



## Entrepreneurs for plasticS'circUlaR Economy

### IO1 – ANNEX – Trainers' Corner



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## Introduction

Trainers' Corner is an optional resource for trainers that can be used to make lessons more colorful and helps students to master the curriculum. It aims to make the lessons more enjoyable, to involve and activate the students and to acquire theory in practice.

Trainers are given a free hand in the use of the materials. They can decide how much time they spend on the tasks, they can tailor their main messages and the focus of the lessons to their own target group.

The Trainers' Corner contains various types of predefined questions and example tasks for every chapter:

**Closed questions:** Close-ended questions with specific answer options. Correct answers are highlighted with green colour.

**Open questions:** Open-ended questions can be answered in detail, it requires the respondents to elaborate on their points.

**Research:** Research questions that inspires students to acquire theory through independent practical work.

**Team assignments:** Tasks that inspires students to cooperate and work together in groups.

**Generative questions:** Serve as a checklist to keep in mind everything students need to know about the topic.

**Case Studies:** Further readings for students own interests.

## 2. Business idea and feasibility assessment, Enterprise self-assessment

### 2.1. Closed questions

**Is it important to include initial resources and budget availability in the market positioning evaluation?**

- Yes, they are both crucial elements for understanding what your impact limits in the market are.
- Not both, only initial resources are relevant, their lack can hamper your productivity; on the other hand, budget can be easily obtained through financing.
- Not both, initial budget is essential in evaluating what will be your first steps, which may include resources acquiring.
- **None of the above.**

**Which of the following are good testing ground for the assumptions you made on your business?**

- Social media environments.
- **Casual customers.**
- **Experts.**
- **Other enterprises.**
- All of the above.

**Do you need to disseminate knowledge on your activity and products?**

- No.
- Yes, but only if I see that my product is not selling as desired.
- No, a business needs to rely heavily on the impressions of their actual customers and on the information that they will spread on their own.
- **Yes.**

**What are the adjectives that better describe a self-assessment that may manifest a boosting effect on your business?**

- Honest and truthful.
- Meaningful and detailed.
- **Honest and detailed.**
- Meaningful and truthful.



## 2.2. Open questions

- Why is Idea plotting a fundamental step in the self-assessment processes?
- Can you please explain what is the role of networking in a business?
- Why is self-assessment important for a future entrepreneur?
- What are the main benefits that an efficient Human Resources management can bring to a business?
- Why is the impact of self-assessment important?

## 3. Ideas and models to train and help entrepreneurs

### 3.1 Learning Community

Think of your work group as a small learning community. Whether you are a startupper working closely with your team members on a new business adventure or a coach guiding a group of students, any content/ message you want to transfer is more effective when you and your interlocutors feel at home.

How can you ensure a friendly, effective learning environment?

#### 3.1.1 *Fondazione Edulife "Cycle of Value"*

In Fondazione Edulife Onlus (Italy) we designed a 3-step cycle that has become our key method for educators and team leaders to conduct effective learning activities.



**Try applying all 3 steps while you are designing your next learning activity or your next staff meeting!**



## 1. Welcoming/ Orientation

At the beginning of your session, take the time for everyone to

- feel welcome
- understand where they are (especially when the workshop takes place in a new environment)
- understand why they are there.

Some suggestions:

- Where possible, take your time to set an informal environment (what about having breakfast all together?).
- Where possible, look for a venue that represents the core values of your meeting (e. g. a creative coworking, a room in a local pub, the outside of your office...). If the venue is particularly representative, why not begin with a small guided tour?
- Where possible, open your activity with a socializing/ icebreaking activity - also good for colleagues who already know each other.
- Take the time to describe to everyone what will be your activity together.

## 2. Facilitation/ Support

Think of your workshop/ training activity more as a moment of co-creation (where everyone shares responsibility for the outcome of the experience) than as a one-directional activity (“from teacher to students”).

People who feel supported rather than instructed are more actively engaged in the learning process.

Some suggestions:

- Limit your number of slides;
- Give more time to team exercises;
- Use (or draw your own) Canvas, as a tool that the participants can fill with post-its in a collaborative way;
- For training activities that involve many technical aspects and knowledge, design a blended experience: give the participants some material previous to the workshop so they can warm up before meeting you and dedicate your in-person meetings to practical exercises.

## 3. Promotion

A learning experience, a team building activity or a workshop is only effective if it two conditions happen:

- it generates a transformation in the participants’ behaviour;
- it generates an impact on the trainer as well.

Ask yourself how you can extend the efficacy of your learning activity on your participants over a longer period after your intervention. Here are some ideas:

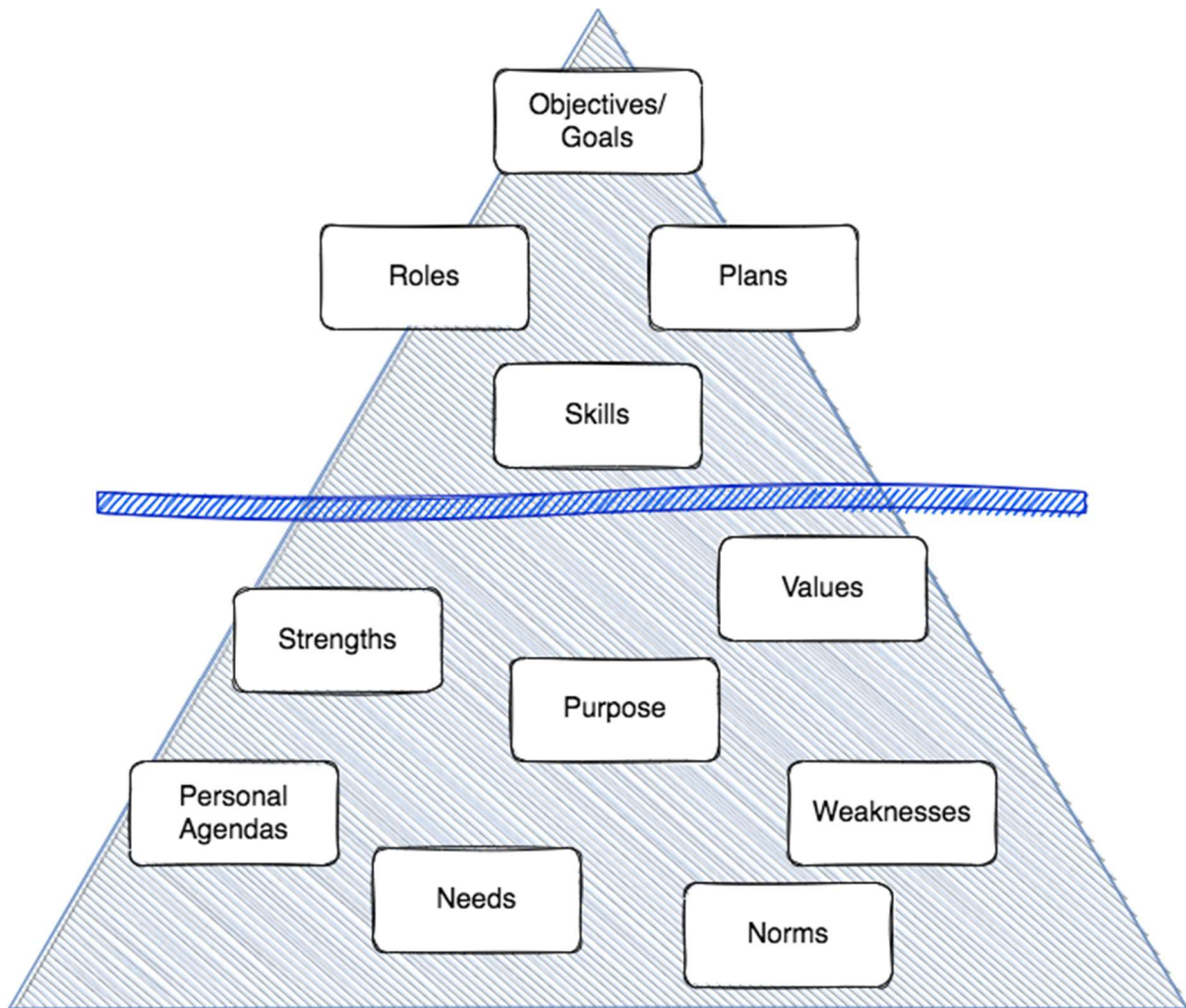


- At the end of your workshop, take some time to propose an orientation activity: it will allow your participants to reflect on what they have learned and how to put it in practice in the course of their professional growth.
- Design a repository of content to allow your participants to further explore the subjects you introduced with your activity.
- Always remember to ask for feedback on your workshop- whether an online survey or a quick survey by keywords at the end of your session.

### 3.1.2 A useful tool for team building: Team Canvas

Try to picture a team as an iceberg:

- The top of the iceberg is composed of those features everyone can see. They are easily spotted and people tend to focus on them.
- while gradually going “underwater”, other aspects of a team take shape. A successful team is one that pays attention to them as well.



Here you can find an introduction on the Team Canvas, developed by A. Ivanov and M. Voloshchuck. It is a useful tool for triggering a moment of self-evaluation among team members, whether at the beginning of their project or during a moment of assessment.



### Why to use Team Canvas?

It is a collaborative tool that allows each team member to observe the structure of his/ her team “from the outside” and to assess its effectiveness. Such moments help a team:

- Achieving better results in a shorter time
- Tackling potential performance issues in an effective way.

### When to use Team Canvas?

Both at the beginning of a team’s journey and as an occasional moment of self-assessment with the members of the team, especially when they face meaningful events (such as a new challenge to tackle, or a new member’s induction).

### How to use Team Canvas?

It is highly recommended for a facilitator to lead the team in the use of the Team Canvas with the use of open trigger questions, in order to encourage each team member to actively join in a collaborative flow of ideas.

