.instagram.com/ideas.powered/> site. They should present the visual to others and explain the intellectual property story behind the image.
- Ask students to create a "top tips" for online safety, in particular with respect to online shopping.



## Step 3

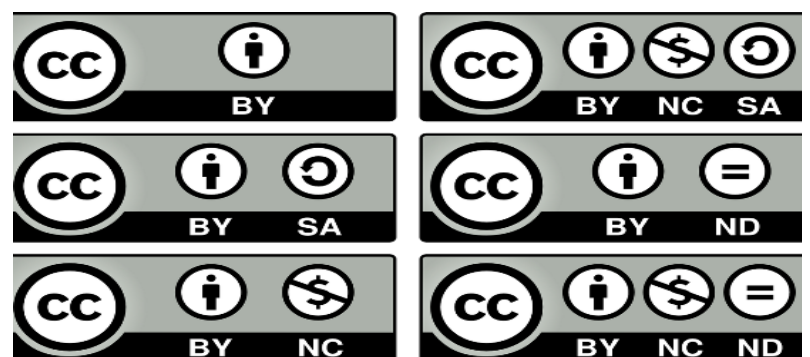
Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Will they use digital public domain content in the future?

## Step 4

Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Has the activity increased their IP awareness?



## Resources

The Intellectual Property Office of your country provides [useful information](#) about the rights of owners and users of copyright.

You can also learn more here: [IP Basics for Teachers](#)

## Step 1

Ask the students about their understanding of intellectual property. Once you have found out what their level of knowledge is, review the main concepts with the help of:

[IP Basics for Teachers](#)

[Ideas Powered infogram](#)

# Intellectual Property for economics teachers

## Introduction

Entrepreneurship is driven by creativity, problem solving and innovation which are hallmarks of successful industries which contribute to the development of countries in the region and internationally. Protection for and monetizing of creative efforts using intellectual property contributes greatly to economic growth and job creation through businesses of all sizes including micro, small, medium and large enterprises.

## Rationale

To provide a clear understanding about the important role of intellectual property for businesses of all sizes, and the ways in which the protection and registration of intellectual property owned by businesses can attract investment. This will encourage students to take care in creating, naming and branding their businesses, thus avoiding potential infringement of the intellectual property of others.

## Aims/Learning Outcomes

Students will

- learn about intellectual property as one of the most important intangible assets of business enterprises;
- be aware of the role and importance of intellectual property as a means of protecting creations for enterprises of all sizes;
- understand the various procedures that may be involved in registering business ideas;
- reflect on the impact of intellectual property on their lives; and develop a positive attitude to their own and others' creativity and innovation.

## Learning objectives

On the completion of this activity, students will be able to:

- identify logos of successful brands;
- explain the factors that contribute to the success of those brands;
- identify problematic situations which affect everyday life;
- create possible business solutions to those problems;
- identify the various forms of intellectual property that will be used in their business;
- create a business pitch for their enterprise.



## Step 1

Ask the students about their understanding of intellectual property. Once you have found out what their level of knowledge is, review the main concepts with the help of [IP Basics for Teachers](#)

## Step 2

Set your students a problem-centred task, providing an authentic learning experience in business.

- Students brainstorm problem situations which affect everyday life. Once the students have a list of situations, they should then think of ways businesses can provide solutions.
- Groups create business cases to solve the chosen problem.
- Students carry out desk research e.g. by studying the logos of the most successful brands to understand why they are so successful. Following the research into logos, students consider the branding to be used for their own business project.
- Students prepare a business pitch in which they should pay attention to their intellectual property strategy.

## Step 3

Students share their work with the rest of the class/school by giving a presentation, plenary session or holding an exhibition. They highlight the motivation and inspiration behind the work as well as the relevant intellectual property protection that is applicable to their project.

## Step 4

Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Has the activity increased the IP awareness?

## Resources

The Intellectual Property Office of your country provides [useful information](#) about the rights of owners and users of copyright.

You can also learn more here: [IP Basics for Teachers](#)



# Intellectual Property for geography teachers

## Introduction

As students of Geography learn about the world around them on a local, regional and global scale it is insightful to understand how intellectual property (IP) is present in a region or country – and in their life in general.

## Rationale

To build awareness among students about the intellectual property rights associated with products originating in specific geographical places as a result of the qualities, characteristics and reputations linked to those places.

## Aims/Learning Outcomes

Students will

- understand the reasons for and benefits of intellectual property protection, specifically geographical indications;
- reflect on the impact of intellectual property on their lives; and

## Learning objectives

On the completion of this activity, students will be able to:

- explain the protection provided by geographical indications;
- select an existing local or regional product that could be protected by a geographical indication;
- explain the ways in which intellectual property protection contributes to the economic development of a region or country;
- create a new product which could generate economic growth in a region or country;
- identify the various forms of intellectual property associated with this new product; and
- create a business plan and pitch for this product.

## Geographical indications

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 spirits; handicrafts; and industrial products, with specific reference to place names.

In order to function as a GI the name must identify a product as originating in a given place (e.g. Roquefort cheese originating in the Roquefort-sur-Soulzon region in France). The qualities, characteristics or reputation of the product should be due to their place of origin (e.g. 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).

Although the focus of this activity will be the protection offered by Geographical Indications, other areas of intellectual property may be discussed including copyright, designs, trade marks and patents.

## Step 1

Geographical Indications protect products that have a certain quality or standard due to where they're from. Give students a task to search for a local or regional product that would merit being more famous, and which could fulfill the Geographical Indication criteria. Students should prepare a presentation and pitch their ideas to the class. Which product deserves the GI label?

## Step 2

Brainstorm with your students how intellectual property contributes to the economic development of a region or country in terms of industry, renewable energy sources, tourism or food production. What good examples can you find in your region (innovation, green technology, design, export)? This activity could be combined with a study visit to a local company.

## Step 3

Ask your students to innovate a new regional product, which could bring jobs, economic growth, and export possibilities for the region. The groups should prepare a presentation (online or offline) to introduce the product idea and definition, name, logo/brand, and business plan. The class/school could vote for the best idea.



## Step 4

Hold a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions:

- What have they learnt from this activity?
- Was it a useful activity to have engaged in?
- Has the activity increased their IP awareness?



Figure1: Dominican Cocoa Geographical Indication, Registration No 17, Class 30.

## Resources

The Intellectual Property Office of your country provides [useful information](#) about Geographical Indications

You can also learn more here: [IP Basics for Teachers](#)