

# KS4 DT Lesson Plan

## How do copyright, trademark and patent laws protect the ideas of designers?

Lesson 2 of 2

### Learning objectives

- To learn how copyright, trademark and patent laws apply to design and technology.
- To understand what constitutes an infringement of a copyrighted, trademarked or patented work.

### Study skills

- Develop an understanding of contextual challenges, particularly in protecting people and products.
- Communicate design ideas using 2D drawings, annotated sketches, written notes and a presentation.

### Learning outcomes

- All students will demonstrate an understanding of copyright, trademark and patent laws in DT. They will be able to share their views on whether a design infringement has taken place.
- Many students will demonstrate a clear understanding of what constitutes design infringement. They will also be able to analyse why infringement has occurred in a particular case.
- Some students will demonstrate a greater understanding of the complexity of analysing design infringements. They will confidently use subject terminology to explain their views.

### Resources required

- Lesson Presentation L2
- Design Infringement Cases information sheets
- Computers or laptops for research
- A3 plain paper for the presentation (if required)

### Introduction

- Recap the learning objectives and what was covered in the last lesson, using slides 2-3 on the Lesson Presentation.

### Main activities

- Display Slide 4 of the **Lesson Presentation** to remind students about some important criteria to consider when putting together their presentations.
- Students work in their groups to finalise their presentations, then take turns to deliver their presentations. You may request that students make notes about each of the other cases during the presentations.
- Encourage questions and discussion about each case, comparing them with other cases that have been researched. They could look for commonalities in cases where there is an accusation of design plagiarism.

## Plenary

Students write a 1-2 paragraph answer analysing and evaluating:

- How product design infringement may cause damage to a designer.
- How designers can protect their designs from being copied or used without their permission.

They should include examples (using those presented in the lesson) as part of their answers.

## 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 could research patent cases involving major technology companies, such as:

- Amazon's failed attempt to patent its one-click payment option.
- Sony and Microsoft being successfully sued by Immersion Corporation for the patented use of vibration functions in their gaming controllers.
- Nintendo paying a large amount of money to Tomita Technologies for patent infringement over the use of stereoscopic images.
- Microsoft and Google's five-year court battles over patent issues for Motorola smartphones and the Xbox gaming system.
- Apple paying \$300 million and \$570 million to Optis Wireless Technology and VirtnetX respectively over patent infringements.

There is huge scope for developing a design project linked to one of the cases they have analysed in these lessons. Students could design their own piece of furniture, clothing range, or shoes, researching the styles mentioned in the **Design Infringement Cases** and ensuring their designs are significantly different from those they have investigated.

# KS4 DT Lesson Plan



## How do copyright, trademark and patent laws protect the ideas of designers?

Lesson 1 of 2

### Learning objectives

- To learn how copyright, trademark and patent laws apply to design and technology.
- To understand what constitutes an infringement of a copyrighted, trademarked or patented work.

### Study skills

- Develop an understanding of contextual challenges, particularly in protecting people and products.
- Communicate design ideas using 2D drawings, annotated sketches, written notes and a presentation.

### Learning outcomes

- All students will demonstrate an understanding of copyright, trademark and patent laws in DT. They will be able to share their views on whether a design infringement has taken place.
- Many students will demonstrate a clear understanding of what constitutes design infringement. They will also be able to analyse why infringement has occurred in a particular case.
- Some students will demonstrate a greater understanding of the complexity of analysing design infringements. They will confidently use subject terminology to explain their views.

### Resources required

- Lesson Presentation L1
- Design Infringement Cases information sheets
- Computers or laptops for research
- A3 plain paper for the presentation (if required)

### 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

- Students begin to consider what constitutes a design infringement and how this is determined in a court of law. Show students the information on slides 9 and 10. Give students time to discuss and understand the information here, particularly the terms *informed user* and *design freedom*.
- Explain the investigative learning they will do in this lesson, as detailed on slide 11. Put students into groups of 2–3 and hand out the **Design Infringement Cases**, one to each group. You might decide to use all the cases provided or just some of them, and you may wish to assign the same case to more than one group. They will need to find the images that relate to their case (these can all be found online) so that they can complete annotated sketches of the designs in question.

## Main activities

- Allow students to work independently on their research and encourage them to begin putting together the presentation as they go. They might choose to present to the class on a handwritten A3 sheet or produce a short PowerPoint. They should look to use subject terminology in their analysis.

## Plenary

Check in with students at the end of the lesson using Slide 13 and ask each group to briefly give feedback on how their investigation is going.

## 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 can go to [www.gov.uk](http://www.gov.uk) to find out more about how to register a patent. They could create an infographic to show the steps needed to do this.

They could also research the 2016 repeal of section 52 of the Copyright, Designs and Patents Act 1988. This extended the design copyright from 25 years after first being marketed to 70 years after the designer's death. They could look at the impact this has had on the furniture industry, particularly in regard to cheaper replicas of classic designs such as the Egg chair by Arne Jacobsen, the Barcelona Chair by Mies van der Rohe and the Arco floor lamp.