It should not take more than 2 hours, in order not to lose focus and keep the involvement high.

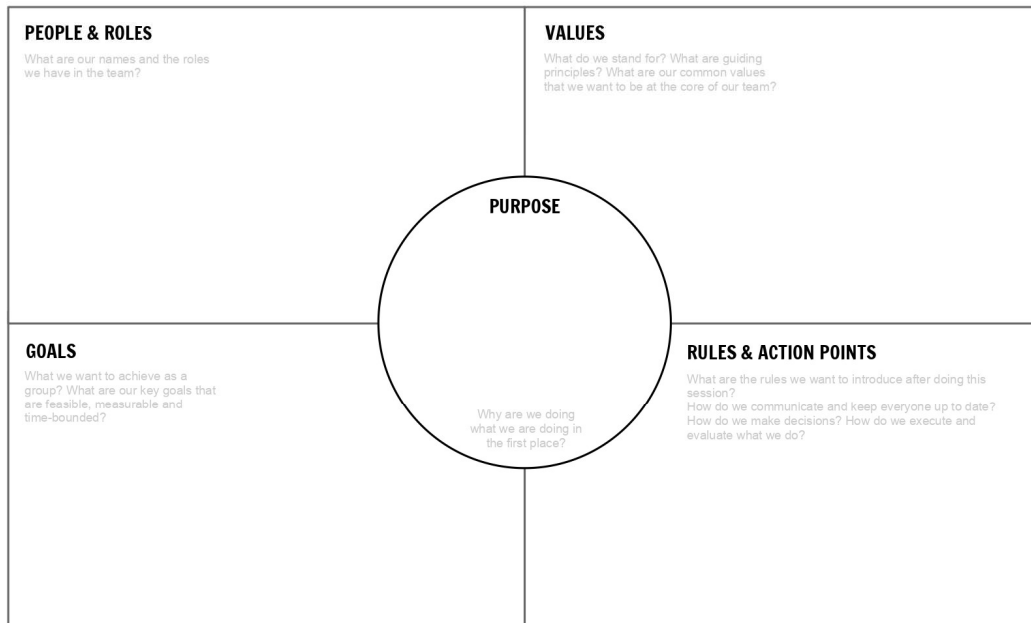
The Team Canvas has 2 formats: the first one is easier and more simplified, the second one is more complex.

## The Team Canvas Basic

Version 1.0 | English | [theteamcanvas.com](http://theteamcanvas.com)

Most important things to talk about in the team to make sure your work as a group is productive, happy and stress-free

TEAM NAME \_\_\_\_\_ DATE \_\_\_\_\_



The Team Canvas by TheTeamCanvas.com Alexey Ivanov

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# The Team Canvas

Version 1.0 | English | [theteamcanvas.com](http://theteamcanvas.com)

Most important things to talk about in the team to make sure your work as a group is productive, happy and stress-free

TEAM NAME \_\_\_\_\_ DATE \_\_\_\_\_

<p><b>PEOPLE &amp; ROLES</b></p> <p>What are our names and the roles we have in the team?</p>	<p><b>GOALS</b></p> <p>What we want to achieve as a group? What are our key goals that are feasible, measurable and time-bounded?</p>	<p><b>VALUES</b></p> <p>What do we stand for? What are guiding principles? What are our common values that we want to be at the core of our team?</p>	<p><b>RULES &amp; ACTION POINTS</b></p> <p>What are the rules we want to introduce after doing this session? How do we communicate and keep everyone up to date? How do we make decisions? How do we execute and evaluate what we do?</p>
<p><b>PURPOSE</b></p> <p>Why are we doing what we are doing in the first place?</p>		<p><b>NEEDS &amp; EXPECTATIONS</b></p> <p>What each one of us needs to be successful? What are our personal needs towards the team to be at our best?</p>	
<p><b>PERSONAL GOALS</b></p> <p>What are our individual personal goals? Are there personal agendas that we want to open up?</p>			
<p><b>STRENGTHS &amp; ASSETS</b></p> <p>What are the skills we have in the team that will help us achieve our goals? What are interpersonal/soft skills that we have? What are we good at, individually and as a team?</p>		<p><b>WEAKNESSES &amp; DEVELOPMENT AREAS</b></p> <p>What are the weaknesses we have, individually and as a team? What our teammates should know about us? What are some obstacles we see ahead of us that we are likely to face?</p>	

The Team Canvas by TheTeamCanvas.com  
Alexey Ivanov

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## Some Trainer notes

<p>1) <u>People and Roles</u></p> <p>- What is the name of each member? What is/ are their roles?</p> <p>(5-10 minutes)</p>	<p>Each member writes on a post-it his/her name and role in the team. A member holding more positions will write each on a separate post-it.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Max: CEO;</i></li> <li>• <i>Marie: Design &amp; Programming</i></li> </ul>
<p>2) <u>Common Goals</u></p> <p>- What do you want to pursue as a team?</p> <p>- What key objective you are working on?</p> <p>(10-15 minutes)</p>	<p>In this box the team states the common goals they want to achieve.</p> <p>Important: key goals must be feasible, measurable, set in time.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>to become market leaders in Italy in 21;</i></li> <li>• <i>to reach (...) revenues in 2021.</i></li> </ul>



<p>3) <u>Personal Goals</u></p> <ul style="list-style-type: none"> <li>- What are your individual, personal goals in this project? How can the project help you in achieving them?</li> </ul> <p>(5-10 minutes)</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Marie: to grow my skills in iOS development</i></li> </ul>
<p>4) <u>Purpose</u></p> <ul style="list-style-type: none"> <li>- Why are you doing what you are doing?</li> <li>- What drives you in pursuing the common goal you wrote before?</li> </ul> <p>(10-15 minutes)</p>	<p>This is the team’s mission. The purpose goes one step further than the common goals previously identified. It is the “Why” that guides the common effort of the team.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Create a positive impact on society through actions of social innovation</i></li> <li>• <i>Make people’s life easier through IoT</i></li> </ul>
<p>5) <u>Values</u></p> <ul style="list-style-type: none"> <li>- What do we represent?</li> <li>- Which principles guide us?</li> <li>- What core values does our team believe in?</li> </ul> <p>(10-15 minutes)</p>	<p>These are the most important principles the team members decide to share. It is important for each member to agree on the identification of 1 or more values: everyone needs to recognize them as their own in order to work effectively inside the team.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>trust, creativity, punctuality, respect...</i></li> </ul>
<p>6) <u>Strengths &amp; Assets</u></p> <ul style="list-style-type: none"> <li>- Which internal skills will help us achieve our goals?</li> <li>- What soft skills characterize our team?</li> <li>- What are we good at individually? What are we good at as a team?</li> </ul> <p>(15-20 minutes)</p>	<p>Ask the team to spot the core (hard &amp; soft) skills and the assets that each member brings in the project.</p> <p>Nothing is too small or insignificant - not even being proficient in the martial arts or marathons. Encourage everyone to share their resources and even to spot other member’s strengths.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Coding (iOS/Python/etc.)</i></li> <li>• <i>Design</i></li> <li>• <i>Motivation</i></li> <li>• <i>Sales &amp; pitching</i></li> </ul>



<p>7) <u>Weaknesses &amp; Development Areas</u></p> <ul style="list-style-type: none"> <li>- Which weaknesses do we see in ourselves or the team as a whole?</li> <li>- What should my team members know about me?</li> <li>- Which obstacles are we likely to face as a team?</li> </ul> <p>(15-20 minutes)</p>	<p>Here the team will focus on development areas and personal challenges that the team will probably face, as well as potential obstacles to an effective teamwork.</p> <p>It is important for each one to focus more on his/her own areas of improvement than on other's.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Mary: Easily distracted</i></li> <li>• <i>Mike: Arrogance</i></li> <li>• <i>as a team: ineffective communication</i></li> </ul>
<p>8) <u>Needs &amp; Expectations</u></p> <ul style="list-style-type: none"> <li>- What does each member need in order to succeed?</li> <li>- How can the team help each member in answering his/ her needs?</li> </ul> <p>(10-15 minutes)</p>	<p>Once the team identifies its weaknesses and areas of improvement/ development, each member will share some ideas on what the team and each individual needs in order to overcome the difficulties.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Some "me time"</i></li> <li>• <i>Weekly reports on the progress of the team</i></li> <li>• <i>Coaching</i></li> <li>• <i>Fun moments</i></li> </ul>
<p>9) <u>Rules &amp; Activities</u></p> <p><u>(10-15 minutes)</u></p> <ul style="list-style-type: none"> <li>- What rules could we set after this session?</li> <li>- How will we make decisions, communicate, deliver and assess our teamwork from now on?</li> </ul>	<p>In this moment the team will set some common rules. It is the perfect moment to do it: in fact, rules and good practices come after evaluating the team's needs and fragilities, in order to find the right tools to tackle them.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Weekly Updates</i></li> <li>• <i>A dinner together twice a month (Max is in charge with the organization)</i></li> <li>• <i>We will use Slack in order to keep posted</i></li> </ul>

Here you can download your Team Canvas and get more information on this tool:  
<http://theteamcanvas.com/>

### 3.1.3 Management Tools

#### Tips for trainer



Try to give an idea of what Management Tools are according to the definition of “Having appropriate knowledge of basic concepts to better control all corporate operations. “

It is important to explain this because learning about Management tools will give the trainee the basis to help him defining a precise business strategy, interacting with both customers and employees and monitoring performance. You can start by questioning the attendees about some affirmations for them to start thinking about how to be a good leader.

