

KS3 DT Lesson Plan



Why are copyright, trademark and patent laws important for designers?

Learning objectives

- To learn how copyright, trademark and patent laws apply to design and technology.

Study skills

- Develop skills in designing functional, appealing and original products.

Learning outcomes

- All students will demonstrate an understanding of copyright, trademark and patent laws in DT.
- Many students will gain a clear idea of how to be original in design and avoid design infringement.

Resources required

- Lesson Presentation
- Paper for the students to make their own designs

Introduction

Share the learning objectives in the **Lesson Presentation** to introduce the topic. Using the information on slide 3, students discuss what they understand by the terms copyright, trademark and patent. They also discuss how these terms link to design and technology.

After hearing their answers, show students the information on slides 4-8. There are prompts for discussing trademarks they think are the most easily recognisable and influential.

Main activities

Show students the two design infringement cases on slides 9-13: Nike vs Sketchers sneakers and Trunki vs Kiddee ride-on suitcases. *Ideally, support these with images of the products in question and the relevant patents.* Students should discuss why the first case was successful for Nike, but the second was unsuccessful for Trunki.

Inspired by the Trunki animal ride-on suitcases, the students work in pairs on an original design for a ride-on suitcase. They should consider how to make their product appealing to the target users (children ages 1-5) and target buyers (parents of children). They should also consider the overall theme, shape, colours, and materials that will be used. Their product needs to be different from other ride-on suitcases. *You could show them other ride-on suitcases to help with this.*

Extension: Students think about the branding for their product. They decide on one key message for their advert (around an idea such as safety, fun or size), create a slogan for the product and design a trademark for their company.

Plenary

In their pairs, students discuss:

1. How is your product design unique and different from other ride-on suitcases?
2. What are your top 2-3 takeaways about copyright, trademarks and patents in design and technology?

Useful resources

You may also wish to share the CLA videos with students:

[What Does IP Mean to You?](#)

[Plagiarism](#)

Extension activities / home learning

Students research a famous patented invention or copyrighted design. They should write down 5-10 bullet points about how it came to be created. They could also include an image of the patent or original design (this could either be printed or copied by hand).

Works they could research:

- 1836, Samuel Colt patents the revolver.
- 1888, George Eastman patents the camera, calling it 'Kodak'.
- 1923, the Coca-Cola bottle design is patented.
- 1932, George Carwardine patents the Anglepoise Lamp design.
- 1944, the Volkswagen Beetle patent is granted.
- In 1984, Apple patent the computer mouse.
- In 2004, Nicholas Woodman patents the GoPro.
- In 2006, Apple patent the iPhone.