The attendees will learn and practice on:

- How different management tools have evolved to the up to date concept
- The most popular management tools nowadays.
- Strategic planning “Step-by-step”
- How to achieve a positive Customer Relationship Management
- Basic skills on Benchmarking
- The usage of Advance Analytics to decision-making process
- An overall approach to Supply Chain Management
- How to individuate most suitable Management Model for their own business.
- General overview of The Team Canvas
- Practical approach to The Team Canvas usage.

As a trainer, you will have to help the attendees to understand the purpose and utility of these tools in their daily activities. You will find below practical exercises as well as concrete examples to give to the attendees.

### **Starting the module**

To start the module, you can ask the following questions to the attendees so they can start reflecting about the management trends and how these affirmations might reflect a reality of their own activities; having this concepts in mind they can start implementing the new concepts acquired during the training to improve their business.

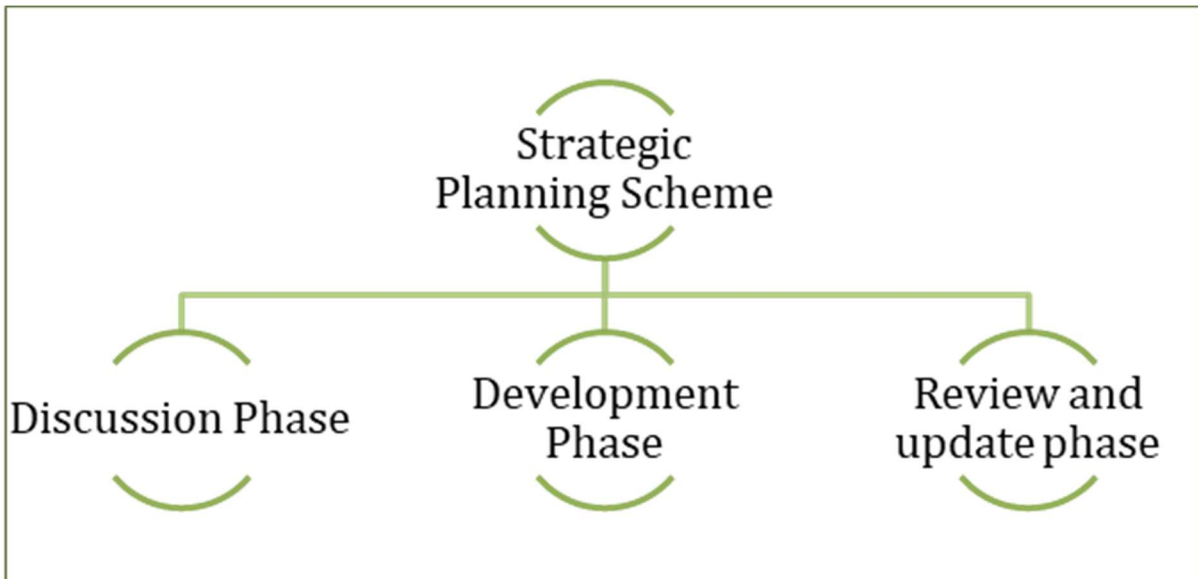


Affirmation	Agree	Disagree
Today's business leaders must trust and empower people, not command and control them		
Culture is at least as important as strategy for business success		
Supply chain capabilities are increasingly vital to success in our industry		
Digital disruptions and software solutions are rapidly changing the rules of competition		
We are disciplined cost managers who focus our spending on strategic priorities		
Customers are less loyal to brands than they used to be		
We could dramatically boost innovation by collaborating with outsiders, even competitors		
Excessive complexity is raising our costs and hindering our growth		
Bureaucracy and excessive levels of hierarchy are putting us at a competitive disadvantage		
Effective mergers and acquisitions will be critical to success in our industry		
We talk about digital strategies, but aren't operationalizing them fast enough		
Our company adapts to change faster and better than our competitors do		
We innovate through rapid prototyping and collaborative testing with end users		
We capture and exploit the full value of data from all corners of our company		
We face significant gaps between our IT capabilities and business needs over the next three years		
Our advanced analytics capabilities are world class		
In our industry, shareholders seem to value growth more than profits		
Our IT systems are constraining profitable growth		
Insufficient consumer insight is hurting our performance		
Our firm's structure and culture impede profitable growth		



### Using schemes

To try an explain the strategic Planning explain the process in the long run and the business as a continuity in time. The Planning can be described as a 3 phase plan.

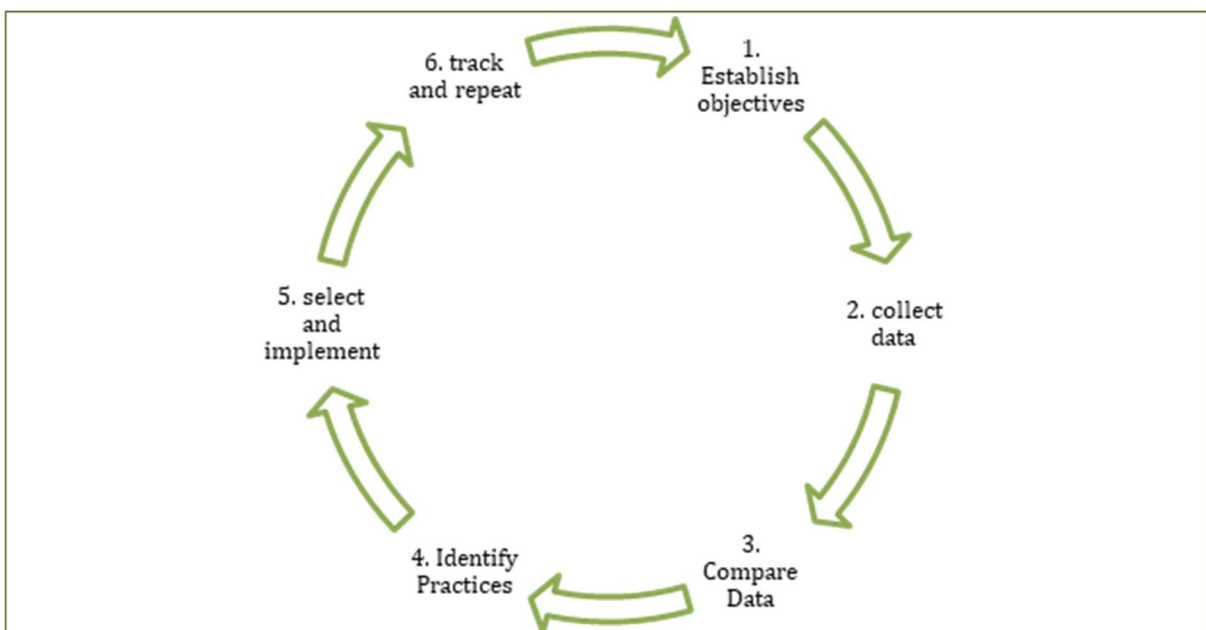


You can pair the trainees to discuss between them what are the main characteristics of each phase. Having a visual concept of the phases help to identify the main characteristics.

The same kind of scheme can be applied to **Customer Relationship Management** and its different appearances.

An easy way to navigate to the course is by implementing **charts** and **mind maps** that will help have a clear scheme of the processes and the order in which they must be applied or studied.

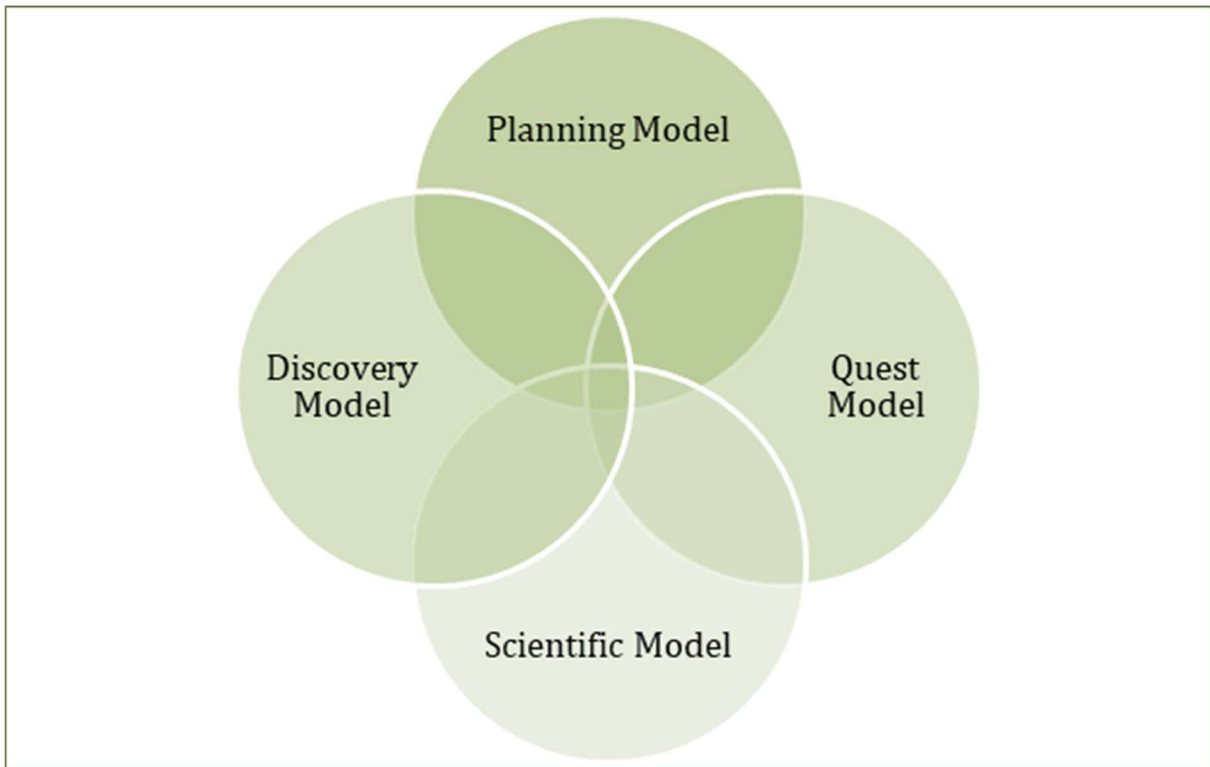
If it is a cycle scheme as it is in benchmarking, the students can have an illustration of the process to reach an effective benchmarking process. The chart to be as the one that follows.





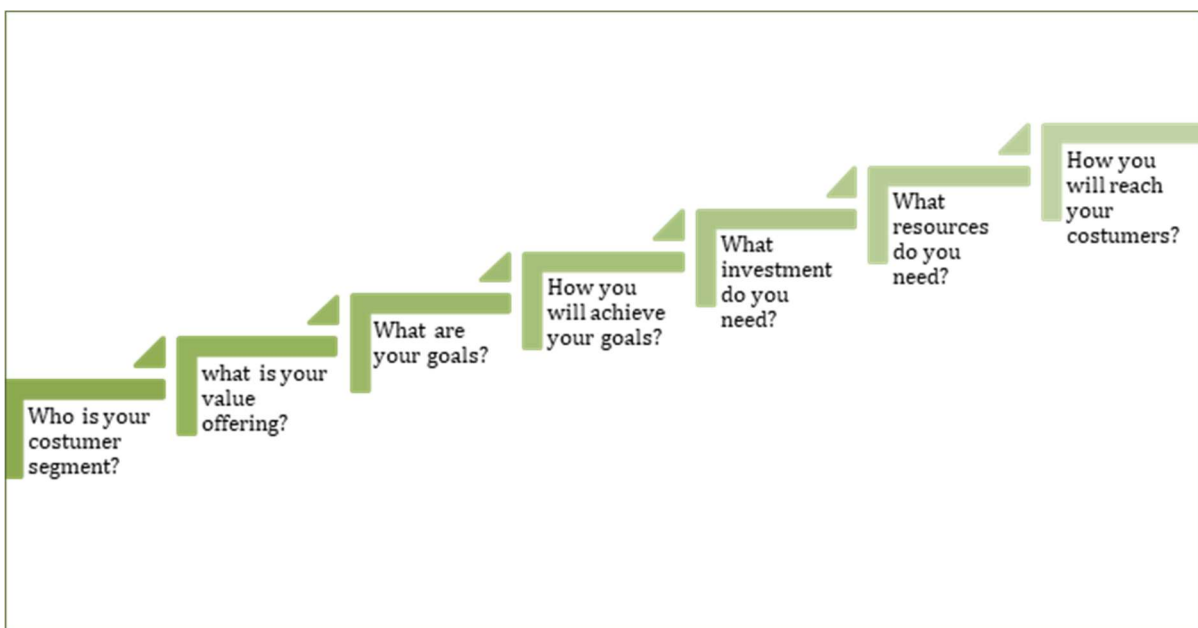


Whenever the course is faced with the need to choose one of the models proposed during the chapter, it is important to focus not only on the characteristics but also the differences that might give a clearer image of what each of them might really need and suits best their own realities.



With this kind of charts, attendees can work by groups and find the common characteristics of each model and deeply understand which one might be better for them.

On the other hand, whenever the group might need to differentiate two concepts as the difference between Business Model and Business Plan, is important to pose main questions that will stipulate the clear differences.





It is also essential to give examples to the attendees on how to make the **financial plan** for their companies, you must make sure to make the most out of the possible investors might present. Therefore, it is important to show visual examples as the ones that follow.

<b>Profit and Loss Assumption</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Annual Cumulative(revenue) increase	0.00%	2.00%	4.00%	6.00%	8.00%
Annual Cumulative inflation ( Expense) increase	0.00%	2.00%	4.00%	6.00%	8.00%

<b>Income</b>					
<b>Revenue</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Product 1	31,250.00	31,875.00	33,150.00	35,139.00	37,950.12
Product 2	43,000.00	43,860.00	45,614.40	48,351.26	52,219.37
Product 3	13,650.00	13,923.00	14,479.92	15,348.72	16,576.61
Product 4	13,500.00	13,770.00	14,320.80	15,180.05	16,394.45
Total Revenue	101,400.00	103,428.00	1074,565.12	114,019.03	123,140.55

<b>Cost of Sales</b>					
	<b>27,567.50</b>	<b>28,139.25</b>	<b>29,264.02</b>	<b>31,020.71</b>	<b>33,502.37</b>
Product 1	9,375.00	9,562.50	9,945.00	10,541.70	11,385.04
Product 2	10,750.00	10,965.00	11,403.60	12,087.82	13,054.84
Product 3	3,412.50	3,480.75	3,619.98	3,837.18	4,144.15
Product 4	4,050.00	4,131.00	4,298.24	4,554.01	4,918.34
Cost of Goods Sold	27,587.50	28,139.25	29,264.82	31,020.71	33,502.37

*Example of financial plan explain how to display the data.*

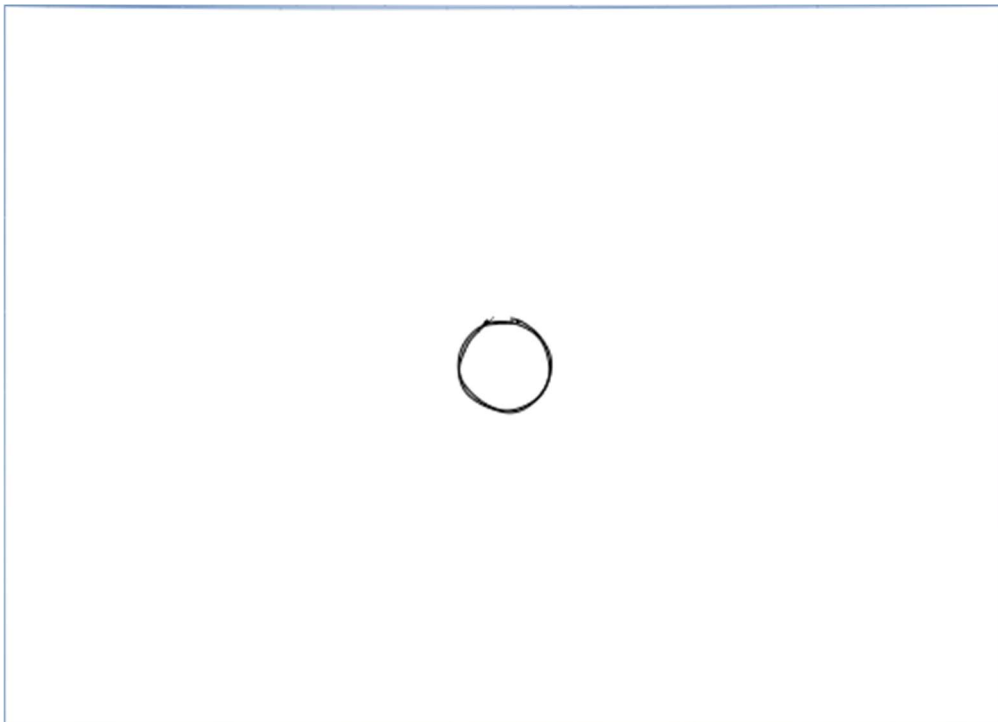


### 3.1.4 Stakeholder Mapping

This is a very useful activity for a team who wants to check their growth and plan their actions ahead with all the aforementioned objectives.

A Stakeholder Map is at all effects a visual map where you can draw and report all your stakeholders – those you feel closer and more influential and those you may not directly know, although they still share some kind of connection with you.

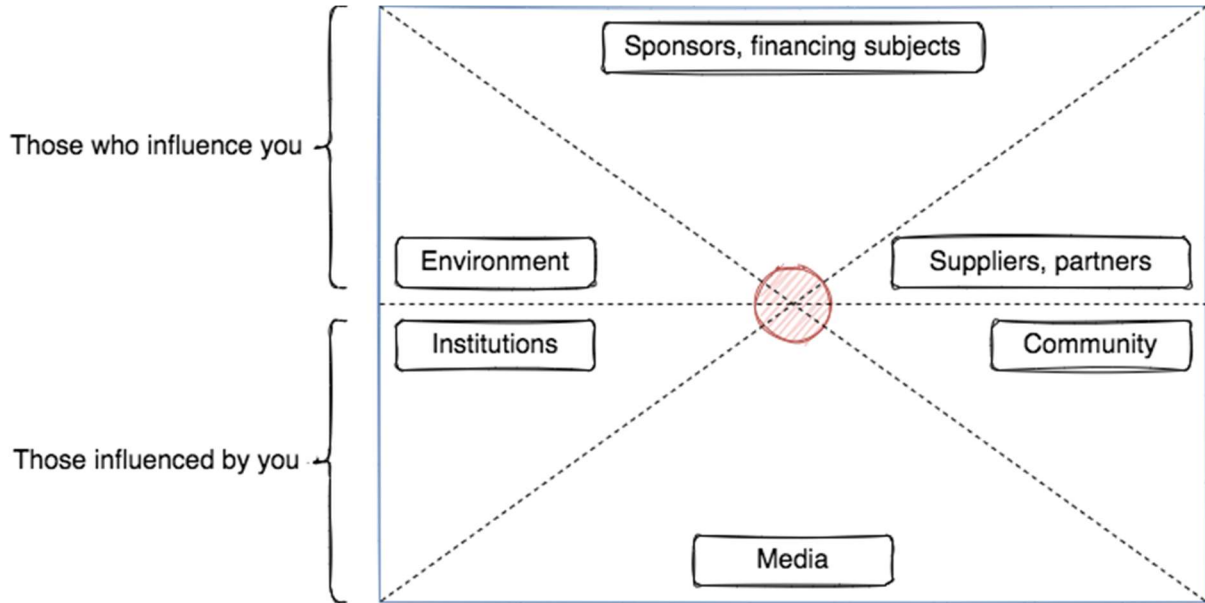
A good way to start drawing your own Stakeholder Map is to take a blank poster (a digital canvas is ok as well!) and to draw a spot at the center. That spot represents your business.



Starting from the center, draw a ray system and divide it according to the categories of stakeholders who are around you.

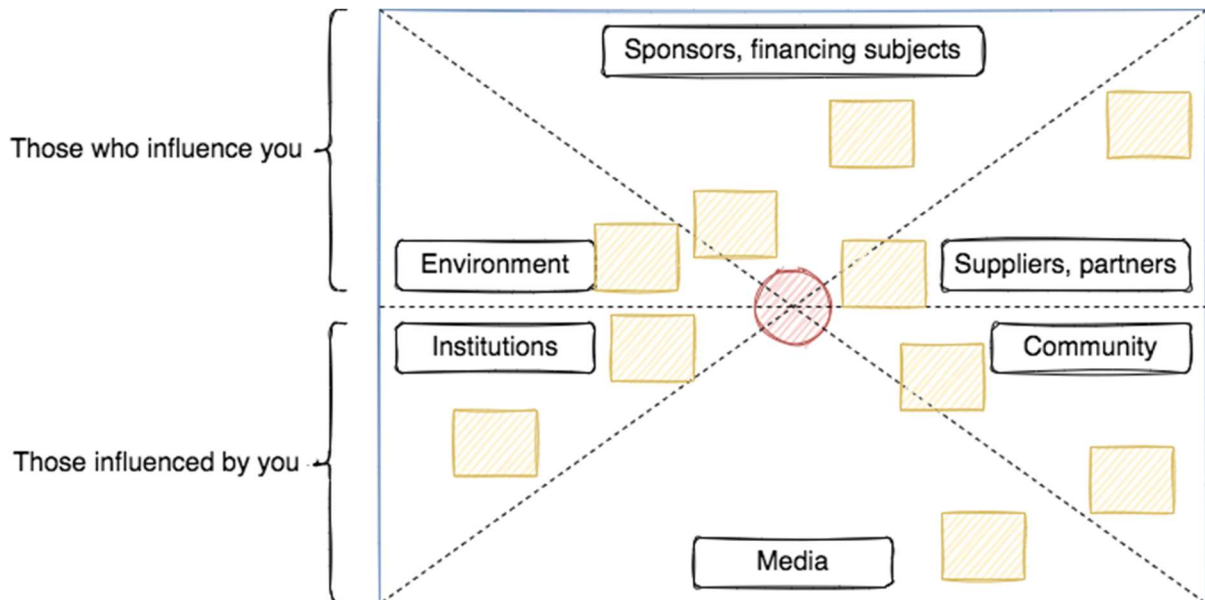
Firstly, divide your map into sectors according to the categories of the subjects that surround you. Try to map both categories who have an impact on you/ your activity and those you impact. Some subjects have both relationships with you.

You can both think globally or locally.



Secondly, start listing all your stakeholders and put them in the Map following geographical criteria:

- Those closer to the center are your **community**. They are those you work with, those you have an open dialogue with. Your relationship is one of co-creation and co-design.
- Those in the middle are your **network**. You could call them “friends of a friend”. You mutually are aware of each other, but you have had no direct contact yet.
- The farther you go, the more you are exploring the so-called “**crowd**”.





### 3.1.5 *What can you learn from it?*

Here are some generative questions:

- Am I speaking in the correct manner with my community, my network and my crowd?
- Which elements of my network do I want to bring in the “community” section? How can I move in order to do that?
- Which elements of my crowd do I want to bring in the “network” section, and how to move in order to do that?

## 3.2 Alternative training techniques (Free role-playing games)

### 3.2.1 *Roleplay*

#### **What is roleplay?**

To fully understand what is intended with “roleplay games” or “roleplay gamification techniques” and how the techniques comprised in these broader terms can be applied for educational purposes, you need first to understand what it is to be intended as “games” or “gamification”.

What we commonly intend as gamification is actually composed by two distinct and somewhat opposing application methodologies:

**Gamification**: The introduction and application of elements normally pertaining to games into non-game environments.

**Game-based learning**: The use of games or video games for educative purposes.

As you can easily infer from these two short definitions, the term gamification derives from an amalgamation of two complementary perspectives: the first one consists in the application of single or multiple game elements into contexts not usually associated with games, with the goals of easing the knowledge acquisition and consolidation processes (e.g the implementation of points and rewards systems in teaching) and increment motivation, participation and productivity (e.g the implementation of progress bars and badges in tests); the second one, on the other hand, consists of games specifically developed as to serve for teaching purposes (e.g Assassin’s Creed Valhalla Discovery Tour: Viking Age allows the player to retrace real historic events).

Having clear in mind these differences, you need now to understand what roleplay is:

**Roleplay**: The interpretation of a character in fictional settings.

Generally speaking, roleplay therefore requires the player to immerse in a fictional persona (which may partially or totally differ from the player itself) and identify which possible actions and behaviors it may undertake in relation to a fictional environment (as for the character, also the environment may partially or totally differ from real-world environment). Rules, goals and the initial narrative are stated

and well defined (despite goals in particular may be added, adapted or excluded in relation to the evolution of the narrative).

Understanding and integrating the three concepts stated above, it is easily understandable that roleplay games pertain to game-based learning mechanics. Roleplay learning games are games specifically developed as to foster acquisition (partial or total), practicing and/or testing of specific knowledge and the development and/or consolidation of specific hard and soft skills.

### Benefits and downsides

Roleplay games used in teaching have usually the following benefits attributed on their behalf:

<b>Immersivity</b>	Immersing in a character and dealing with the tasks assigned by a teacher allow learners to practice the theoretical knowledge they acquired during lessons and to acquire further specific knowledge, all while understanding and developing specific setting-dependent strategies and honing their skills.
<b>Secure experiencing</b>	Roleplay settings applied to learning have as one of their prerequisites that the environment is as close to the real world as possible, allowing for practice with real-life situations.  Given this fundamental assumption, learners are given the possibility to test their knowledge and to practice their skills in a secure and controlled environment, which gives them the freedom to experiment without any fear of physical, emotional, social or economic damage.
<b>Knowledge acquisition</b>	Intended as hard skills. Roleplay allows for the acquisition of general and sector specific knowledge.  Knowledge administration is done via the use of knowledge “nuggets”, that are small chunks of information (canonical information dimensions are not suitable for roleplay). Nuggets’ use allows for a faster consumption and assimilation of knowledge.
<b>Skills acquisition</b>	Dealing with different difficulty level tasks gives the learners the possibility to practice their soft skills, with situational assessment, critical and analytical thinking, decision making and strategic planning at first place. Important impacts are also possible on creativity and innovation capabilities, time and self-management. All the above implicitly stimulate learners’ stress management capabilities.  You have to keep in mind that roleplay is not an individual activity. Via the interaction with their peers, learners develop and hone their social and cooperative skills (communication, conflict management, presentation skills, teamwork, flexibility and adaptability are the ones that perceive a major impact). Cooperation with others fosters also, and most importantly (it is a prerequisite for the correct development of every other social and cooperative skill), emotional intelligence honing. Lastly, cooperative activities may upskill learners’ leadership (however, this is more of a situational possibility, given that the benefits will manifest only if the need for a leading figure arises in the group).

Roleplay has also a few “common-sense” downsides to its application:

<b>Time and energy consuming</b>	If you are not well acquainted with roleplay learning games and where to find them or how to produce them yourself, you will spend a lot of energy and time in searching for the right material to use in your course.  Same can be said for adapting already existing games or templates to your needs.
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<b>Competence entry level</b>	Roleplay games implementation to teaching can be a demanding and stressful activity. It requires the possession of well-developed class management skills in order to maintain the control of the activity itself.  Given roleplay's peculiarities, a certain level of acquaintance with its mechanics and a certain amount of your own experience in participating in roleplay games (be it as a player or as a game master) is necessary in order to be able to run a smooth game.
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### Roleplay games for learning: examples

The following is a non-exhaustive list of webpages in which you can find some already existing roleplay games suited for teaching specific topics (be it soft or hard skills). The templates and the finished games that you will find, are easily adaptable to specific contents concerning Circular Economy and economy.

- [Busyteacher.org](https://www.busyteacher.org)  
The website is a learning tools library which among all other contents has a recollection of 286 free roleplay game templates suitable for the teaching of almost any topic. Rules for each game are stated in each template description. To ease the research for the right template, it allows you to filter the materials by difficulty levels.
- [The case of waste management](#)  
It is a specific game developed to allow learners to better understand Circular Economy policies. Rules and all needed instructions on specific roles are provided in the page.

### Tips and tricks for your roleplay games

Be it that you are experienced in roleplay games implementation in teaching or that you are a newcomer, the following list contains the key elements that you need to consider in order to obtain the best results from your gaming sessions.

- **Do not fear “little” narrative expansions:** despite diverging from the settled goals of the game may delay their achieving, allowing for a limited tolerance in the topics that may be brought up by learners' interactions may be quite useful. Keep in mind what emerges from each game session because it may serve you as stimuli to better orient the topics of your future lessons. However, do not forget to redirect the group's attention to the original goals of the exercise if they diverge to much from the path.
- **Be “goal-flexible”:** Goal achievement is roleplay counterpart of completing an argument in traditional learning. Defining the right goals is therefore fundamental to achieve the best results possible, especially if your aim is competencies development. If that is the case, once set, goals are not immutable. You need to monitor the group's progression. If needed, you have to adapt the original goals as not to hinder the results. If you see that a goal is too ambitious for a group's actual level and that the learners are struggling to achieve even the sub-goals, tone it down; on the other hand, if the group is progressing rapidly, elevate the difficulty of each future goal. If you have more than one group (remember that roleplay games have a set maximum and minimum number of participants), an easy alternative to goals adaptation is composing groups with always different participants (this will also



exploit group learning dynamics such as diffusing the knowledge from the most skilled to the less skilled participants, fostering the growth of the average knowledge and competency level of the class).

- **Keep the game setting real-world centered.**
- **Ask for a brief feedback after each session.**
- **Give to each participant a copy of the general rules:** to avoid misunderstandings, confusion or continuous game interruptions, provide to each participant a copy of the rules of the game (setting description may also be included), or at least write them down on a board. Specific role dependent instruction or information can be provided to individual learners orally or in a written form (as suits best your needs).
- **Pay attention to “inactive” learners:** monitor your groups for individual components' inactivity levels. In a group, it is common behavior for some components to lean on others' competencies and “relax” while others do the heavy lifting. You need to discern whether the inactivity is due to a lack of confidence from the learner, to an assimilation phase (the learner is listening to others and assimilating bits of their knowledge), or whether it is due to the learner not being interested in the game, distracted or if they need motivation.

### Generative questions

- Is my class interested in trying roleplay?
- Is roleplay a useful mechanism for my class?
- Do I want to use roleplay to assess knowledge or to transmit knowledge?
- What topics from my course can I teach through roleplay games?
- Are the specific rules of the game I intend to implement in my class clear enough to/for me?
- Am I intervening too much during game sessions?
- Are the rules and the setting I chose clear enough for everyone to understand them?
- Are the goals stated in a clear way?
- Are the goals designed in a way that allows/facilitates the acquisition of the desired topics for my actual learners, or are they being hindered by them?
- Is roleplay having a good impact on my learners' learning processes and are they acquiring the wanted skills/competencies?

## 3.3 Team building and development

### 3.3.1 STAR model

#### What is STAR model?

To have a more precise understanding of what the STAR model is and of how it may be useful in your learners' future, let's start by defining it as the acronym of four concepts:





**Situation:** It is to be intended as the specific issue that you want to give an answer to. It is an analytical step that takes also in consideration the specific context in which you are operating. It allows you to find the answers to the following questions:

- What is the goal I want to achieve?
- What is the actual environment I'm operating in?
- What are my strengths?
- What are my weak points?
- What are my previously developed assets that I can capitalize on?
- Do I need to adapt my assets to operate in my actual environment?
- What are the resources at my disposal (also human)?

**Task:** It is to be intended as the sum of all the procedural steps which completion is necessary to achieve to the identified goal. It is a step that requires analytical and time management competencies. It allows you to find the answers to the following questions:

- What are all the tasks I need to complete in order to achieve my goal?
- If needed, have I correctly and fully subdivided the tasks in more manageable ones?
- Have I correctly distributed the tasks in the time I have at disposition for the achievement of the goal?
- If some tasks are dependent from the completion of previous ones, have I correctly distributed and connected them in the time I have at my disposal?
- What roles do I need to cover in order to achieve my goal?
- Am I capable of completing all the tasks (and all the preliminary and related activities) alone, or do I need the support from someone else?
- What is the best allocation for my resources?
- Are my available resources enough or do I need to acquire more?

**Action:** It is to be intended as the sum of all the actual activities you will need to perform in order to complete all the tasks you have identified in the previous steps. It allows you to find the answers to the following questions:

- Have I identified all the activities I need to perform?
- What are all the activities that I need to perform in order to complete each task?
- Have I correctly and efficiently distributed all the co-dependent and previously-completed-dependent activities in the time I have at my disposal?
- Am I respecting each activity's deadline?
- If I need to rely on others' support, are they respecting their assigned activities' deadlines?
- Are my resources being deployed in a cost-result efficient way, or do I need to redistribute them?

**Result:** It is to be intended as all the end (and if applicable intermediate) results deriving from the activities you performed. It is a step that allows you to evaluate the impact of the three previous steps. It allows you to find the answers to the following questions:

- Have I reached the goals that I have identified?
- Have the final results that I have produced reached the highest quality needed/expected level possible?
- If I needed to rely on others, what were our interactions like?
- How can I further capitalize the results and the experience I gained?



*(Keep in mind that the proposed lists of questions are not exhaustive, the above are just the most relevant ones.)*

As easily inferable from the questions above, STAR model is particularly useful in solving goal-based issues. Despite the proposed questions being structured as “for general business”, they are easily applicable (with almost no adaptation needed) to team building and management.

## 4. Plastics and Circular Economy - opportunities and challenges

### 4.1. Closed questions

**Why can a business model be seen as essential? What is the main essential of a business model?**

- it helps a company to understand the value over a long period of time
- it helps a company to prescribe their actions for the next year
- it helps a company to plan their next financial steps
- it helps a company to plan their personnel management

**What of the following approaches can be considered for circular packaging? (multiple choice)**

- Reusable boxes for transport
- Dishes that can be reused for food delivery
- Plastic bags for grocery shopping
- Refilling stations for water bottles in cities or shopping centers

**What is the concept of the Value Hill Model?**

- Keeping products in a cycle for as long as possible
- Recycling of products
- Keep products are their highest value for as long as possible
- Reuse of products

**What are market barriers to implement circular economy limited to?**

- low virgin material prices, high upfront investment costs, limited funding of circular business models and limited standardization
- high personnel costs, high upfront investment costs, limited funding of circular business models and limited standardization
- low virgin material prices, high upfront investment costs, high funding of circular business models and limited standardization
- low virgin material prices, high upfront investment costs, limited funding of circular business models and good standardization

**What of the followings are NOT approaches to change the consumer behavior?**

- Sustain new habits, using contextual cues
- Analyze consumer beliefs and behaviors at a granular level
- Equip people with the right knowledge
- Reinforce negative new beliefs



**What is garbology?**

- a mind map to organise our thoughts
- fan group of the Swedish actress, Greta Garbo
- degree of variation of life forms within an ecosystem
- study of modern refuse and trash

**Among all proposals below, which affirmations are correct?**

- It is the opposite of linear economy
- It concerns only recycling process
- The value of products, materials and resources is maintained in the economy for as long as possible
- It concerns the production of short-term products
- It concerns the creation of product with a low environmental impact

**The objective of the circular economy is to :**

- lead to a decrease
- reuse and recycle products
- decouple economic growth and resource depletion

**What is the aim of the eco-design jobs?**

- To reduce the environmental impact at each step of the life-cycle of the products
- An eco-design approach only involves environmental improvements
- To find a solution to create a product with the lower price of product as possible

**Will the Circular economy create jobs in these sectors?**

- Eco-design
- Services
- Repair
- Financial
- Insurance
- Web
- All these sectors

**The possibilities of creating jobs in the circular economy is quite endless?**

- True
- False



### **Why are plastics ultra-present in our everyday life?**

- The cost of plastics is the lower on the market
- They help to increase the level of resource productivity
- The problem linked to plastics were not considered as an environmental issue
- Alternatives have been created only a few years ago

### **What is the right hierarchy of waste management?**

- Recycling, Other recovery, Prevention, Preparing for the reuse, Disposal
- Prevention, Recycling, Preparing for the reuse, Disposal, Other recovery
- Prevention, Preparing for the reuse, Recycling, Other recovery, Disposal
- Preparing for the reuse, Recycling, Other recovery, Prevention, Disposal
- Prevention, Recycling Preparing for the reuse, other recovery, Disposal

### **The virgin plastic is still used because:**

- to ensure good properties in the final product
- The collection and the sorting are not well organized
- Consumers prefer to have virgin plastics instead recycled ones
- to avoid any risk of contamination of the recycled material

### **What is the difference between thermosets and thermoplastics?**

- Thermoplastics can be melted while thermosets cannot
- Thermosets can be melted while Thermoplastics cannot
- No difference

### **Can an elastomer be natural?**

- Yes
- No

### **Among these affirmations, choose the correct one(s)?**

- They can be both natural
- Bio polymer comes from nature while elastomer is only a chemical plastic
- Bio sourced means recyclable and/or biodegradable

### **How does one explain a value chain?**

- A series of steps that include understanding what a customer wants and creating solutions for those wants
- The process of creating the best product for the lowest prices
- A budgetary method to manage money and get the greatest value for the money



### Recycling gives a real answer to face:

- industrial production as a result of waste management policies: recycling objectives, development of sectors with Extended Producer Responsibility
- the decrease of plastic demand
- environmental and economic constraints

### Where (non-recycled) plastics are derived from?

- Fossil fuel-based chemicals like natural gas or petroleum
- Islands of debris in the Pacific Ocean
- PET-lands

### List at least 5 problems related to plastic pollution.

1. Unclosed loop of resources (landfills and incineration)
2. Ecosystem damage and wildlife exposed to danger
3. Debris islands on the Pacific Ocean
4. Health problems - caused by microfibers and microplastics through direct and indirect consumption
5. Health problems - BPA correlated with disruptions in fertility, reproduction

### Name all differences between macro and micro plastics

While macroplastics are visible and come from mismanaged waste disposal; microplastics are sometimes invisible; they are the fragments of any type of plastic less than 5mm in length. Their sources are cosmetics, industrial processes, use or washing synthetic clothes or from tyre and road wear particles.

## 4.2. Open questions

- Think about your business: what could be a potential business model to implement? How could you implement it?
- What has to be considered to implement a circular business model?
- Think about the “circular suppliers” business model: how can you find/ identify circular suppliers for your business activities?
- Which products and services is your company offering – in which way are they circular and how can they be improved to become more circular?
- What has to be considered to implement a circular business model?
- How can you identify waste streams in your company?
- How can you identify waste streams in your company which still can be utilized/ reused in a different way? (Remember: what is considered as waste for you might not be waste for someone else and still provides value for them)
- Which waste streams in your business have the potential to be replaced by service or reusable products?
- What do you think of the mentioned solutions and partial solutions (for the plastic problem)?
- Which ones are already (somewhat) implemented in your country/region?
- Do you think they are efficient and enough?
- What other solutions would you suggest?



### 4.3. Research that inspires practice

Think about your business area: are there already existing circular business and what can you learn from them? (learning from their experiences and best practices, eventual cooperation partner or continuative business model)

Think about those practical examples of circular economy business models: is there a business model that you can take as an example for your business to become circular or to implement circular approaches? Or is there an example of a business model with which you can form a cooperation? (You might also consider circular business models that are implemented in your surrounding businesses)

Think/ research about your surrounding/ the environment you are living in: what might be barriers you face when trying to implement a circular business model?

Look at the list of...

- Why plastic pollution is a problem nowadays? and
  - Complete the list with new items you consider a problem
  - Make a research and underpin the information with concrete data from your city/region/country/EU level
  - Pick the most relevant to your business/reality and write an essay/blog article on it
- Solutions and partial solutions
  - List 5 concrete examples of each in your city/region/country
  - Write an open letter to local decision makers to influence them towards sustainable solutions.

### 4.4. Team assignment, project work, action

- Visit one of the identified businesses that applied a circular economy business model! Take notes of what inspires you and what you can consider for your business.
- Talk to your colleagues/ partners/ people, show them your business and ask them for possible ways of improvement.
- Organise a coastal/riverbed/forest cleanup in your neighbourhood
- Plan a campaign in your company to sensitize your colleagues
- Make an artwork related to plastic pollution and sustainable businesses
- Organise a round-table discussion with the participation of the possibly most diverse stakeholders on a locally important topic.
- As the circular economy jobs seem endless, try to find lack of jobs in your territories and the needs of the area where you are living. Imagine the most interesting job to create through entrepreneurship in order to integrate yourself into the world of the circular economy by creating value in your territory and by participating in the improvement of the environment.
- As entrepreneurs, mentors/coaches, or investors, and regarding your area, think about proposal of additional legislation needed to improve circular economy in your area. Without being a legislator, think about simple actions/laws in your town, your region or your country which ones can be easily adopted to increase the impact of circular economy.

## 4.5. Case studies

### 4.5.1. *Circular Economies*

Currently, the world's dominant economic system follows the static exploitation-consumption-pollution model that characterizes capitalism. For the past few decades, most countries' economic policies have strived for economic growth, measured with GDP. This has been very effective and has helped millions of people out of poverty but at the cost of the environment. Economic growth has gone hand in hand with the rise in global ecological problems such as species extinction, forest destruction and climate change amongst others. The key problem behind the world's global economic policies of recent decades is the dominating idea behind them; a nation/region is only successful if it achieves economic growth.

This is problematic because natural ecosystems, on which humans depend for the provisioning of water and food for example, have boundaries or thresholds that should not be crossed. If crossed, these ecosystems might collapse, or their ecosystem services might decline which endangers human society.

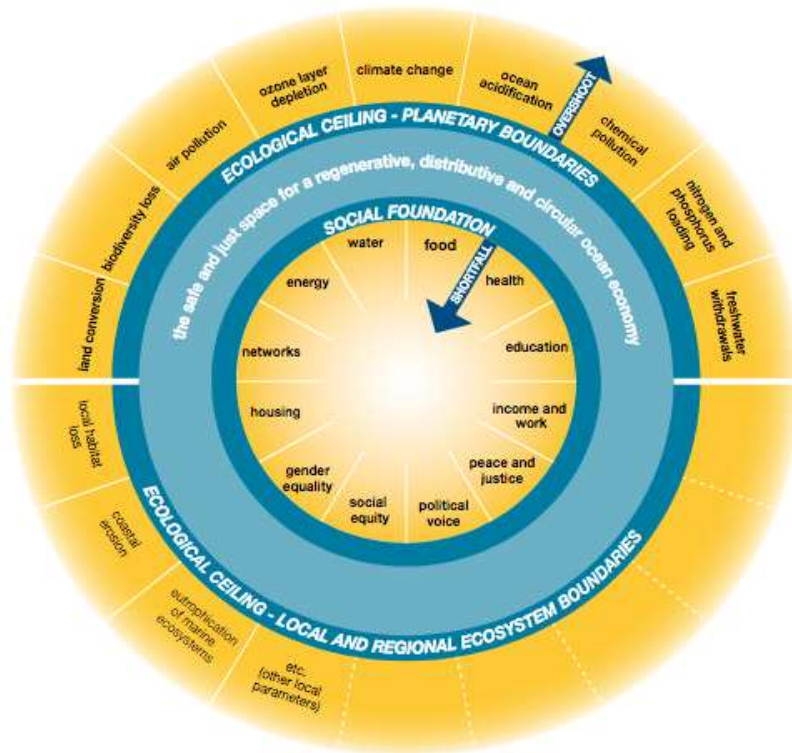
Though it is true that economic growth does not inevitably mean ecological destruction (as technological innovations can increase energy and material use efficiency, and circular economy approaches can maximize the re-use of products and recycling of materials, for example), it is questionable whether economic growth can be sustained while cumulative environmental impacts (that are already transgressing ecosystem boundaries) need to be drastically reduced (Næss & Høyer 2009, Steffen et al. 2015, Ward et al. 2016).

A fundamental question is: do we need perpetual economic growth for humans *and* the planet to thrive? According to most policymakers we do need economic growth of our economies. On the other hand, there is an ecosystem-based narrative centered on a healthy environment and the importance of ecosystem and nature protection in order to allow a long-time use of nature's resources.

One useful framework that can help us understand how to balance both objectives, is the doughnut economy framework developed by Kate Raworth (2017). Raworth's doughnut model takes into account the need for *"a safe operating space for humanity, bounded on one side by social and wellbeing benchmarks below which no human should fall and on the other side by environmental boundaries that cannot be transgressed"* (Lieberknecht, 2020).

Raworth uses the metaphor of a doughnut with a hole at the center; the inner edge represents the social foundation (the wellbeing objectives that must be achieved to prevent people from falling into the hole), while the outer edge of the doughnut represents the ecosystem ceiling (the planetary boundaries that economy should not overshoot in order to prevent loss of functioning) (Raworth, 2017).





**Figure 1.** The ‘blue doughnut’ as a framework for sustainable management of the oceans. From Lieberknecht (2020) who adapted the original doughnut model from Raworth (2017).

#### 4.5.2. Circular Economy jobs

This case study shows an innovative example of a job that greatly fits into the circular economy.

Rotterzwam ‘from Rotterdam and the Dutch word for mushroom ‘zwam’ is a company that collects coffee waste from local bars and restaurants in the city of Rotterdam (NL) and converts them into oyster mushrooms. In 2020, they ‘saved’ 34 191 kg of coffee grounds and produced 110 928 oyster mushroom snacks which are used as a meat substitute (for example for a Dutch snack called ‘bitterballen’). This saved 3 327 840 liters of water compared to meat-based snacks (Cox, 2021).

Furthermore, the company is carbon negative thanks to the solar panels that are used to heat the rooms where the oyster mushrooms are grown and to deliver their products to their clients in Rotterdam.

Lastly, the composted coffee grounds are going to be sold to farmers who will use it as a biofertilizer.

This company is therefore a perfect example of how circular economics can be put into practice.

#### 4.5.3. Recycling plastic

In the text, it is stated that since 1950, only 9% of plastic used, has been recycled and 50% has ended up in landfill or dumped in the wild. Around 8 million metric tons of plastic waste ends up in the oceans. What’s not explained though is that the largest contributing sector to the plastic pollution of the



oceans is the fishing sector. Not the packaging, textile or transport sectors. It is estimated that almost half of the weight (46%) of the plastic of the famous North-Atlantic plastic soup garbage patch consists of abandoned fishing nets (Plastic Soup Foundation, 2018). Nets and other fishing gear are left behind in the sea and contribute to the killing of whales, dolphins, sea turtles, seabirds, and other wildlife (Plastic Soup Foundation, 2018).

This indicates that even though plastic entering the ocean via rivers is a massive problem, plastic pollution can already be greatly reduced by focusing on the fishing sector alone and reducing the loss of fishing nets (named 'ghost nets').

### **Background on the use of plastic from the past to now**

To reduce plastic pollution, the European Union has decided that from 3 July 2021 onwards, it is not allowed anymore to place single-use plastic plates, cutlery, straws, balloon sticks and cotton buds on the markets of the EU Member States. This also applies to cups, food and beverage containers made of expanded polystyrene and all products made of oxo-degradable plastic.

### **Recycling plastic: biological recycling**

Recently, scientists have discovered that certain fungi are able to break down plastics. Fungi possess a detailed molecular machinery that enables them to break down materials that cannot be broken down (easily) or consumed by other organisms (think of wood for example or mushrooms that weather minerals).

In 2011, scientists discovered that *Pestalotiopsis* microspore can digest and break down polyurethane plastic. A few years later, a designer in Utrecht created a project called 'Fungi Mutarium'. They showed that a very common mushroom, the oyster mushroom, is capable of degrading small pieces of plastic, all while producing delicious mushrooms. In 2017, scientist discovered another biodegrading fungus in a landfill in Islamabad, Pakistan which is called *Aspergillus tubingensis*. It can break down polyester polyurethane, used as packaging foam (Hildebrandt, 2020).

Although it sounds very attractive to use fungi to degrade our plastic waste (rather than burning it for example), it is not easy to do so at a large scale. Mushrooms need a certain specific environment to grow properly and not all plastics can be broken down (at least that is what we think now) but more research could help us overcome these hurdles and might one day lead to the creation of fungi-based recycling plants.



## 5. Management of Intellectual Property

To explain the intellectual property to the attendees, the trainer could use the following closed questions that will give the attendees the possibility to gain a clear understanding of the two branches of the IP.

### 5.1. Closed questions

**Among all proposals below, which affirmations are correct?**

- The level of patents is a reliable indicator of innovation performance in the fields of economy
- Intellectual Property is the name given only to the new industrial design
- International Intellectual Property treaties don't leave any space for state parties to manage IP
- The European Union owns 30% of the world's patents for the production and use of alternative energy source.

**What does Article 2 of Paris convention impose?**

- It imposes a requirement of domicile or establishment for the enjoyment of any industrial rights for the enjoyment of any industrial rights. in the country where protection is claimed upon nationals countries of the Union
- It imposes the same protection and legal remedy against any infringement against their rights in every country of the Union
- It Imposes that the citizens of any country of the Union don't enjoy in all the other countries of the Union the advantages that their respective laws now grant, or may hereafter grant, to nationals.

**What are the consequences of Art.5?**

- It leaves significant flexibility to design exceptions and limitations to utility model protection
- It applies for all cases of abuses
- It implies that a country is not free to introduce compulsory licenses

**Does the substantive obligations of the Paris Convention are part of TRIPS and hence are obligations under the WTO Agreements?**

- True
- False

**Are the TRIPS-plus conventions, bilateral, multilateral or regional between states to strengthen the protection of IP?**

- True
- False

**Does not "flexibilities" in the TRIPS Agreement given significant access to green technology in the UN Framework Convention on Climate Change?**

- True



- False

**To what is related Copyright? (several good answers)**

- Industrial designs
- Artistic creations
- Technology-based works
- None of the above

**What is the main feature of Copyright?**

- Nobody apart from the author has the right to make the work public or reproduce it
- Everyone has the right to make the work public or reproduce it
- Everyone is obliged to reproduce the work following the exact pattern of the author
- None of the above

**In EU countries, copyright protects your intellectual property until:**

- 50 years after your death, or 50 years after the death of the last surviving author in the case of a work of joint authorship
- 30 years after your death, or 30 years after the death of the last surviving author in the case of a work of joint authorship
- 10 years after your death, or 10 years after the death of the last surviving author in the case of a work of joint authorship
- 70 years after your death, or 70 years after the death of the last surviving author in the case of a work of joint authorship

**Which of the followings are types of Industrial Property?**

- patents for inventions
- artistic creations
- trademarks
- technology-based works

**The broad application of the term “industrial property” is set out in :**

- the Paris Convention
- the Hague Convention
- the Naples Convention
- the Madrid Convention

**In some cases, certain specs of an intellectual creation, although present, are less clearly defined. What counts then ?**

- that the object of industrial property consists of detailed information given (in particular) to other companies, regarding products and services offered on the market
- that the object of industrial property consists of detailed information given (in particular) to consumers, regarding products and services offered on the market
- that the object of industrial property consists of detailed information given (in particular) to stakeholders, regarding products and services offered on the market



- none of the above

## 5.2. Open questions

**List the stages of the patent process:**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....

**Can you outline the general features of Patents?**

**Can you outline the general features of Trademarks?**

**What a Trade secret is?**

**Can you outline the main characteristics of Design protection?**

**What is a website domain?**

**Why Geographical indications are important?**

**What about copy right and related rights?**

To explain the legal framework of the European regulations of the Intellectual Property the trainer can subdivide the topic by:

- Global: World Intellectual Property Organisation (WIPO)
- Regional (European Union)
- And national



### 5.3. Generative questions

The following are some generative questions useful as a checklist to keep in mind everything you need to know on IP:

- Do I have a clear general understanding of what IP is and what are its benefits?
- Do I understand what is licensing and how it is connected to revenue, innovation and trade exclusivity?
- Do I know what infringement means and how it works?
- Do I know what are the minimum prerequisites that need to be fulfilled/identified in order to request IP?
- Do I know what can be put under IP and what happens to them once licensed?
- Do I understand clearly what is at the base of the European Union's Circular Economy IP framework (specific ruling), what are the specific directives implemented for its adoption and how its application is implemented in each country?
- Do I understand clearly what are the main IP enforcing bodies in the European Union and what is their specific role?
- Do I understand what are the Circular Economy specific components of the European Union's Circular Economy IP framework?
- Do you understand clearly all the different types of IP and what are their applications?  
Precisely:
  - Copyright:
    - What is used for?
    - What rulings and bodies enforce it?
  - Patents:
    - What are they used for?
    - How they can be obtained?



- What rulings and bodies enforce it?
- Trademarks:
  - What are they used for?
  - How they can be obtained and what are their peculiarities and prerequisites?
  - What rulings and bodies enforce it?
- Community designs:
  - What are they used for?
  - How they can be obtained and what are their peculiarities?
  - What rulings and bodies enforce it?
- Geographical indications:
  - What are they used for?
  - What rulings and bodies enforce it?
  - GI types and peculiarities?
- Trade secrets:
  - What is used for?
  - What rulings and bodies enforce it?
- The following are some questions that can help you in adapting your lessons on Ips:
  - What is my class composition (entrepreneurs; wannabe-entrepreneurs; students; needs)?
  - What kind of projects do my learners have?
  - Can I give them the right indications for the right IP for their need, or is it better to introduce the help of an external expert?

#### 5.4. Research that inspires practice

It is also important to explain the 10 main concepts of IP to the attendees. The concepts are described briefly in the chapter followed by a short example related to it.

Think about the EU legal framework concerning intellectual property. What are the main concepts of IP currently envisaged?

Think and research about what EU directive and regulation acted as a game-changer within the existing legal framework concerning IP.

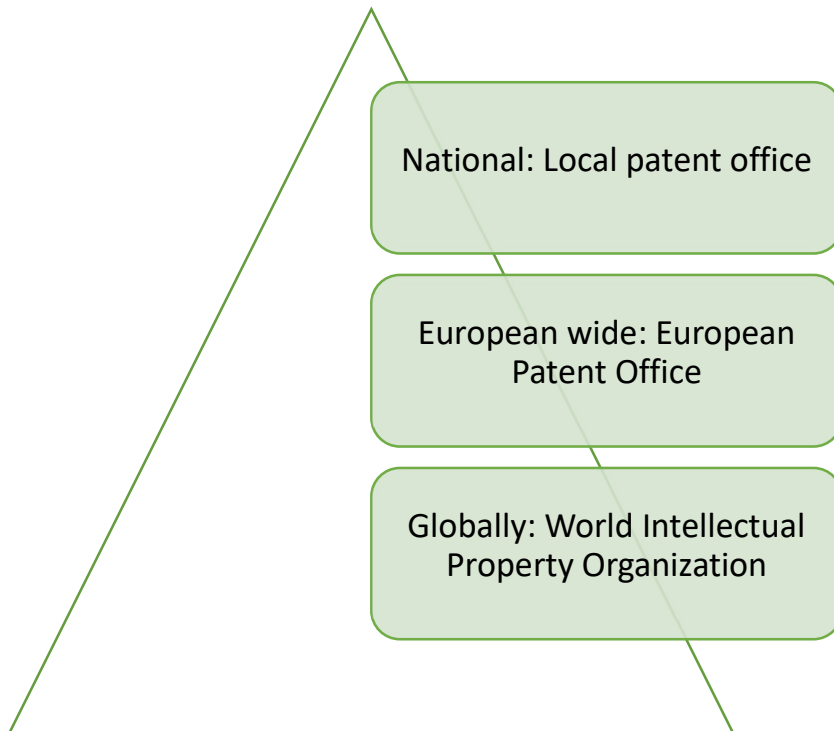
After having identified the 10 main concepts of IP, what are, according to your research, the most used form of tutelage in nowadays business dynamics? And why ?



## 5.5. Innovation and Freedom to Operate

In this part the pupils will study the benefits of IP as well as the usage and creation of patents, trademarks and copyright protection.

Patents can be registered in different levels



At this stage the pupils must comprehend the different types of categories of IP, their characteristics, how to create them as well as the way they are implemented into daily business. It is important to give clear examples of when to use each type of categories, the related duration and the fees applied to each IP category.

<b>Name</b>	<b>What for</b>	<b>Duration</b>	<b>Where</b>
<i>Trademark</i>		10 years	<ul style="list-style-type: none"> <li>- National</li> <li>- European Union</li> <li>- Globally</li> </ul>
<i>Trade secret</i>	To protect against dishonest behaviour	Depends on each case	
<i>Design protection</i>	If you create a new design which meets the requirements of	- 5 years in a European level with Registered	<ul style="list-style-type: none"> <li>- National</li> <li>- European: European</li> </ul>





	novelty and individual character, then you may need to register it.	Community Design (RCD) - 3 years with Unregistered Community Design (UCD)	Union Intellectual Property Rights Office (EUIPO). -
<i>Domain name</i>	you can register a domain name through an accredited registrar which offers the top-level extension you are looking for	Depends on each case.	Depending on the type of extension you choose, eligibility criteria or rules may differ. After you choose the domain name and the top-level extension, you must pay a registration fee.
<i>Database protection</i>	Protect your original database through copyright	When you create the database and it meets the requirements for the sui generis protection, you are automatically granted this protection for 15 years, starting either from the creation date or from when the database was first made publicly available.	

## 5.6. Team assignment, project work, action

According to the examples given, try to create other relevant examples. Talk to your colleagues, show them your examples and ask them for possible ways of improvement!